



BOARD REPORT

Teacher Student Success Plan

TSSA and LAND Trust

Lincoln Elementary - SY 2022

Principal Sue Caldwell

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 Lincoln Elementary is to promote Learning First. This is accomplished by sustaining a positive school culture and by ensuring students are safe and cared for, respected, respectful, and responsible. Lincoln Elementary believes that social and emotional learning (SEL) is a foundation for positive learning and enhances ones ability to succeed in school. Lincoln Elementary helps students, and their family, at every level we can to ensure they are able to be ready to learn when they come to school. At Lincoln we also have Pre-school and Head Start classes for our youngest community members and we provide quality education to our kindergarten through sixth grade students, Our students see that learning is a life-long activity as they see their family and community members come to Lincoln to advance their own learning and educational opportunities.

Description of the School

Community

Lincoln Elementary is located at 591 W. Antelope Drive, adjacent to prime commercial area in Layton City. This is a suburban setting, with proximity to many businesses, Hill Air Force Base, and the I-15 freeway. We have fifteen apartment complexes, six multi-family units, three mobile home parks, and single-family homes with home values ranging from \$200,000 to over a million, in our boundaries. This variety, along with an ever-present homeless population, gives Lincoln a diverse and challenging mix of students from different backgrounds.

Student Body

Lincoln Elementary has approximately 650 students in Pre-K through sixth grade. Our highest ethnic student populations are Caucasian at about 52%, and Hispanic/Latino at about 33%. We also have students who are Asian (2%), African American (3%), Pacific Islander (2%), American Indian (2%) and students with multiple races (6%). Our students have some risk factors including Economic Disadvantage (63%), Limited English Proficiency (19%), and Special Education services (18%), including some students with severe disabilities. Lincoln's mobility rate is 41%. Lincoln also has students coming to us with a large variety of backgrounds; including 22 different languages spoken at home.

Staff

Due to the number of services we provide to students and community, Lincoln has many staff members. We have 37 certified staff members (teachers/administrators) who work in concert with 55 classified support staff to provide services in a variety of areas to meet the needs of our students. Our certified staff members are all highly qualified and many have Master's Degrees. Our certified staff have been trained in SEL strategies so we can meet the variety of needs that our students have each day. The Lincoln classified staff who work with students are also highly qualified; having either Associates Degrees or having successfully shown proficiency in Math and Language Arts through rigorous assessments given through the Title 1 department at the district level and through the school.

School Culture

Lincoln Elementary is a community-oriented school. We are anxious to be the link between our families and accessing the educational system. Due to our location, we have a number of business partners who help us motivate students and families towards educational success. These businesses contribute student incentive coupons, school-wide activity support, and teacher/parent/volunteer recognition opportunities.

The Lincoln culture is one of support and respect. All Lincoln Elementary staff have a sense of knowing what our kids need. We understand the challenges that this last year has presented and we are being sensitive and supportive of that. We support our students, their parents, and siblings, in a variety of ways so that we can have happy kids that are ready to learn. Our staff all have a sense of community within the school - we all feel that all of our kids are all of our kids. Teachers don't just focus on their class; we all are there for each other and will help one another in an instant.

We are increasing our use of restorative practices and are implementing Sanford Harmony this year for SEL. We also placed proactive circles into our master schedule, at the beginning and end of each day. This dedicated time allows teachers and students to have a chance to check in with each other, brainstorm problems and solutions, and focus on the needs of individuals and/or the class. Our school-wide expectations are Be Safe, Be Responsible, Be Respectful and Be Kind. These are explicitly taught, and retaught to students in our positive, safe environment.

Unique Features & Challenges

Lincoln Elementary is always working to meet the needs of our population. This includes having almost all our classroom teaching staff endorsed with an English Language Learner (ELL) endorsement. We feel this helps meet the needs of our ELL population. We have our Home Team students who help our frequently-arriving new students become acclimated to the Lincoln school culture. This is particularly important given our 40% mobility rate. Our school breakfast, summer lunch, Bountiful snack-packs, and Lincoln food pantry provide vital support to families with food needs. We are grateful for strong support of our community and neighboring communities that help us keep our pantry stocked. We have moved our food pantry to our front lobby to make it more accessible to our community. In addition to food we also receive donations of coats, hats, gloves, shoes, backpacks, socks, and underwear, all made available to students in need.

Our Before and After School program provides a safe environment where students can be supervised, complete homework with support, have opportunities for enrichment activities, and have continued interaction with peers. This is so important because many of our students are unsupervised at home due to parents' work schedules. Many of our parents find it necessary to work two or more jobs to provide for their families. This is an essential program for the safety and success of many of our kids.

Additional Information

Immersion

This is the seventh year of our two-way Spanish Immersion at Lincoln Elementary. We have seen great growth in learning the Spanish language because of this program. Immersion has provided a place for parents who only speak Spanish to feel needed as volunteers and as part of the school system.

Title I Tutors

Title I tutors are an essential component to the learning and growth of our students at Lincoln Elementary. They receive continuous and extensive training in being able to track students' growth through a variety of tests and in instructional practices. Students spend time daily with tutors learning math and reading skills and are an effective tool in Tier II instruction.

Extended Day Kindergarten

Lincoln Elementary is lucky to add forty-five minutes of instruction to some of our more at-risk kindergarten students. These students either come in early for the afternoon session, or stay late after the morning session, and receive intense interventions on their level in a small group. They also get to participate in our school lunch program while they are here.

Needs Analysis

Notable Achievements

Lincoln has the only two-way dual immersion program in the district. This opportunity validates students who are already bilingual and helps them to become literate in both languages. It also opens the door to our public education system to those who are often shut out or marginalized because of language barriers.

Areas of Recent Improvement

At Lincoln Elementary, we have been working strategically to address our student reading and phonics proficiency. Using the Core Phonics Survey, we have seen significant increases across all grade levels. This has been in response to small group instruction using our Title 1 tutors four times a week.

In addition to focusing on reading and writing, our faculty has been focusing on improved instruction through personalized learning. We had a nationwide facilitator provide professional development on the topic and observe our classrooms and provide feedback for continual growth and improvement. Our teachers have also taken several courses and trainings on Canvas. With this training, they have learned how to teach digitally and to personalize their students learning.

Areas of Needed Improvement

Chronic absenteeism continues to be an ongoing issue which can be a result of the high mobility rate (40%) in our school community. This is why the need for SEL is so important at Lincoln Elementary.

Lincoln Elementary has amazing teachers that care about one another and absolutely love their kids; they are passionate and extremely hard working. We want to support our teachers with some extra tools in their toolbox so that they can meet the kids in their class at their level. Students come in our school with a variety of backgrounds and experiences and we need to be able to diagnose and treat in effective and efficient ways. We want to provide training to teachers to be able to do just that.

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 K-3 Acadience beginning of year (BOY) to end of year (EOY) proficiency level by 5 %.	Met goal	As we had no EOY data because of the COVID soft closure, we used the BOY to MOY data. This data set shows an overall proficiency increase of 6.5% for K-3 students. We met the overall goal at the mid-point and we can only presume much greater proficiency would have been achieved by the end of the year.
Increase high stakes summative math scores 2% using blended learning techniques K-6.	Did not meet goal	No summative tests were taken in the spring of 2020 to compare results from previous years.
Davis Collaborative Teams (DCT) Blended Learning PD to increase teacher pedagogy and confidence.	Met goal	The time and effort we put in to blended learning and PLC time proved to be invaluable as we headed into the soft closure. Teachers were pushed to their limits in the spring, but the PD provided and their thoughts and hard work earlier in the year to become more digitally minded, helped ease the pain of a stressful spring.

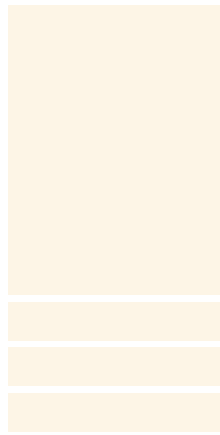
Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Increase K-3 Acadience beginning of year (BOY) to end of year (EOY) proficiency level by 5 %.</p>	<p>Progressing according to plan</p>	<p>Our BOY Acadience proficiency for our K-3 students was 32%. Our MOY proficiency was 44.5% which shows a 12.5% increase in proficiency for the first half of the year. We would expect this trend to continue.</p> <p>We attribute some of this success to using intervention tutors for Tier 2 small group interventions and to use of personalized learning strategies including the use of reading software.</p>
<p>Increase summative math proficiency scores by 2%.</p>	<p>Not progressing according to plan</p>	<p>With all the demands on teacher time and their available bandwidth for taking on more learning, we changed our focus from CMI to CANVAS and personalized learning. The math software helped with both of these focus points. We predict that we will see the anticipated growth from our last data point available on standardized testing to our current year of standardized testing.</p>
<p>We will increase student growth in knowledge of mathematics content and concepts in grades K-6 by 15%. We will be employing concepts of personalized learning to achieve this growth.</p> <p>Student perception of learning is important in achieving the mathematics goal. So, in addition, we also will increase student survey of teacher responses from an average of 3.5 to 3.7 on questions:</p> <p>1- The work I do in this class helps me learn</p> <p>2- My teacher makes learning interesting</p> <p>3- I know what I am supposed to do in this class</p> <p>6- My teacher asks questions that make me think</p>	<p>Progressing according to plan</p>	<p>We have focused a great deal of our effort on personalized learning. We've had the opportunity to meet with Eric Sheninger virtually and in person 5 days. He has been able to help us move forward with individualized/differentiated personalized learning. The ability to have 1:1 devices has been integral to making this happen. The math support software has given the teachers another way to engage students on their own level.</p> <p>Benchmark testing is continuing and showing increases.</p> <p>The metrics changed from a 4 point scale to percentages. The percentage comparison last year to this year shows an overall growth of 4% in the following categories:</p> <p>1- The work I do in this class helps me learn +11%</p> <p>2- My teacher makes learning interesting +3%</p> <p>3- I know what I am supposed to do in this class - 5%</p> <p>6- My teacher asks questions that make me think +9%</p> <p>9- My teacher helps me know how I am doing in this class +3%</p>

9- My teacher helps me know how I am doing in this class

And, decrease the "No" responses on the "Do you like to come to school?" item as part of the school climate survey from 8% to 6%.



TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 40,340.98
TSSA SY20-21 New Funding	\$ 92,417.00
TSSA Total funding for SY20-21	\$ 132,757.98
TSSA SY20-21 Anticipated Spending	\$ 57,000.00
TSSA Expected balance carried over into SY21-22	\$ 75,757.98
TSSA Anticipated new funding for SY21-22	\$ 80,698.00
TSSA Total funding available for SY21-22	\$ 156,455.98
Describe your school's SY20-21 Progress for TSSA Spending	<p>With our COVID protocols, we were unable to do exactly as planned this school year. We have, however, been able to fund 3 extra work days--one in August (teacher prep) and two in June (reflection on past year and kick-start on planning the upcoming year) for an estimated total of \$45,000. One of our training stipends for LETRS (Language Essentials for Teachers of Reading and Spelling) will be paid in May for an estimated \$10,000. PLC work stipends with two grade levels, 2nd and 6th, for an estimated \$2,000.</p>

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 14,362.33
B - Allocated new funds for SY20-21	\$ 94,595.00
C - Total Budget for SY20-21	\$ 108,957.33
D - Projected spending during SY20-21	\$ 83,073.00
E - Expected carryover from SY20-21	\$ 25,884.33
F - Projected new funding for SY21-22	\$ 71,103.96
G - Total projected funding for SY21-22	\$ 96,988.29

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	LA												
<i>Goal Statement</i>	Using BOY Acadience data, teachers will reduce the number of students identified as At-Risk by 50% at the MOY benchmark test. Additionally, teachers will reduce the number of At-Risk students by 50% again between MOY and EOY.												
<i>Measures to determine progress</i>	We will progress monitor identified students between benchmark testing to determine adequate progress towards the BOY thru EOY benchmark goals.												
<i>Action Plan</i>	<p>Students--build student ownership of learning through choice of texts, books, and learning activities. They will also track their progress using digital or data folders. The digital tools students will use will be provided through use of Land Trust funds.</p> <p>Teachers--targeted professional learning in Heggerty, LETRS, and continued PLC work including PD/work days throughout the summer. This additional training will help guide the use of 4-6 Intervention Tutors that will be paid for using Land Trust funds.</p> <p>Parents--Will have their student read 20 minutes every day outside of school.</p>												
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #PCBL												
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Culture												
<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 - \$105,000.00</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>Salaries & Benefits</td> <td>5 extra teacher days.</td> <td>\$ 75,000.00</td> </tr> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Stipends got LETRS trainings.</td> <td>\$ 30,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	5 extra teacher days.	\$ 75,000.00	TSSA	Salaries & Benefits	Stipends got LETRS trainings.	\$ 30,000.00
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TSSA	Salaries & Benefits	5 extra teacher days.	\$ 75,000.00										
TSSA	Salaries & Benefits	Stipends got LETRS trainings.	\$ 30,000.00										
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$48,000.00</p>												

	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
	LAND Trust Academic	Salaries & Benefits	Intervention Tutors	\$ 40,000.00
	LAND Trust Academic	Online Curriculum or Subscriptions	Digital programs for intervention and enrichment.	\$ 8,000.00

<i>Goal Short Title</i>	MA				
<i>Goal Statement</i>	<p>All students will show a 15% increase in Numbers and Operations grades 1-6. Students will demonstrate use of SEL Strategies Integrated with Math Practice Standards such as:</p> <ul style="list-style-type: none"> to work in a team, to make decisions and solve problems, to plan, organize and prioritize work, to communicate positively with peers and adults. 				
<i>Measures to determine progress</i>	<p>All 1-6 students will take either RISE or CRT benchmark tests BOY, MOY and EOY to track progress throughout the year. These are all digital tests and will be taken on iPads or Laptops.</p>				
<i>Action Plan</i>	<p>Students-build ownership of learning through use of online math subscriptions to track progress and learning activities. The online subscriptions and keeping the student technology at 1:1 will be purchased with Land Trust funding.</p> <p>Teachers-will use digital tools to track, assign, and group students for additional help and to target instruction. Teachers will also teach students to use the SEL Strategies:</p> <ul style="list-style-type: none"> to work in a team, to make decisions and solve problems, to plan, organize and prioritize work, to communicate positively with peers and adults. <p>Parents-will support their student with additional math practice daily. (Examples - instructional software, Canvas activities, conversations on real-life skills while cooking, shopping, or at the dinner table.)</p>				
<i>This goal can be categorized as... (choose all that apply)</i>	#Tech #PCBL #CollegeCareerReady #SEL				
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Culture				
<i>Academic area(s) addressed by the goal</i>	Mathematics				
<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" data-bbox="456 1759 1203 1797"> <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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<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$37,000.00</p> <table border="1" data-bbox="456 1986 1487 2020"> <thead> <tr> <th><u>Funding</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> </table>	<u>Funding</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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	Source			
	LAND Trust Academic	Software / Technology Hardware < \$5000	Computers to replace old and damaged ones to remain 1:1	\$ 25,000.00
	LAND Trust Academic	Online Curriculum or Subscriptions	Digital programs for intervention and enrichment.	\$ 12,000.00

<i>Goal Short Title</i>	SEL								
<i>Goal Statement</i>	Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators, and developmental goals. Based on research, we expect student centered SEL goals to support learners and learner proficiency as outlined n goals 1 and 2.								
<i>Measures to determine progress</i>	Progress on goals 1 and 2.								
<i>Action Plan</i>									
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL								
<i>District Strategic Plan Area(s)</i>	Safety & Security Student Growth & Achievement								
<i>Academic area(s) addressed by the goal</i>	Reading Mathematics								
<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 - <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>				
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Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
K-6 Acadience At-Risk Students	TSSA	Salaries & Benefits	5 extra teacher days.	\$75,000.00
K-6 Acadience At-Risk Students	TSSA	Salaries & Benefits	Stipends got LETRS trainings.	\$30,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 80,698.00
2. Total projected TSSA funding for SY21-22	\$ 156,455.98
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 15,000.00
3. Total planned TSSA expenditures for SY21-22	\$ 120,000.00
4. Planned TSSA carryover into the SY22-23	\$ 36,455.98
Does the school plan to fund teacher leadership opportunities with TSSA funds?	

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
K-6 Acadience At-Risk Students	LAND Trust Academic	Salaries & Benefits	Intervention Tutors	\$40,000.00
K-6 Acadience At-Risk Students	LAND Trust Academic	Online Curriculum or Subscriptions	Digital programs for intervention and enrichment.	\$8,000.00
Math Benchmark	LAND Trust Academic	Software / Technology Hardware < \$5000	Computers to replace old and damaged ones to remain 1:1	\$25,000.00
Math Benchmark	LAND Trust Academic	Online Curriculum or Subscriptions	Digital programs for intervention and enrichment.	\$12,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 71,103.96
G - Total projected funding for next year SY21-22	\$ 96,988.29
H - Total planned expenditures for next year SY21-22	\$ 85,000.00
I - Planned carryover into the following year SY22-23	\$ 11,988.29
J - Is planned carryover more than 10% of projected new funds?	Yes
Plan for carryover in excess of 10%	Carry over will be used to enhance existing goals.
Plan for sharing the school LANDTrust plan with the community	School website
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:

- Students who are identified as at-risk or some-risk are given the Core Phonics Inventory to further diagnose instructional level.*
- Grades 3-6 take several RISE benchmark tests throughout the school year.*

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

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

Goal #2

Title I Plan / TSSP:
Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Professional Learning Communities/Davis Collaborative Teams

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:

- Teachers use a variety of data to group, and regroup students, to provide instruction at the level that is appropriate for our students.*
- This instruction is given by teacher individually, small group, or through strong tier 1.*
- Several tutors help with this instruction.*

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

Back to School

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

- Our K-3 reading scores have improved 14% from the beginning of the school year until the middle of the school year.
- Our math benchmark scores show improvement from the beginning of the school year; we will test again in the spring.
- Our student survey data shows that students have a more positive perception of learning this year from last year.

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

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

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

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	03/15/2021
Number who approved	10
Number who did not approve	0
Number who were absent or abstained	0