



BOARD REPORT

Teacher Student Success Plan TSSA and LAND Trust

Hill Field Elementary - SY 2022

Principal Doug Forsgren

PURPOSE

District Vision

Davis School District provides an environment where growth and learning flourish.

District Mission

Educators, parents, and community members work together to create a successful educational experience for each student.

School Purpose

The purpose of Hill Field Elementary is to promote the mission of learning first for all. To accomplish our purpose, we are committed to fostering success for lifelong learners and confident problem-solvers in a safe environment. Through collaboration, students will be enabled to reach their highest potential.

Description of the School

Community

Hill Field Elementary is located in Clearfield, Utah and abuts Hill Air Force Base. Hill Field has a strong military influence and a very diverse community because of the constant movement with military families. Because of the mobility required by their work and the many deployments into war zones, many of the families are dealing with high emotional stress and needs. They are not fully in control over their lives which are dictated almost entirely by national needs. One of the few areas that families do have control over is the education of their children. Therefore, they want to be assured that the education students receive is of high quality.

We have been making a concerted effort to involve parents in the educational process. For example; serving on the PTA, Community Council, volunteering in the classrooms, and participating in parent education nights.

Student Body

Hill Field Elementary currently enrolls 440 students. The average class size is 21 students. 95% of our students come from military dependent families, with 23% of them being economically disadvantaged. Hill Field currently has two Special Education special program classrooms and a Head Start preschool. Our student body is composed of a variety of diverse ethnicities, which enhances our cultural awareness.

Staff

Hill Field Elementary staff is comprised of 27 certified educators. Between these teachers you will find 8 master's degrees, 2 special education endorsements, 15 ESL endorsements, 4 math endorsements, 1 music endorsements, 1 German endorsement, 1 technology endorsement, 1 physical education endorsement, 1 early childhood endorsement, and 1 English endorsement. Hill Field also has 32 classified employees, as well as access to several related servers (speech therapist, OT, PT, counselors, etc.). In partnership with Hill Air Force Base, the school also has an additional full-time Military Family and Life Counselor.

School Culture

The military influence creates a highly patriotic environment at Hill Field Elementary. We are continually working on positively promoting safe school policies and creating a kind and respectful campus. We work to make each child feel successful and important in our school community. We have implemented an explicit Social-Emotional instruction program with school-wide expectations and other positive behavior supports. Hill Field Elementary continues to promote the use of technology resources to support instruction and promote higher level thinking in all content/STEM areas. Hill Field Elementary follows the DESK standards and is focused on student learning.

Unique Features & Challenges

Some interesting and unique features at Hill Field Elementary include a solar operated greenhouse and a large variety of technology/equipment as part of our 5-year, \$750,000 DODEA CCR (College and Career Readiness) grant.

Our challenges include a high mobility rate. New students are enrolled on a weekly basis and typically attend the school for 2-4 years. Teachers are constantly assessing move-in students to design instruction based on student data and needs. Students come to Hill Field from all over the world with different emotional and academic needs. However, Hill Air Force has an Exceptional Family Member Program utilized heavily by the Air Force due to the surrounding area support system for special needs students. This program brings a higher percentage of students with special needs than is typical at most Air Force bases.

Hill Field faces the challenge of a lack of parental support in classrooms and other parental organizations. The mobility of families makes it difficult for parents to commit to the school, knowing their students' education will likely be finished elsewhere. Another factor in the lack of parental support is the financial situation of our very young military families. Many of our families only have one vehicle which is most often used for work. This leaves the other spouse without an easy mode of transportation to the school to volunteer. The entryway to the school from the base is opened at limited times throughout the day. This physically keeps parents from being more involved at the school.

Additional Information

Hill Field Elementary has been awarded a Department of Defense Educational Activities (DODEA) College and Career Readiness (CCR) grant. Our goal is to provide enriched task-based experiences for our students through real world applications, technologies, tools, and materials not normally accessible to our elementary students. These opportunities, coupled with targeted staff development in Comprehensive Mathematical Instruction and Professional Learning Communities, curricular alignment, and coordination with STEM curriculum, will provide real-world skills developed through application of current and emerging technologies.

Needs Analysis

Notable Achievements

Areas of Recent Improvement

Areas of Needed Improvement

Prior Year Status Report

Report progress on PRIOR YEAR 2020 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
<p>Increase the percentage of K-3 students scoring at or above DIBELS beginning-of-year composite score benchmark by 12% on end-of-year benchmark assessment.</p>	<p>Did not meet goal</p>	<p>Due to the pandemic and the soft closure, EOY Acadience Reading data was not available. However, based on the MOY Acadience Reading data we believe we would have met this goal. According to a national comparison tool, a school wanting to achieve above average growth at EOY, would need to make at least a 6% gain of students meeting benchmark at MOY. Hill Field had a 7% increase.</p>
<p>Using positive behavior management and reinforcement systems, we will decrease the number of students who have more than 3 documented office referrals by 12%.</p>	<p>Met goal</p>	<p>This goal was achieved, however the data is only based on a partial year of office referral data since students were not in school for the last 3 months of school.</p>
<p>Students will develop mathematical and science habits of mind by engaging in problem solving activities and communicating about mathematics reasoning. Achievement will be evidenced by administrative observation using the Evaluate Davis teacher observation tool and through 3 lesson studies.</p>	<p>Did not meet goal</p>	<p>Due to the soft closure and pandemic, we were unable to continue our mathematics professional development for our newer teachers. Also, we were unable to do our third lesson study to help self assess our progress. All action steps were being met prior to the soft closure, so we believe this goal would have been met if the year would have finished regularly.</p>
<p>Teachers will implement the professional learning community (PLC) process by frequently (at least weekly) meeting with grade level team members to discuss students' achievement data, drive instruction, and develop common assessments.</p>	<p>Met goal</p>	<p>Fortunately, we were able to host our main professional development prior to the soft closure. We focused on identifying priority standards. This came in very handy when remote learning started. Teachers worked together in grade level teams throughout the remote learning period to focus learning by identifying priority standards and how to assess it.</p>

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Increase the percentage of K-3 students scoring at or above Acadience Reading beginning-of-year composite score benchmark by 12% by end-of-year benchmark assessment.</p>	<p>Progressing according to plan</p>	<p>This goal was achieved, however the data is only based on a partial year of office referral data since students were not in school for the last 3 months of school.</p>
<p>Teachers will implement the professional learning community (PLC) process by frequently (at least weekly) meeting with grade level team members to discuss students' achievement data, drive instruction, and develop common assessments.</p>	<p>Progressing according to plan</p>	<p>Hill Field faculty just completed their main professional development with regarding how to run effective PLCs. This training was originally planned for Sept., however, due to the pandemic the professional development calendar had to be adjusted. Shortly thereafter, we met with our PLC committee to determine our next action steps for PLC success. It has been determined that all grade levels will meet in a common area at the same time to begin breaking down priority standards into learning targets with "I can..." statements for language arts. This will be completed by the end of the school year. At that point, we will then focus on how to use our curriculum as a resource to teach specific learning targets and how to develop common formative assessments.</p>
<p>Improve student SEL skills implementing SEL direct instruction and SEL instructional strategies.</p>	<p>Progressing according to plan</p>	<p>Each action plan step is on track to be met. Every classroom is teaching the Sanford Harmony curriculum and should be including "Meet ups" and "Buddy ups". Of course, the level and quality of implementation varies by teacher. This is why we will need at least one more year to ensure the instruction is at a high level.</p> <p>Teachers just completed another training on restorative practices. Again, more time will be needed than just one year to implement fully.</p> <p>Anchored 4 Life is a huge success. Our student leaders have been trained and are carrying out their duties. An additional training for adult leaders is scheduled for March.</p> <p>Finally, the first school walkthrough assessment was completed on time and the data was shared with faculty members in a faculty meeting. An additional assessment will be done towards the end of the year. The data will be analyzed and shared with the entire faculty.</p>

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 20,752.18
TSSA SY20-21 New Funding	\$ 64,264.00
TSSA Total funding for SY20-21	\$ 85,016.18
TSSA SY20-21 Anticipated Spending	\$ 85,000.00
TSSA Expected balance carried over into SY21-22	\$ 16.18
TSSA Anticipated new funding for SY21-22	\$ 55,834.00
TSSA Total funding available for SY21-22	\$ 55,850.18

Describe your school's SY20-21 Progress for TSSA Spending

Funding was spent to incentivise leadership opportunities. Committees such as Professional Learning Community (PLC), Social-Emotional Learning (SEL), Behavior, and Local Case Management (LCMT) help to determine and give input on the direction of school implementations and how to best target students with needs. This funding was also used to help provide further training and planning time for teachers. Two extra contract days were purchased for every teacher to provide training on and to familiarize themselves with the new Sanford Harmony curriculum. Teachers who were new to the school received an additional planning/preparation day to train and plan with our English Language Arts coordinator. Two individuals were hired to work with students who may be struggling behaviorally. These individuals do a check-in, check-out system, support the Anchored 4 Life efforts, and work with students during unstructured times (i.e. recess and lunch). We are seeking further training to help these individuals to be more effective. Nonetheless, our school has seen a huge decrease in the number of office referrals. We attribute this decrease, in part, to the efforts of these individuals.

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 9,800.92
B - Allocated new funds for SY20-21	\$ 64,613.00
C - Total Budget for SY20-21	\$ 74,413.92
D - Projected spending during SY20-21	\$ 67,000.00
E - Expected carryover from SY20-21	\$ 7,413.92
F - Projected new funding for SY21-22	\$ 49,196.25
G - Total projected funding for SY21-22	\$ 56,610.17

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Social Emotional Learning			
<i>Goal Statement</i>	Improve student SEL skills implementing SEL direct instruction and SEL instructional strategies.			
<i>Measures to determine progress</i>	SEL Walkthrough Tool			
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. A focus will be put on replacement behaviors in all interactions. Teachers will instruct students weekly on social skills/expectations using the Sanford Harmony curriculum. Teachers will take time frequently to build positive relationships with students. 2. Teachers will begin learning about and implementing restorative practices when working with student discipline. 3. Anchor For Life and Junior Hope Squad will used to help students build relationships and to help with student advocacy. 4. Use DSD SEL Self-Assessment and Walkthrough tool for Pre (Fall 2021) and Post (Spring 2022) data to inform professional learning. 5. Implement mindfulness strategies and brain breaks to re-engage and re-focus learners and relieve test-related stress. 6. Implement buddy-up meetings to build a strong classroom culture of respect and empathy. 			
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL			
<i>District Strategic Plan Area(s)</i>	Culture Safety & Security			
<i>Academic area(s) addressed by the goal</i>	Writing Mathematics Reading			
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes			
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$9,200.00			
	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
	TSSA	Salaries & Benefits	Teacher and staff additional preparation and training day	\$ 9,200.00

Will LANDTrust funds be used to support the implementation of this goal?

No

Goal LAND Trust Expense Total -

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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<i>Goal Short Title</i>	Professional Learning Communities
<i>Goal Statement</i>	Teachers will implement the professional learning community (PLC) process by frequently (at least weekly) meeting with grade level team members to unpack priority standards into learning targets with "I can" statements, discuss students' achievement data, and develop common assessments.
<i>Measures to determine progress</i>	Teachers will submit priority standards broken down into learning targets with "I can" statements into a school PLC Teams page. All language arts priority standards should be completed. Administrative Observations on posted "I can" statements.
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Teachers will receive a review and further instruction on the PLC model through faculty meetings and other professional development opportunities. These trainings will include a review of the importance of learning targets and "I can" statements and introduce the need for common formative assessments and how to develop them. 2. Common prep time schedule will be developed to help provide adequate time for collaboration. Friday planning time will be used for school-wide PLC team meetings in a central location. 3. Teachers will use the process provided by the Solution Tree presenter to unpack priority standards into learning targets with "I can" statements for the entire language arts curriculum. 4. Administration and/or ELA will meet with each grade at least quarterly to assess the PLC process and to monitor learning target development. 5. Teachers and administration will review and discuss student achievement data when meeting together for data meetings after Acadience Reading benchmark assessments. 6. Common assessments will be developed to identify student needs for enrichment and intervention. 7. Teachers will be provided with 1 additional planning and preparation days before school starts to work as teams to organize curriculum for PLC preparation.
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#TeacherLeaders
<i>District Strategic Plan Area(s)</i>	Empowered Employees
<i>Academic area(s) addressed by the goal</i>	Reading Mathematics Writing
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	
<i>Will TSSA funds be used</i>	Goal TSSA Expense Total - \$9,200.00

to support this goal?

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Teacher and staff additional planning and preparation day	\$ 9,200.00

Will LANDTrust funds be used to support the implementation of this goal?

No

Goal LAND Trust Expense Total -

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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<i>Goal Short Title</i>	Reading Improvement
<i>Goal Statement</i>	Sixty-five percent of Hill Field students will demonstrate typical or above typical growth according to Acadience Reading End of Year Benchmark Assessment.
<i>Measures to determine progress</i>	Acadience Reading Pathways SWIS Behavior Tracking Data
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Use beginning and middle of year Acadience Reading benchmark scores, pathways to success data, and Reading Inventory (RI) scores to identify students with deficits in reading and comprehension. 2. Use the Drill Down model to identify specific needs of students who are below benchmark. 3. Grade level teachers will meet in professional learning communities (PLCs) to collaborate, plan, assess, and analyze data to drive instruction. 4. Provide differentiated and targeted instruction for students below benchmark using classroom teachers and reading interventionists. LAND Trust will be used to fund reading interventionists. 5. The interventionists will provide weekly updates to classroom teachers on student progress including progress monitoring data. 6. The Local Case Management Team (LCMT) will discuss students identified as needing more intense intervention. The team will determine appropriate interventions for the teacher to implement in the classroom and/or request a referral for Special Education testing. 7. Using positive behavior management and reinforcement systems we will increase the time students are in the classroom decreasing office referrals. This will be accomplished using the following steps. <ol style="list-style-type: none"> 1. Monthly Social skills assembly to highlight/target positive behaviors (if allowed). Weekly announcements to remind students of the target behavior. 2. Positive reinforcement of behaviors will be delivered by The Principal's 200 Club. LAND Trust funds will be used to provide behavior incentives. 3. Faculty and staff members recognize positive behaviors using Patriot Praise Certificates. Administrators will call parents to recognize several of the Patriot Praises. 4. Weekly prize drawings from previously given Patriot Praises. 5. Donut party when the Principal's 200 Club Board is filled. 6. A school-wide system for behavior intervention will be utilized for continuity to determine when students are sent to the office. LAND Trust will be used to fund SWIS behavior tracking software. 8. Administration and counselors will work with teachers to identify individual students in need of additional support. The school will use a check-in/check-out

system to help these students.

9. Promote the three school rules “Respect for Self, Respect for Others, Respect for School Property”.

8. Teachers new to Hill Field will receive a half day training with the English Language Arts Coordinator (ELA) to learn the L.A. curriculum. Substitutes will be provided using LAND Trust funding.

9. Teachers who are willing to dedicate the time will be encouraged to attend LETRS training.

10. Digital Citizenship and Safety Assembly will support safe and productive digital behaviors for students in relation to this goal. The assembly will be funded using LAND Trust.

This goal can be categorized as... (choose all that apply)

#PD

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Writing

Does this action plan include behavioral / character education / leadership efforts?

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total -

Funding Source Expense Category Description Item Cost

Will LANDTrust funds be used to support the implementation of this goal?

Yes

Goal LAND Trust Expense Total - \$56,600.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Salaries for reading interventionist	\$ 52,850.00
LAND Trust Behavioral	General Supplies, Other	Incentives for Behavior Plan	\$ 1,000.00
LAND Trust Behavioral	Software / Technology Hardware < \$5000	SWIS behavior tracking software	\$ 350.00
LAND Trust	Salaries & Benefits	Substitutes for 4th-6th grade acadience reading	\$ 2,000.00

	Academic		testing.	
	LAND Trust Academic	Professional and Technical Services	Digital Citizenship Assembly	\$ 400.00

<i>Goal Short Title</i>	Teacher Leadership								
<i>Goal Statement</i>	Build faculty leadership skills, by providing opportunities to give meaningful input and direction to major school initiatives, including but not limited to SEL, PLCs, and multi-tiered support.								
<i>Measures to determine progress</i>	Agendas and Minutes from meetings								
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Administration will identify teachers to serve on committees, including Social-Emotional Learning (SEL), PLC, and LCMT. 2. Committees will meet with administration quarterly or as needed to develop/update goals in their defined areas, as well as develop implementation plans with accountability expectations. 3. Committee members will attend trainings provided by district and outside vendors in their assigned area. 								
<i>This goal can be categorized as... (choose all that apply)</i>	#TeacherLeaders								
<i>District Strategic Plan Area(s)</i>	Empowered Employees								
<i>Academic area(s) addressed by the goal</i>	Reading Mathematics Writing								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>									
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$5,845.00</p> <table border="1"> <thead> <tr> <th>Funding Source</th> <th>Expense Category</th> <th>Description</th> <th>Item Cost</th> </tr> </thead> <tbody> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Teacher</td> <td>\$ 5,845.00</td> </tr> </tbody> </table>	Funding Source	Expense Category	Description	Item Cost	TSSA	Salaries & Benefits	Teacher	\$ 5,845.00
Funding Source	Expense Category	Description	Item Cost						
TSSA	Salaries & Benefits	Teacher	\$ 5,845.00						
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>No</p> <p>Goal LAND Trust Expense Total -</p> <table border="1"> <thead> <tr> <th>Funding Source</th> <th>Expense Category</th> <th>Description</th> <th>Item Cost</th> </tr> </thead> <tbody> </tbody> </table>	Funding Source	Expense Category	Description	Item Cost				
Funding Source	Expense Category	Description	Item Cost						

<i>Goal Short Title</i>	Tiered Supports								
<i>Goal Statement</i>	Trained personnel will deliver explicit instruction in educational and structured activities that increase healthy student behavior and communication strategies in all school settings thereby decreasing classroom disruptions and increasing learning outcomes.								
<i>Measures to determine progress</i>	<p>Check-In/Check-Out data correlated with identified student academic engagement and success</p> <p>SWIS Data Management reports for office referrals</p>								
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Personnel will attend bi-weekly behavior team meetings with administration to identify students in need of additional support. 2. A daily check-in/check-out system will be used to support identified students. 3. Personnel will design and deliver instructional activities to teach behavior and communication strategies. 4. Personnel will actively seek opportunities to deliver positive behavior rewards. 								
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL								
<i>District Strategic Plan Area(s)</i>	Culture Student Growth & Achievement								
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Science								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>									
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$22,690.00</p> <table border="1" data-bbox="456 1528 1487 1709"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Social -Emotional Instructional TAs</td> <td>\$ 22,690.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Social -Emotional Instructional TAs	\$ 22,690.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	Salaries & Benefits	Social -Emotional Instructional TAs	\$ 22,690.00						
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>No</p> <p>Goal LAND Trust Expense Total -</p> <table border="1" data-bbox="456 1898 1203 1934"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>				
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Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Professional Learning Communities	TSSA	Salaries & Benefits	Teacher and staff additional planning and preparation day	\$9,200.00
Social Emotional Learning	TSSA	Salaries & Benefits	Teacher and staff additional preparation and training day	\$9,200.00
Teacher Leadership	TSSA	Salaries & Benefits	Teacher	\$5,845.00
Tiered Supports	TSSA	Salaries & Benefits	Social -Emotional Instructional TAs	\$22,690.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 55,834.00
2. Total projected TSSA funding for SY21-22	\$ 55,850.18
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 0.00
3. Total planned TSSA expenditures for SY21-22	\$ 46,935.00
4. Planned TSSA carryover into the SY22-23	\$ 8,915.18
Does the school plan to fund teacher leadership opportunities with TSSA funds?	Yes

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Reading Improvement	LAND Trust Academic	Salaries & Benefits	Salaries for reading interventionist	\$52,850.00
Reading Improvement	LAND Trust Behavioral	General Supplies, Other	Incentives for Behavior Plan	\$1,000.00
Reading Improvement	LAND Trust Behavioral	Software / Technology Hardware < \$5000	SWIS behavior tracking software	\$350.00
Reading Improvement	LAND Trust Academic	Salaries & Benefits	Substitutes for 4th-6th grade acadience reading testing.	\$2,000.00
Reading Improvement	LAND Trust Academic	Professional and Technical Services	Digital Citizenship Assembly	\$400.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 49,196.25
G - Total projected funding for next year SY21-22	\$ 56,610.17
H - Total planned expenditures for next year SY21-22	\$ 56,600.00
I - Planned carryover into the following year SY22-23	\$ 10.17
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We will first use extra funding to pay for LETRS training for interested teachers. We will increase the number of hours our interventionist have to work with students.
Plan for sharing the school LANDTrust plan with the community	School website
Additional plan for sharing the school LAND Trust plan with the community.	Community Board

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/09/2021
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	0