



BOARD REPORT

Teacher Student Success Plan

TSSA and LAND Trust

Odyssey Elementary - SY 2022

Principal Brian Nash

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 Odyssey Elementary is to promote the mission of creating an environment where growth and learning flourish. To accomplish our purpose, we will sustain a school culture where students are safe, cared for, respected, show respect, and demonstrate responsibility through school wide expectations and procedures. We will support faculty and staff through engaging professional development, mentoring, and teacher observations on a continual basis. Data collection and assessment will drive instruction of students. We collaborate and review data creating an environment 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 and learning and have opportunities for choice in their education. Teachers are highly qualified to teach DESK standards to accomplish our goals. Odyssey Elementary invites and encourages community and parental involvement and support for our students.

Description of the School

Community

Odyssey Elementary opened in August 2014 and is located in a fast developing community on the west side of Woods Cross, Utah. Parents are supportive and actively involved in school activities and programs. New subdivisions continue to be built out around the school.

Student Body

Odyssey Elementary consists of 623 students in grades PreK-6 (543 in K-6). The student body is comprised of 87% Caucasian and 13% minority students. 14% of our student body is economically disadvantaged. Odyssey houses community and functional skills preschools. 13.3% of our students receive special education services.

Staff

The Odyssey Elementary staff includes 23 certified teachers. 43% of our teachers have graduate degrees. We have 40 support staff, 2 administrators, 4 preschool teachers/teacher assistants, 4 headstart teachers/teacher assistants and 6 functional skills teachers/teacher assistants.

School Culture

Parents, teachers, and students work together to promote our district mission. Teachers use data to progress-monitor student achievement and growth while working together collaboratively creating common assessments. We are working together with the district and state to incorporate STEM, Blended Learning (BDL), and Project Lead the Way (PLTW). Teachers are provided professional development at school, district, and state levels. Our school focuses on high scholastic and academic performances as well as positive behaviors and expectations. We are a school emphasizing collaborative learning, healthy active lifestyles while also emphasizing energy conservation and “being green.”

Unique Features & Challenges

Odyssey Elementary was built with the theme, Bodies in Motion: The Animal Kingdom. Our school is organized in four wings (called “Habitats”) highlighting the actions of Run, Jump, Swim, and Fly and the animals that excel using those actions. At Odyssey, we focus on the human “animal” who excels at all these actions. We encourage students to strive for their personal best. The “habitats” were built to facilitate collaboration and activity –based instruction between teachers, classrooms, and grades. One wall of each classroom is a glass garage door that can be raised for classes to use the space in the collaboration areas. We highlight physical activity and build “brain breaks” and activity based instruction into our school day. At Odyssey, the classrooms can be easily transformed to support a variety of instruction, including options for student seating and workspaces. In addition, we focus on increasing STEM instruction at our school with teachers receiving specialized instruction in STEM activities. For example, students in grades K-6 are learning how to code. We have French Immersion classes available K-6th grade. In addition, students can participate in the SEM/Gifted and Talented (School wide Enrichment Model) based on qualifications of task commitment, creativity, and high achievement on end of level assessments Odyssey is also using technology-based instruction. Our school is currently using a combination of iPads and laptops. We continue to find ways technology can be used to make classroom instruction more effective. This year we held after school robotics club and competed in competitions at the district level. Odyssey Elementary is the first green, Gold LEED certified school in Utah.

Additional Information

Odyssey Elementary has a very active PTA. They provide various activities for our students, which include: safety week, red ribbon week, literacy week/night, art night, Veteran's Day, grandparents' breakfast, reflection program, field day, teacher appreciation, dinner at conference nights, and book fairs.

Needs Analysis

Notable Achievements

Our before and after school programs continue to be successful. We have a large 6th grade orchestra which meets before school. We have a robotics club and after school robotics program. Odyssey Elementary is involved in Girls on the Run which is a program facilitated by teachers at our school. This year, we had students compete at the district level for Spelling Bee, MLK Jr. speech, STEM Fair, and robotics competition.

Our school is a Platinum designated STEM school. We have several teachers who have completed their training and are Leading EDGEucators, and every classroom has a Canvas site to facilitate digital learning both in and out of the classroom.

Areas of Recent Improvement

Canvas integration to allow for digital and virtual learning has been a primary focus this year and teachers are using Canvas in addition to other digital tools to help strengthen student understanding. Odyssey also began a pilot of Pearson Investigations which is more discovery based and focused on math talk and conceptual understanding. We continued our use of Edmentum, iReady, ST math, Imagine Literacy and other digital tools to enhance student personalization of content. Several professional learning opportunities were provided to teachers to use the tools to use data driven instruction. We also began holding morning meetings each day in conjunction with our adoption of Sanford Harmony's SEL curriculum.

65% of K – 3 students showed typical or higher progress on middle-of-year Acadience reading and 82% of students showed competency on grade-level curriculum-based assessments.

In looking at the Evaluate Davis classroom observation scores, our teachers are scoring 95% proficient in the environment they are creating for students.

Areas of Needed Improvement

While we don't have data from end-of-level tests last year, data from 2019 shows that minority students at Odyssey (who represent 13% of our student population) score lower than the district average on end-of-level assessments. For example, the district average for minority students on RISE ELA was 33% compared with 27% for Odyssey. In math, the district average was 33% compared with 28% for Odyssey. And in science, it was 36% district vs. 24% Odyssey. Odyssey needs to ensure it's small group model is data-driven and focused on targeted interventions for students.

K-6 teachers need to strengthen PLCs and the use data to drive instruction and interventions that will improve student growth and understanding. Additional professional development is needed to help teachers match interventions with areas of deficit and to specifically look at minority subgroups who may require different targeted instruction. Teachers also need to use the data for students that are above or at proficiency to help provide enrichment and instruction at their current level of understanding.

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>72% of K-3 students will show typical or higher progress on DIBELS pathway to progress based on beginning of year (BOY) to middle of year (MOY) and maintain growth to end of year (EOY). 4-6 will show a 9% increase in proficiency based on the composite score in Acadience from BOY to MOY and maintain to EOY.</p>	Met goal	<p>74.0% of students showed typical or above progress on middle-of-year Acadience Pathways to Progress. We do not have end-of-level testing results due to COVID-19 school closures, however, based on MOY scores, students did reach the 72% threshold.</p> <p>We do not have data on 4-6 Acadience testing due to COVID-19 school closures.</p>
<p>Grade level common assessment in math will show proficiency K - 6 at 80% of students scoring 80% or higher on the post assessment.</p>	Met goal	<p>Students completed grade-level common assessments and reached an overall proficiency rating of 82.4% with the following grade-level breakdown:</p> <p>K - 92%</p> <p>1 - 87%</p> <p>2 - 83%</p> <p>3 - 76%</p> <p>4 - 79%</p> <p>5 - 83%</p> <p>6 - 77%</p> <p>It is difficult to know the extent to which COVID-19 closures affected these scores as assessments were given remotely.</p>
<p>In the Evaluate Davis evaluation system teachers will increase average a score from 2.17 to 2.6 under the indicator T.5 “Learners have opportunities to engage in higher level thinking through questioning, solving real-world problems, critically analyzing information, etc.”</p>	Met goal	<p>Indicator T.5 “Learners have opportunities to engage in higher level thinking through questioning, solving real-world problems, critically analyzing information, etc.”</p> <p>Teachers scored an average of 2.81 on this indicator meeting the goal.</p>

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>77% of K-3 students will show typical or higher progress on Acadience pathway to progress based on middle-of-year assessment (MOY) and maintain growth to end-of-year (EOY).</p> <p>4-6 will show a 9% increase in proficiency based on the composite score in Acadience from BOY to MOY and maintain to EOY.</p>	<p>Not progressing according to plan</p>	<p>65.8% of students showed typical or higher progress on Acadience Pathways to Progress based on middle-of-year assessments (MOY). We have strengthened our small group model, have identified struggling students and increased our progress monitoring, and have adjusted our testing environment to provide a less stressful space for students. We have also adjusted our action plan moving forward as identified below.</p> <p>While our 4-6 grade students only showed a 2% increase from beginning-of-year (BOY) to middle-of-year (MOY), they started the year with significantly higher scores than expected. For example, in 2019, BOY scores were at 70% vs. 78% this year.</p> <p>Contributing factors for not meeting this goal:</p> <ul style="list-style-type: none"> •Early end to last school year •Hybrid schedule for Term 1 •Reduced effectiveness of small group model due to COVID restrictions (spacing, limited to 15 minutes, TA availability due to hybrid schedule •Reduced effectiveness of teacher PLCs due to similar COVID restrictions (unable to share students, reduced data) •New ELA coordinator <p>Action plan:</p> <ul style="list-style-type: none"> •Continued Tier 2 support in small groups. •We have conducted TA trainings to better support TAs in their role as interventionists. •We have worked to strengthen PLCs where possible within COVID guidelines and have provided additional support to teachers for Tier 1 instruction. •We will be sending invitations for Summer School for Littles to all struggling readers. The program is free, and for those that want a more independent summer program, we will be offering licenses to Waterford Upstarts reading/mentoring program. •Improved testing environment.
<p>82% of K-6 students will score 80% or higher on grade-level common post assessments.</p>	<p>Progressing according to plan</p>	<p>Grade-level common assessments through Pearson Investigations have been given and used as pre- and post-assessments to identify student growth and achievement. These assessments have been used to identify students for small-group intervention support each Friday and for small-group tutor support during the school day. The minimum number of pre/post assessments has been one per unit,</p>

however, most teachers continue to use ongoing formative assessments to guide their instruction.

iReady and STMath continue to be used to provide personalization for students and fidelity requirements set by the STEM Action Center have been met.

End-of-level RISE data will be used to measure effectiveness of Pearson Investigations.

Improve student and staff relationships to improve school climate and build a sense of community and safety by implementing Social Emotional Learning (SEL) strategies as measured by SEL Walkthrough Tool and DSD School Climate Surveys.

Progressing according to plan

Odyssey implemented morning meetings in classrooms, a weekly huddle-up for faculty and staff, Sanford Harmony lessons weekly with the school counselor, the creation of SEL rooms for both staff and students, and other various SEL activities throughout the year. Our climate survey of school staff and parents showed that respondents selected agree or strongly agree on every question that used that metric. 100% of parents said their student doesn't get in trouble or is treated fairly when they do. One of the areas we can improve on is communicating what we are doing with SEL better to parents. The SEL Walkthrough Tool was used to identify areas of strength (such as school climate, teachers feeling supported, mental health, and leadership) and areas we can continue to improve on (personal well-being, showing appreciation, safety, personal implementation of strategies).

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 3,791.04
TSSA SY20-21 New Funding	\$ 67,590.00
TSSA Total funding for SY20-21	\$ 71,381.04
TSSA SY20-21 Anticipated Spending	\$ 64,381.00
TSSA Expected balance carried over into SY21-22	\$ 7,000.04
TSSA Anticipated new funding for SY21-22	\$ 75,754.00
TSSA Total funding available for SY21-22	\$ 82,754.04

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

Funding priorities: \$10,058 – Funding additional contract day for teachers \$15,000 – Stipends for teachers (\$9,000 will be paid out by the end of the year) Stipends were used to pay for Canvas PD, Pearson Investigations PD, additional misc. PD, and leadership committee assignments. Remaining funds were reallocated to technology. \$16,500 – Additional reading/math TA support Used for both math and reading TA hours to support small group instruction and Tier 2 interventions. Due to the hybrid schedule, we did not use all of this money. Remaining funds were used to purchase technology. \$2,000 – Prep teacher rotation time (+1 hour per week x 3 teachers)(will be paid in full by end of year) Used to give prep teachers 5 minutes between classes for sanitation \$3,000 - We were unable to find a structured recess aide. This money was reallocated to technology. \$5,000 – SEL program/supplies/incentives Used to create both staff and student SEL/space away rooms as well as support SEL materials for classroom teachers and our school counselor who is teaching Sanford Harmony lessons to students weekly. \$12,000 – Technology devices Used in conjunction with money left over from other areas of the plan to support the purchase of teacher laptops and student devices. \$4,000 – Apps and personalized learning licenses We anticipate a 10% carry over to the 2021-2022 school year.

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 2,726.42
B - Allocated new funds for SY20-21	\$ 71,221.00
C - Total Budget for SY20-21	\$ 73,947.42
D - Projected spending during SY20-21	\$ 70,745.00
E - Expected carryover from SY20-21	\$ 3,202.42
F - Projected new funding for SY21-22	\$ 66,748.04
G - Total projected funding for SY21-22	\$ 69,950.46

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	ELA Goal		
<i>Goal Statement</i>	<p>Seventy percent of K-3 students will show typical or greater progress on Acadience Pathways to Progress based on middle-of-year (MOY) assessment and maintain growth to end-of-year (EOY).</p> <p>Fourth through sixth grade will show 82% or higher proficiency based on the composite score in Acadience on EOY assessment.</p>		
<i>Measures to determine progress</i>	Acadience Pathways to Progress and proficiency data.		
<i>Action Plan</i>	<ul style="list-style-type: none"> •TAs will be used K-6 to facilitate small group Tier 2 intervention and differentiation to meet individual needs. LAND Trust funds will be used to support this. •TAs will be trained monthly by our ELA coordinator to make sure they have the instructional strategies needed to be successful. This will be funded with LAND Trust monies •Students who are not making adequate growth and progress will be identified and monitored throughout the year. Red students will be progress monitored weekly, yellow bi-weekly, and greens and blues occasionally. Partially funded with LAND Trust. •Teachers will meet in grade-level PLCs weekly to implement and review common assessments. Bi-weekly PLCs will be held in a central location to facilitate dialogue between grades and support individuals. •K-3 teachers will engage in LETRS professional development and will conduct data dives with grade-level. •Early Literacy Program (such as Imagine Learning or Lexia) will be used to fidelity. •French interns will be used in partnership with reading TAs and teachers to create a Power Hour situation (only 30 minutes). LAND Trust monies will be used to fund this. 		
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #Tech #GraduationRates #CollegeCareerReady #TeacherLeaders		
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement		
<i>Academic area(s) addressed by the goal</i>	Reading		
<i>Does this action plan include behavioral / character education / leadership efforts?</i>			
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$17,000.00		
	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>
	TSSA	Salaries & Benefits	Leadership Stipends including \$ 6,000.00

		academic committees	
TSSA	Salaries & Benefits	Paid substitutes for professional development opportunities	\$ 1,500.00
TSSA	Software / Technology Hardware < \$5000	Software licenses	\$ 3,000.00
TSSA	Software / Technology Hardware < \$5000	Classroom technology	\$ 6,000.00
TSSA	Professional and Technical Services	Microcredentials	\$ 500.00

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

Yes

Goal LAND Trust Expense Total - \$40,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Reading TAs to support small group instruction model in conjunction with teachers and French interns	\$ 40,000.00

<i>Goal Short Title</i>	Math Goal																
<i>Goal Statement</i>	K-6 students will show a 3% increase in quantile score between beginning-of-year (BOY) and middle-of-year (MOY) benchmark assessments in Imagine Math.																
<i>Measures to determine progress</i>	Imagine Math benchmark assessments which provide a quantile score for each student.																
<i>Action Plan</i>	<ul style="list-style-type: none"> •TAs will be used K-6 to facilitate small group Tier 2 intervention and differentiation to meet individual needs. LAND Trust funds will be used. •TAs will be trained monthly by our STEM coordinator to make sure they have the instructional strategies needed to be successful. LAND Trust funds will be used to support this. •Students who are not making adequate growth and progress will be identified and monitored throughout the year. LAND Trust funds will be used to fund this. •Teachers will meet in grade-level PLCs weekly to implement and review common assessments. Bi-weekly PLCs will be held in a central location to facilitate dialogue between grades and support individuals. .K-6 teachers will continue to engage in Investigations professional development and will conduct data dives with grade-level. •STEM Action Center Grant software (Imagine Math) will be used to fidelity. •Continued purchase and use of Pearson Online Math Investigations curriculum including focus on Math Talk will be purchased with LAND Trust funds to enhance targeted learning. 																
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#Tech#GraduationRates#CollegeCareerReady																
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement																
<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 - \$17,000.00</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>Leadership stipends including academic committees</td> <td>\$ 6,000.00</td> </tr> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Paid substitutes for professional development opportunities</td> <td>\$ 1,500.00</td> </tr> <tr> <td>TSSA</td> <td>Software /</td> <td>Software licenses</td> <td>\$ 3,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Leadership stipends including academic committees	\$ 6,000.00	TSSA	Salaries & Benefits	Paid substitutes for professional development opportunities	\$ 1,500.00	TSSA	Software /	Software licenses	\$ 3,000.00
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TSSA	Salaries & Benefits	Leadership stipends including academic committees	\$ 6,000.00														
TSSA	Salaries & Benefits	Paid substitutes for professional development opportunities	\$ 1,500.00														
TSSA	Software /	Software licenses	\$ 3,000.00														

	Technology Hardware < \$5000		
TSSA	Software / Technology Hardware < \$5000	Classroom technology	\$ 6,000.00
TSSA	Professional and Technical Services	Microcredentials	\$ 500.00

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

Goal LAND Trust Expense Total - \$19,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Online Curriculum or Subscriptions	Pearson Investigations math curriculum	\$ 11,000.00
LAND Trust Academic	Salaries & Benefits	Math TAs used to support small group instruction and one-on-one tutoring in conjunction with teachers.	\$ 8,000.00

<i>Goal Short Title</i>	STEM Goal																
<i>Goal Statement</i>	Sixty percent of 4-6 grade students will be proficient on RISE end-of-level science assessment.																
<i>Measures to determine progress</i>	RISE end-of-level assessment.																
<i>Action Plan</i>	<ul style="list-style-type: none"> •Students will receive instruction in both the traditional classroom and a STEM prep class. •SEEDS standards will be taught in the traditional classroom. •Project Lead the Way (PLTW) modules will be taught in the STEM prep classroom. This will be paid for with LAND Trust funds. •Teachers will meet in grade-level PLCs weekly to implement and review common assessments. Bi-weekly PLCs will be held in a central location to facilitate dialogue between grades and support individuals. 																
<i>This goal can be categorized as... (choose all that apply)</i>	#Tech #GraduationRates #CollegeCareerReady																
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement																
<i>Academic area(s) addressed by the goal</i>	Science																
<i>Does this action plan include behavioral / character education / leadership efforts?</i>																	
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$16,000.00																
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<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>														
TSSA	Salaries & Benefits	STEM coach used to oversee math and science implementation as well as coordinate efforts of math TAs and model lessons while providing PD and support for teachers.	\$ 10,000.00														
TSSA	Software / Technology Hardware < \$5000	Classroom technology	\$ 5,500.00														
TSSA	Professional and Technical Services	Microcredentials	\$ 500.00														

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

Goal LAND Trust Expense Total - \$10,950.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Online Curriculum or Subscriptions	Project Lead the Way curriculum and modules	\$ 10,950.00
LAND Trust Academic			\$ 0.00

<i>Goal Short Title</i>	SEL Goal								
<i>Goal Statement</i>	Teachers, staff, and administration 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 found in Educational Horizons Vol. 81 (among others), we expect student-centered SEL goals to support learners and learner proficiency as outlined in goals 1, 2, and 3.								
<i>Measures to determine progress</i>	SEL Walkthrough Tool, School Climate Survey, academic results from goals 1, 2, and 3.								
<i>Action Plan</i>	<p>Train students and staff on the five core competencies found in Sanford Harmony and created by CASEL.</p> <p>Complete DSD SEL Self-Assessment and Walkthrough Tool for baseline data in the fall and improvement data in the spring.</p> <p>Provide SEL training to staff using the DSD SEL Teacher Toolkit for instructional strategies and/or Sanford Harmony professional development.</p> <p>Model SEL in adult learning situations including faculty meetings and trainings using the 3 signature practices of 1) Welcoming Inclusion Activities; 2) Engaging Pedagogy; 3) Optimistic Closure.</p> <p>Provide 30-minutes of mentoring for every 4-6th grade student each Friday focused on goal setting, academic and social/emotional reflection, and the five core competencies found in Sanford Harmony and created by CASEL.</p> <p>Give students the power of choice in their education during elective period held each Friday.</p>								
<i>This goal can be categorized as... (choose all that apply)</i>									
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Parent & Community Connections Culture								
<i>Academic area(s) addressed by the goal</i>	Reading 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 - \$10,000.00</p> <table border="1" data-bbox="456 1850 1487 2018"> <thead> <tr> <th data-bbox="456 1850 573 1923"><u>Funding Source</u></th> <th data-bbox="573 1850 768 1923"><u>Expense Category</u></th> <th data-bbox="768 1850 1320 1923"><u>Description</u></th> <th data-bbox="1320 1850 1487 1923"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1923 573 2018">TSSA</td> <td data-bbox="573 1923 768 2018">Professional and</td> <td data-bbox="768 1923 1320 2018">These funds will be used to pay parents/community members for their</td> <td data-bbox="1320 1923 1487 2018">\$ 5,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Professional and	These funds will be used to pay parents/community members for their	\$ 5,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	Professional and	These funds will be used to pay parents/community members for their	\$ 5,000.00						

	Technical Services	expertise and time in teaching during elective periods on Fridays.	
TSSA	Salaries & Benefits	Structured recess aide to support PBIS and struggling students.	\$ 5,000.00

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

No

Goal LAND Trust Expense Total -

Funding Source Expense Category Description Item Cost

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
ELA Goal	TSSA	Salaries & Benefits	Leadership Stipends including academic committees	\$6,000.00
ELA Goal	TSSA	Salaries & Benefits	Paid substitutes for professional development opportunities	\$1,500.00
ELA Goal	TSSA	Software / Technology Hardware < \$5000	Software licenses	\$3,000.00
ELA Goal	TSSA	Software / Technology Hardware < \$5000	Classroom technology	\$6,000.00
ELA Goal	TSSA	Professional and Technical Services	Microcredentials	\$500.00
Math Goal	TSSA	Salaries & Benefits	Leadership stipends including academic committees	\$6,000.00
Math Goal	TSSA	Salaries & Benefits	Paid substitutes for professional development opportunities	\$1,500.00
Math Goal	TSSA	Software / Technology Hardware < \$5000	Software licenses	\$3,000.00
Math Goal	TSSA	Software / Technology Hardware < \$5000	Classroom technology	\$6,000.00
Math Goal	TSSA	Professional and Technical Services	Microcredentials	\$500.00
SEL Goal	TSSA	Professional and Technical Services	These funds will be used to pay parents/community members for their expertise and time in teaching during elective periods on Fridays.	\$5,000.00
SEL Goal	TSSA	Salaries & Benefits	Structured recess aide to support PBIS and struggling students.	\$5,000.00
STEM Goal	TSSA	Salaries & Benefits	STEM coach used to oversee math and science implementation as well as coordinate efforts of math TAs and model lessons while	\$10,000.00

			providing PD and support for teachers.	
STEM Goal	TSSA	Software / Technology Hardware < \$5000	Classroom technology	\$5,500.00
STEM Goal	TSSA	Professional and Technical Services	Microcredentials	\$500.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 75,754.00
2. Total projected TSSA funding for SY21-22	\$ 82,754.04
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 10,500.00
3. Total planned TSSA expenditures for SY21-22	\$ 70,500.00
4. Planned TSSA carryover into the SY22-23	\$ 12,254.04
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
ELA Goal	LAND Trust Academic	Salaries & Benefits	Reading TAs to support small group instruction model in conjunction with teachers and French interns	\$40,000.00
Math Goal	LAND Trust Academic	Online Curriculum or Subscriptions	Pearson Investigations math curriculum	\$11,000.00
Math Goal	LAND Trust Academic	Salaries & Benefits	Math TAs used to support small group instruction and one-on-one tutoring in conjunction with teachers.	\$8,000.00
STEM Goal	LAND Trust Academic	Online Curriculum or Subscriptions	Project Lead the Way curriculum and modules	\$10,950.00
STEM Goal	LAND Trust Academic			

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 66,748.04
G - Total projected funding for next year SY21-22	\$ 69,950.46
H - Total planned expenditures for next year SY21-22	\$ 69,950.00
I - Planned carryover into the following year SY22-23	\$ 0.46
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any carryover funds in excess of 10% will be used to purchase classroom technology.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website School marquee
Additional plan for sharing the school LAND Trust plan with	

the community.

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/17/2021
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	1