



BOARD REPORT

Teacher Student Success Plan TSSA and LAND Trust

Holt Elementary - SY 2022

Principal Daryl Fluckiger

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 Holt Elementary is to promote the mission of learning first for all. To accomplish our purpose, we strive for high achievement in all subject areas. We collaborate and review data to create an environment that allows for continuous academic growth for each student. We provide a safe productive environment where teachers are engaged in effective teaching, using a variety of research based instructional strategies. Students are actively engaged in learning. Teachers are highly trained to teach the DESK standards to accomplish our goals. Holt Elementary invites and encourages community involvement and parental support for the benefit of our students.

Description of the School

Community

Holt Elementary is a Title I residential school located at 448 N. 1000 W. in Clearfield, Utah. The neighborhood is comprised of single family homes, townhouses, and trailer homes.

Student Body

Holt's student population consists of 382 K-6 students and 32 preschool students comprised of the following demographics: 255 are Caucasian, 104 Hispanic/Latino, 1 Native American, 7 Asian, 3 African American, and 13 Pacific Islander. Of the student body, and 52.4% are economically disadvantaged (qualifying for free/and or reduced lunch).

Staff

Our staff consists of 23 highly qualified certified teachers, including the following: 2 special education, 1 speech, 0.5 psychologist, 0.5 instructional math coach, 1 instructional language arts coach and 1 counselor. Holt also employs highly dedicated classified employees and paraprofessionals including school secretaries, custodians, cooks, media specialist, music, physical education, coding/computer, reading, math, and special education Teacher Assistants (TAs).

School Culture

Our school culture consists of a triangle made up of parents, teachers, and students working together to promote Learning First. Teachers use formative and summative assessments to teach, reteach, and enrich student learning. Interventions are designed to meet the individual needs of students. Students who are assessed as below proficiency in the curriculum areas of reading and math are given interventions to support and encourage growth. It is our philosophy to develop trust and rapport among students and parents alike. We encourage parent involvement in the PTA and the School Community Council. Collaboration is encouraged by the administration and parents to build unity and cohesiveness. Volunteers are encouraged and involved in supporting classrooms.

Unique Features & Challenges

The Holt school community is comprised of families from a variety of socioeconomic levels. Due to the number of students coming from economically disadvantaged homes, Holt is designated as a Federal Title I school and receives Title I funds. Families are faced with a variety of challenges that typically accompany dynamics of a low-income community. Some of our students come from homes where English is not the primary language. We strive to communicate with all families to keep them involved. Holt has a supportive PTA and Community Council.

Additional Information

Students at Holt Elementary are involved in Mathematics, Engineering, Science Achievement (MESA) and the Hill Air Force STEM StarBase program. We also have a school play that is highly attended as well as a school choir. We are looking to add additional after school programs to offer more opportunities for our students.

Holt also has a Title 1 and a Head Start preschool.

Needs Analysis

Notable Achievements

- Holt provides a six week Summer School Program
- We participate in the district Battle of the Books Reading Program
- Our 6th graders participate in MESA Club
- Holt has the Holt Harmony Choir
- Holt offers students the opportunity to participate in a school play every year
- Our teachers participate in a weekly grade level Professional Learning Community (PLC).

Areas of Recent Improvement

According to 2020-2021 Acadience data, our proficiency levels for K-3 went from 39% of students proficient at the beginning of the year to 47% of students proficient at the middle of the year. That is an 8% increase. The average district increase during this time was 5%.

Our school has implemented several positive student behavior initiatives. These include The 200 Club, Student of the Week, and Caught Being Kind. We have seen a decrease in office referrals from the beginning of the year to the middle of the year. We have also implemented Sanford Harmony, a Social and Emotional Learning program. This includes weekly lessons and daily morning meetings focused on building classroom community.

Teachers meet for a weekly PLC on Friday. During this time teachers have worked on identifying essential standards, I Can statements and common assessments. This will ensure we are prepared to move into student data analysis next school year.

Our professional development for this school year has focused on student engagement and questioning. Based on observation data, there has been an improvement in both of these areas.

Areas of Needed Improvement

Based on the RISE data from 2017-2018 and 2018-2019, Holt has been identified as a turnaround school by the state. During the Spring and Fall of 2020, a needs assessment was conducted by an outside agency contracted with the state. We are currently in the process of using the data from the needs assessment to write a school improvement plan (SIP). This SIP will identify our goals and action steps for the next three years to make academic growth. We have partnered with Catapult Learning to help provide our professional development in this process.

The areas of identified improvement include parent and community involvement, student attendance, and improvement in language arts instruction.

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')
Increase the percent of K-3 students scoring at/above benchmark on middle of year Acadience by 2%.	Did not meet goal	<p>During the 2018-2019 school year, Acadience percent correct during the beginning of year (BOY) was 52% proficient. The middle of (MOY) percent proficient was 56%; which is 4% growth. During the 2019-2020 school year, Acadience percent proficient for BOY was 47% and MOY percent proficient was 54%; this is 7% growth. This shows there was more growth during the 2019-2020 school year than the 2018-2019 school year, we just started with fewer students proficient.</p> <p>In order to to combat this decrease in scores, we need to provide higher quality, targeted reading instruction for our students. We have implemented a Power Hour model that allows for flexible grouping among students. This allows us to target students in small groups to provide intervention as needed. We have trained tutors push-in to the classroom to help the teacher with targeted intervention. We feel this will help us not only increase our percent proficiency, but also help our BOY scores continually rise from the previous year.</p>
Increase number of students proficient in Math by 5% in grades 3rd-6th according to the RISE end of year assessment.	Did not meet goal	<p>We did not meet this goal as it was written since end of year testing was canceled due to the pandemic. We do not have additional data to determine if it would have been reached.</p> <p>We have implemented the Ready Math program school wide as a resource. We have focused on district priority standards. Our grade level teams are working together during their PLC time to break down priority standards into targeted I can statements. This ensures we are teaching what is most crucial to students, rather than the next lesson in the adopted program. We are also in the process of developing common formative assessments to help determine mastery of the standards. This will help us to provide intervention as needed. As a school, we feel these steps will help us meet our end of year testing goals.</p>
Increase student and teacher access to technology for blended learning/STEM.	Met goal	<p>A STEM room was created for students. VEX IQ robotics were purchased and we are in the process of starting an after school program for a competition team. Other items purchased for the STEM room include: Osmos, Spheros, Dash and Dot Robots, K'Nex, and various coding apps to assist these products. They are being used in SEM, but will be used among grade levels once we provide additional training.</p> <p>Teachers are being provided additional training to use apps in their classroom that help with student engagement and help</p>

Increase parent and community involvement by conducting special night events.

Did not meet goal

the teacher model problems on their iPad while moving around the classroom.

We did not meet this goal as it was written. We had planned for a parent literacy night, but it was canceled due to the soft closure with COVID. Parent involvement is addressed in our needs assessment from the state. We are planning on doing several parent nights next school year once the COVID restrictions are lifted. This will be written in our school improvement plan for state turnaround.

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>We will increase the percentage of K-3 students scoring at or above Acadience end-of-year composite score benchmark by 6%. We will also increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE English Language Arts by 8% compared with the previous year data. This will include 80% of students showing at least one year of growth according to the RISE data.</p>	<p>Progressing according to plan</p>	<p>We feel our reading instruction is going well. We have a full-time language arts coach that works closely with teachers. We also devote time during our PLCs on Friday to district priority standards and reading intervention. We have tracked our Acadience data closely and are working to provide teachers and students with what they need to be successful.</p> <p>Due to COVID, we have not had teachers observing teachers. We plan on continuing teachers observing teachers next school year when substitutes are more available.</p>
<p>We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE Math and RISE Science scores by 8% compared with the previous year data. This will include 80% of students showing at least one year of growth according to the RISE data.</p>	<p>Progressing according to plan</p>	<p>We feel this goal is progressing well. Teachers have not received three days for curriculum mapping due to the shortage in substitutes with COVID; however, they have been working on their curriculum maps on Fridays since we do not have students in the building. Teachers observing teachers will resume next school year. A STEM specialist was not put into place this year due to concern with students rotating classrooms. Technology devices, carts, and licenses were purchased for students.</p>

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 11,661.20
TSSA SY20-21 New Funding	\$ 54,405.00
TSSA Total funding for SY20-21	\$ 66,066.20
TSSA SY20-21 Anticipated Spending	\$ 42,000.00
TSSA Expected balance carried over into SY21-22	\$ 24,066.20
TSSA Anticipated new funding for SY21-22	\$ 52,491.00
TSSA Total funding available for SY21-22	\$ 76,557.20
Describe your school's SY20-21 Progress for TSSA Spending	<p>We have used our TSSA funding to support teacher professional development. There were several changes in our plan due to Covid and not being able to find substitutes for teachers. Teachers were funded days to meet with their teams and break down priority standards in language arts and math. Based on observation data, this is going well. Teachers are focusing on priority standards and I can statements in their instruction. Teachers will also be funded days to create common assessments for their priority standards. This will take place in June, as well as throughout the summer. Teachers will continue breaking down priority standards as well during this time. Our measure for this will be grade level curriculum maps and common assessments at the end of the summer. Additional personal as hired to help with our Social Emotional Learning (SEL) focus. They have helped with students struggling at recess and supporting teachers with the students. This has helped to reduce our number of office referrals.</p>

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 14,816.92
B - Allocated new funds for SY20-21	\$ 56,537.00
C - Total Budget for SY20-21	\$ 71,353.92
D - Projected spending during SY20-21	\$ 52,000.00
E - Expected carryover from SY20-21	\$ 19,353.92
F - Projected new funding for SY21-22	\$ 46,249.60
G - Total projected funding for SY21-22	\$ 65,603.52

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Language Arts								
<i>Goal Statement</i>	We will increase the percentage of K-3 students scoring at or above Acadience end-of-year composite score benchmark by 6% compared with the previous year data. We will also increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE English Language Arts by 8% compared with the prior 2018-2019 year data. This will include 80% of students showing at least one year of growth according to the RISE data.								
<i>Measures to determine progress</i>	Progress monitoring, Fountas and Pinnell benchmark, running records, RISE, classroom common assessments, Acadience testing								
<i>Action Plan</i>	<ol style="list-style-type: none"> Teachers will receive two days during the year to benchmark students in reading using the Fountas and Pinnell assessment. Substitutes will be provided. Each teacher will have tutors come into their classroom daily during “power hour” to work on appropriate interventions based on student need. Teachers will observe other teachers during their instruction time to watch best practices. A substitute will be provided to cover their class during the observation. Substitutes will be provided. 								
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #PCBL #TeacherLeaders								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees								
<i>Academic area(s) addressed by the goal</i>	Reading 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 -</p> <table border="1"> <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></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>				
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$45,100.00</p> <table border="1"> <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>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>Substitutes for benchmarking</td> <td>\$ 4,200.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	Substitutes for benchmarking	\$ 4,200.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
LAND Trust Academic	Salaries & Benefits	Substitutes for benchmarking	\$ 4,200.00						

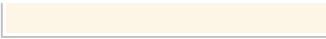
	LAND Trust Academic	Salaries & Benefits	Tutors for Power Hour	\$ 40,000.00
	LAND Trust Academic	Salaries & Benefits	Substitutes for Teachers Observing Teachers (TOT)	\$ 900.00

<i>Goal Short Title</i>	Math and Science										
<i>Goal Statement</i>	We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE Math and RISE Science scores by 8% compared with the prior 2018-2019 year data. This will include 80% of students showing at least one year of growth according to the RISE data.										
<i>Measures to determine progress</i>	Common assessments, i-Ready data, ST Math data, RISE testing										
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Grade level teams will be given three curriculum planning days during the year to work on their curriculum maps and assessments. Substitutes will be provided. 2. A specialist will be hired to assist students and teachers with the integration of STEM. 3. A math tutor will be hired to work with students on math interventions. 4. Technology carts will be purchased to house laptops and iPads for classrooms. Devices will also be purchased. This equipment will help with daily math, science, and language arts instruction. 5. Technology licenses for students will be purchased to assist with our math program. 6. Teachers will receive planning days over the summer to work in teams and break down priority standards, create <i>I can</i> statements, and common assessments. This will also take place during PLC times during the year. 										
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #Tech #PCBL #TeacherLeaders										
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees										
<i>Academic area(s) addressed by the goal</i>	Mathematics Science Technology										
<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 - \$20,900.00</p> <table border="1" data-bbox="456 1656 1487 1839"> <thead> <tr> <th data-bbox="456 1656 634 1730"><u>Funding Source</u></th> <th data-bbox="634 1656 870 1730"><u>Expense Category</u></th> <th data-bbox="870 1656 1304 1730"><u>Description</u></th> <th data-bbox="1304 1656 1487 1730"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1730 634 1839">TSSA</td> <td data-bbox="634 1730 870 1839">Salaries & Benefits</td> <td data-bbox="870 1730 1304 1839">Teacher planning day over the summer</td> <td data-bbox="1304 1730 1487 1839">\$ 20,900.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Teacher planning day over the summer	\$ 20,900.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>								
TSSA	Salaries & Benefits	Teacher planning day over the summer	\$ 20,900.00								
<i>Will LANDTrust funds be used to support the</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$20,500.00</p>										

implementation of this goal?

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Substitutes for planning days	\$ 6,300.00
LAND Trust Academic	Salaries & Benefits	Math Tutor	\$ 4,000.00
LAND Trust Academic	Software or Technology Hardware < \$5000	Math Licenses	\$ 5,000.00
LAND Trust Academic	Salaries & Benefits	STEM Specialist	\$ 3,000.00
LAND Trust Academic	Software or Technology Hardware < \$5000	Devices, Carts	\$ 2,200.00

<i>Goal Short Title</i>	SEL																
<i>Goal Statement</i>	Improve student SEL skills in five CASEL competencies by implementing SEL direct instruction and SEL instructional strategies.																
<i>Measures to determine progress</i>	quizzes, student and teacher surveys, office referral data																
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Implement daily morning meetings. 2. Implement weekly SEL direct instruction school-wide using Sanford Harmony and recommendations from our school SEL Team. 3. Create a calming space in each classroom. 4. Create a calming space for the school with a coach to work with students. The coach will also work with students implementing restorative practices. 5. Focus on healthy student behaviors and SEL strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom. 																
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL																
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Culture																
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Science Social Studies																
<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 - \$37,500.00</p> <table border="1"> <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>General Supplies, Other</td> <td>Calming space items</td> <td>\$ 4,000.00</td> </tr> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Calming Space Coach</td> <td>\$ 15,500.00</td> </tr> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Learning disruptions</td> <td>\$ 18,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	General Supplies, Other	Calming space items	\$ 4,000.00	TSSA	Salaries & Benefits	Calming Space Coach	\$ 15,500.00	TSSA	Salaries & Benefits	Learning disruptions	\$ 18,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>														
TSSA	General Supplies, Other	Calming space items	\$ 4,000.00														
TSSA	Salaries & Benefits	Calming Space Coach	\$ 15,500.00														
TSSA	Salaries & Benefits	Learning disruptions	\$ 18,000.00														
<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><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
Math and Science	TSSA	Salaries & Benefits	Teacher planning day over the summer	\$20,900.00
New Blank Goal	TSSA	General Supplies, Other	Calming space items	\$4,000.00
New Blank Goal	TSSA	Salaries & Benefits	Calming Space Coach	\$15,500.00
SEL	TSSA	Salaries & Benefits	Learning disruptions	\$18,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 52,491.00
2. Total projected TSSA funding for SY21-22	\$ 76,557.20
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 9,619.50
3. Total planned TSSA expenditures for SY21-22	\$ 68,019.50
4. Planned TSSA carryover into the SY22-23	\$ 8,537.70
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
Language Arts Goal	LAND Trust Academic	Salaries & Benefits	Substitutes for benchmarking	\$4,200.00
Language Arts Goal	LAND Trust Academic	Salaries & Benefits	Tutors for Power Hour	\$40,000.00
Language Arts Goal	LAND Trust Academic	Salaries & Benefits	Substitutes for Teachers Observing Teachers (TOT)	\$900.00
Math and Science	LAND Trust Academic	Salaries & Benefits	Substitutes for planning days	\$6,300.00
Math and Science	LAND Trust Academic	Salaries & Benefits	Math Tutor	\$4,000.00
Math and Science	LAND Trust Academic	Software or Technology Hardware < \$5000	Math Licenses	\$5,000.00
Math and Science	LAND Trust Academic	Salaries & Benefits	STEM Specialist	\$3,000.00
Math and Science	LAND Trust Academic	Software or Technology Hardware < \$5000	Devices, Carts	\$2,200.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 46,249.60
G - Total projected funding for next year SY21-22	\$ 65,603.52
H - Total planned expenditures for next year SY21-22	\$ 65,600.00
I - Planned carryover into the following year SY22-23	\$ 3.52
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Carry over will be used to enhance existing goals.
Plan for sharing the school	School newsletter School website School marquee School assembly

LANDTrust plan with the community

Additional plan for sharing the school LAND Trust plan with the community.

Additional Items for Title I Schools

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?

District-wide assessment practices include the following:

- Acadience Reading*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
- RISE*
- DLM*
- WIDA*
- District assessments*
- Kindergarten Readiness Inventory*
- Kindergarten Inventory of Skills*
- 1st and 2nd Grade Language Arts CRTs*
- 1st and 2nd Grade Math CRTs*
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.*
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.*
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.*

Additional schoolwide practices for assessment include the following:

We used our comprehensive needs assessment completed by Innovations Education as part of our school turnaround process.

Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?

Website

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Language Arts?

Goal #1: We will increase the percentage of K-3 students scoring at or above Acadience end-of-year composite score benchmark by 6%. We will also increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE English Language Arts by 8% compared with the previous year data. This will include 80% of students showing at least one year of growth according to the RISE data.

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Mathematics?

Goal #2: We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE Math and RISE Science scores by 8% compared with the previous year data. This will include 80% of students showing at least one year of growth according to the RISE data.

Title I Plan / TSSP:

Professional Learning Communities/Davis Collaborative Teams

Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Title I Plan / TSSP: Other evidence-based methods used by your school

Title I Plan / TSSP: How does the plan improve academics for all students while supporting those most at-risk?

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

Additional schoolwide practices for helping struggling students include the following:

Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.*
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.*
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.*
- Meetings are held at different times during the day to enable all parents to be involved.*
- Programs and activities are scheduled throughout the year to involve parents and guardians.*

Additional schoolwide practices for parental involvement include the following:

Plan Evaluation and Stakeholder

Federal programs video

Involvement: How does your school share the Family Policy/Compact with stakeholders?

Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?

Tracking of data using the following tools: Acadience, RISE, Fountas and Pinnell, grade level common assessments, i-Ready data and progress monitoring.

Evidence of how the Title I plan and designation of funds impact student learning and achievement. The school will provide this information to Federal Programs by October 1

Examples: Associate degree, 48 hrs., of pass test The school will provide this information to Federal Programs by October 1

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/08/2021
Number who approved	9
Number who did not approve	0
Number who were absent or abstained	0