



BOARD REPORT

Teacher Student Success Plan TSSA and LAND Trust

Vae View Elementary - SY 2022

Principal Chris Laypath

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 Vae View Elementary is to promote the mission of learning first for all. To accomplish our purpose, we have a clear vision of best practices that are leading the school towards excellence.

Administration and staff are interested in and concerned about student welfare. Classrooms are regularly visited and feedback is left with teachers regarding their explicit instruction, classroom environment, and student engagement. All staff members have high expectations for student achievement and student learning is discussed in weekly PLC (Professional Learning Communities) meetings and quarterly data team meetings.

Faculty members create a positive and collaborative learning environment and are committed to all stakeholders. Family members have numerous opportunities to be engaged in their student's education and be included in all activities at the school. We conduct Academic Parent Teacher Team nights throughout the year, where parents will be taught skills and given materials to help their students better achieve the DESK standards for their specific grade levels. Our teachers and parents also have the option to participate in Home Visits for each of their students.

Description of the School

Community

Vae View Elementary School is in an urban location. It is located at 1750 West 1600 North, Layton, Utah. The community has a diverse population in ethnicity, religion, and culture.

Student Body

Vae View Elementary has 314 students enrolled, including the title 1 and head start preschools, essential elements preschool and two social behavior special education classrooms. Our K-6 numbers are 273. Based on that number the school demographics are as follows, 49.8% Caucasian, 2.2% African American, 38.7% Hispanic, 4.7% multiple race, and 1.9% Pacific Islander.

Based on our current enrollment, 251 students or 61% of our students have been identified as economically disadvantaged and 67 students, 23%, have limited English Proficiency levels. 92 students receive special education services in either resource, ee preschool or one of our 2 social behavior classrooms.

Staff

The faculty at Vae View Elementary are certified and highly qualified. All are ESL endorsed or in the process of becoming endorsed. We have 12 regular education classroom teachers. In addition, there is one certified Special Education teacher for our resource program and an additional two certified Special Education teachers who teach in two Social Behavior Classrooms located at Vae View for grades 3 through 6. The staff also includes an ELA Coordinator and a Math Coach. Vae View Elementary also houses a Head Start, Title 1 and Essential Elements Preschool Program.

School Culture

Vae View Elementary embraces diversity. The student body is made up of different ethnic backgrounds and cultures. We celebrate these differences and promote unity as well as individuality. Our success hinges on accepting, valuing, and respecting all cultures and beliefs. This acceptance is evident in the school's policies and procedures such as the school wide behavioral plan and school improvement plan where parent involvement has been identified as vital to the successes of our students. The faculty is welcoming and collaborative in their efforts to improve their craft and help students to be educationally successful.

Unique Features & Challenges

This school year we have approximately 100 fewer students enrolled compared to the previous year. This is due to the challenges of the global pandemic and many families choosing alternative schooling options for their children. This challenge has also made it difficult to address chronic absenteeism effectively as many students and staff have been in quarantine or sick this year.

At Vae View, a large percentage of our students are economically disadvantaged and face many challenges. Additionally, language barriers between home and school can create challenges for parents, students, and teachers.

Additional Information

Needs Analysis

Notable Achievements

Our school is in the third year of CMI. We have an Infini-D lab and makerspace class. We have witnessed academic growth as we have used the Spires programs with some of our struggling readers. Our 5th grade students participate in the Starbase program at Hill Air Force Base. We have adopted the MoveThis World SEL program this year and witnessed great gains.

Areas of Recent Improvement

Vae View Elementary partnered with Brigham Young University and the Teaching and Learning department to train teachers in Comprehensive Mathematical Instruction (CMI). CMI is not a way to do math. It is a way to think about and teach math. CMI is a pedagogical shift in the way teachers deliver instruction. It has been embraced by the entire staff. Teachers are implementing what they have learned and instruction is beginning to improve across the school. Vae View will continue with year three professional development next year.

The school has worked diligently to improve small group instruction with the continued implementation of Power Hour. Power Hour sets time aside for small group intervention time in Language Arts. Interventions are coordinated by the classroom teacher and carried out by both classroom teachers and Title One tutors. This hour is a dedicated time for Language Arts instruction five days a week. The average number of students in each group is 5-6. Students are grouped by current instructional data identifying student's academic ability level. The groups are created by each grade level team and are fluid to better meet students' changing needs.

Over the past two years, teachers and staff have participated in Tier 1 and Tier 2 instruction and professional development through the University of Utah Reading Clinic (UURC). Participants are evaluated four, or more, times per year on their implementation of these practices. Students are serviced at least twice a week in small groups for Tier 2 interventions.

For the last five years, all faculty members have participated in professional development in the areas of collaborative team coaching, increasing effectiveness of explicit instruction, and increasing rigor across all instructional activities. This professional development has guided teachers to focus on their instructional practices and to analyze their instruction and assessments for rigor and effectiveness directly relating back to student achievement. Additional professional development has been attended where teachers learned the basics of Davis Collaborative Teams (DCT) and how to implement them. They also completed grade level curriculum.

Areas of Needed Improvement

Improved communication within the school about what is taking place, upcoming events, or changes to the schedule. Communication could be offered in a variety of ways so that faculty and staff have multiple means for receiving communication; school website, Facebook, school marquee, letters, call outs, emails, and newsletters.

Continued emphasis and development of effective collaborative team meetings and data meetings with the administrative and coaching teams. Collaborative teams will continue to learn how to collect and use data to focus teaching on student learning and success. The school has begun using Canvas as a tool to facilitate a flipped faculty meeting.

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-6 students scoring “typical or higher progress” on middle of year Pathways to Progress DIBELS Scores by 6% (from 57% to 63%).	Met goal	
Reduce the percentage of students who are chronically absent (10% or more days with unexcused absences) from 7% to 6% (1% reduction or approximately 10 students.)	Did not meet goal	Chronic absenteeism continues to be a focus. We work together as a team to identify students struggling with attendance and reach out to those families.
Students will have access to effective and efficient teachers. This will be achieved by the end of the school year 2019-20.	Met goal	

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Vae View Elementary will achieve at least 60% of K-6 students scoring “typical or greater progress” on end of year Pathways to Progress Acadience Scores.</p> <p>The school will also increase student proficiency 5% from BOY to EOY 2021.</p>	<p>Progressing according to plan</p>	<p>This has been a challenging year due to missed instructional time as a byproduct of COVID-19 procedures and soft closure of school last year. We have seen encouraging progress on Acadience and MOY data show students are growing and progressing toward this goal.</p>
<p>Research shows that missing 10 percent of the school schedule, or about 18 days in most school districts, negatively affects a student's academic performance. When students improve their attendance rates, they improve their academic prospects and chances for graduation.</p> <p>https://awareness.attendanceworks.org/wp-content/uploads/Research2016.pdf We will increase academic performance by 5%-8% by reducing the percentage of students who are chronically absent (10% or more days with unexcused absences) from 11% to 7%.</p>	<p>Progressing according to plan</p>	<p>Latest chronic attendance data showed a rate of approximately 5% which shows we are progressing towards goal. However, attendance continues to be an issue this year and many students have gone back and forth between online schooling and in-person school.</p>
<p>Students will have access to effective and efficient teachers. We will increase academic proficiency and growth by 5%-8% academic by insuring that students have access to effective and efficient teachers. This will be achieved by the end of the school year 2020-2021.</p>	<p>Progressing according to plan</p>	<p>We continue to meet weekly as PLC teams and use data to develop common formative assessments. RISE data of course will be missing from last Spring and this year's results will be used as baseline data.</p>
<p>All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers and academic achievers. Educators, students, families and community members work together to support the healthy development of all students.</p>	<p>Progressing according to plan</p>	<p>We have done the things listed in the above plan and have provided extra support in social emotional learning this year. Data show teachers are regularly having students participate in SEL curriculum.</p>

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 17,442.89
TSSA SY20-21 New Funding	\$ 39,556.00
TSSA Total funding for SY20-21	\$ 56,998.89
TSSA SY20-21 Anticipated Spending	\$ 52,000.00
TSSA Expected balance carried over into SY21-22	\$ 4,998.89
TSSA Anticipated new funding for SY21-22	\$ 36,496.00
TSSA Total funding available for SY21-22	\$ 41,494.89
Describe your school's SY20-21 Progress for TSSA Spending	

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 7,734.02
B - Allocated new funds for SY20-21	\$ 44,789.00
C - Total Budget for SY20-21	\$ 52,523.02
D - Projected spending during SY20-21	\$ 47,000.00
E - Expected carryover from SY20-21	\$ 5,523.02
F - Projected new funding for SY21-22	\$ 32,156.93
G - Total projected funding for SY21-22	\$ 37,679.95

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Language Arts
<i>Goal Statement</i>	Sixty percent of K-6 students will be proficient and/or score "typical or greater progress" on end of year Pathways to Progress Acadience scores. Our school will also increase student proficiency 5% from BOY to EOY 2022
<i>Measures to determine progress</i>	Acadience Pathway to Progress and Acadience EOY proficiency data.
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Teachers will follow standards based Tier 1 instruction including: a. Following guidelines for recommended reading instructional minutes daily. b. Use of technology and adaptive software to support individual learning. c. Ongoing use of assessment (Acadience progress monitoring, Common Formative Assessments, etc) to determine instructional needs during whole class, small groups, and targeted interventions. d. Ongoing professional development target for specific needs of Vae View faculty. 2. Weekly PLC meetings targeted to language arts, with K-3 and 4-6 grade teachers meeting once a month to collaborate and enhance vertical alignment across the curriculum. 3. Continue using SPIRE for Tier 3 reading interventions in grades 1-6, along with Sounds Sensible, and extended day kindergarten. 4. We will utilize tutors under the direction of the classroom teacher for Power Hour, and other times as needed and train tutors in mClass, Acadience assessments, targeted interventions, and small group instruction. 5. Purchase Acadience licenses for grades 4-6 from LAND Trust funds 6. Purchase additional iPads, laptops, software licenses, technology hardware, and headphones to assist students in learning. This will be partially paid for with LAND Trust funds. 7. Support teachers taking LETRS training with monetary stipend and substitutes for their classroom when receiving additional training. 8. Collaborative coaching with our ELA coordinator. 9. Quarterly Data Team drives with ELA coordinator
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #Tech #PCBL
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement
<i>Academic area(s) addressed by the goal</i>	Reading Writing Technology

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

Yes

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$15,600.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	\$300 stipend a quarter for each teacher participating in LETRS training and money to pay for substitutes when those teachers attend LETRS training	\$ 15,600.00

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

Yes

Goal LAND Trust Expense Total - \$5,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Online Curriculum or Subscriptions	Subscription to use Acadience for grades 4-6	\$ 2,500.00
LAND Trust Academic	Online Curriculum or Subscriptions	Subscriptions to other online programs such as Lexia, Moby Max, i-ready, etc.	\$ 3,000.00

<i>Goal Short Title</i>	Math								
<i>Goal Statement</i>	Eighty percent of students will meet proficiency criteria or show adequate growth towards proficiency in meeting essential math standards identified in each grade level.								
<i>Measures to determine progress</i>	Teacher developed rubric in grade level teams/PLCs								
<i>Action Plan</i>	<ol style="list-style-type: none"> Each grade level will do two unit plans, using the learning cycle and the teaching cycle with Comprehensive Math Instruction (CMI) leadership (either school leadership or district support). Out of the two units, grade level professional learning communities (PLCs) will formally complete a "develop and solidify" lesson plan. Two of the four submitted lessons will be completed in formal lesson studies. Tutors will work directly with students to help re-teach concepts and guide practice toward mastery. They will be paid from LAND Trust funds. Hardware and math software programs will be used with students as tools to help in instruction, practice, extension, and monitoring progress. Interventions will be provided for students that are currently struggling with the current math concept being taught and enrichment provided in part by SEM assistant to those who have already mastered concepts. Interventions will be monitored to check for efficacy. Audio Enhancement in the classroom will be upgraded to allow all students to hear more clearly and focus on instruction from LAND Trust monies. 								
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#Tech#PCBL#TeacherLeaders								
<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>	Goal TSSA Expense Total - \$2,000.00								
	<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>Stipends for employees participating in CHAMPS behavior management /SEL training</td> <td>\$ 2,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Stipends for employees participating in CHAMPS behavior management /SEL training	\$ 2,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	Salaries & Benefits	Stipends for employees participating in CHAMPS behavior management /SEL training	\$ 2,000.00						

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

Yes

Goal LAND Trust Expense Total - \$11,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
	Software / Technology Hardware < \$5000	Audio Enhancement Equipment for 5 classrooms	\$ 7,000.00
LAND Trust Academic	Salaries & Benefits	Add 7.5 hours a week to our SEM assistant to provide school wide enrichment in math and other curriculum areas.	\$ 4,500.00

<i>Goal Short Title</i>	Science								
<i>Goal Statement</i>	Fifty percent of Vae View students in grades 4-6 will score at or above proficient on end of year science assessments.								
<i>Measures to determine progress</i>	RISE Science scores.								
<i>Action Plan</i>	<ol style="list-style-type: none"> Teachers will work to provide blended and personalized learning using tools such as Nearpod, Canvas, and other technology tools to achieve standards. Technology including student laptops and iPads, teacher tools such as screen beams, projectors, technology carts, and educational devices will be purchased from LAND Trust funds and training provided. We utilize Infini-D Lab and Maker Space at our school. We will use LAND Trust funds to pay for a subscription to Infini-D Lab which provides missions for our students that are tied to science standards and gives them an opportunity to apply knowledge to new situations. Similarly we may purchase new items for Maker Space to give students opportunities for project based learning. 								
<i>This goal can be categorized as... (choose all that apply)</i>	#Tech #PCBL #SEL								
<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>	<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 - \$19,000.00</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>LAND Trust Academic</td> <td>Online Curriculum or Subscriptions</td> <td>Subscription to Infini-D Lab software and support</td> <td>\$ 8,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Online Curriculum or Subscriptions	Subscription to Infini-D Lab software and support	\$ 8,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
LAND Trust Academic	Online Curriculum or Subscriptions	Subscription to Infini-D Lab software and support	\$ 8,000.00						

	LAND Trust Academic	Software / Technology Hardware < \$5000	Technology including student laptops and ipads, teacher tools such as screen beams, technology carts and educational devices	\$ 11,000.00
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<i>Goal Short Title</i>	SEL												
<i>Goal Statement</i>	Research from a meta-analysis of 213 school-based SEL programs in K-12 showed that students involved with SEL programs showed an 11 percentile point gain in achievement. Based on this research, we expect student centered SEL goals to support learners and learner proficiency as outlined in goals 1, 2, and 3 (Increased achievement in math, reading, and science).												
<i>Measures to determine progress</i>	Identical measures to goals 1, 2, and 3												
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Train staff and students on Social Emotional Learning (SEL) strategies using Move this World SEL program. 2. Integrate CHAMPS classroom management strategies into existing classroom management strategies. 3. Integrate restorative practices into disciplinary procedures. 4. Use DSD Climate Survey to inform professional learning and schoolwide positive behavioral intervention strategies (PBIS) strategies. 5. Hire instructional assistant(s) to assist teachers and students in providing these strategies. 												
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL#PCBL												
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Safety & Security Culture												
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Science												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes												
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$10,345.00</p> <table border="1" data-bbox="454 1675 1487 1969"> <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>SEL Aide to help reinforce concepts to students and work with them on SEL and acaemic skills</td> <td>\$ 10,345.00</td> </tr> <tr> <td>TSSA</td> <td></td> <td></td> <td>\$ 0.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	SEL Aide to help reinforce concepts to students and work with them on SEL and acaemic skills	\$ 10,345.00	TSSA			\$ 0.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>										
TSSA	Salaries & Benefits	SEL Aide to help reinforce concepts to students and work with them on SEL and acaemic skills	\$ 10,345.00										
TSSA			\$ 0.00										

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

No

Goal LAND Trust Expense Total -

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts	TSSA	Salaries & Benefits	\$300 stipend a quarter for each teacher participating in LETRS training and money to pay for substitutes when those teachers attend LETRS training	\$15,600.00
Math	TSSA	Salaries & Benefits	Stipends for employees participating in CHAMPS behavior management /SEL training	\$2,000.00
SEL	TSSA	Salaries & Benefits	SEL Aide to help reinforce concepts to students and work with them on SEL and academic skills	\$10,345.00
SEL	TSSA			

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 36,496.00
2. Total projected TSSA funding for SY21-22	\$ 41,494.89
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 5,767.65
3. Total planned TSSA expenditures for SY21-22	\$ 33,712.65
4. Planned TSSA carryover into the SY22-23	\$ 7,782.24
Does the school plan to fund teacher leadership opportunities with TSSA funds?	

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts	LAND Trust Academic	Online Curriculum or Subscriptions	Subscription to use Acadience for grades 4-6	\$2,500.00
Language Arts	LAND Trust Academic	Online Curriculum or Subscriptions	Subscriptions to other online programs such as Lexia, Moby Max, i-ready, etc.	\$3,000.00
Math		Software / Technology Hardware < \$5000	Audio Enhancement Equipment for 5 classrooms	\$7,000.00
Math	LAND Trust Academic	Salaries & Benefits	Add 7.5 hours a week to our SEM assistant to provide school wide enrichment in math and other curriculum areas.	\$4,500.00
Science	LAND Trust Academic	Online Curriculum or Subscriptions	Subscription to Infini-D Lab software and support	\$8,000.00
Science	LAND Trust Academic	Software / Technology Hardware < \$5000	Technology including student laptops and ipads, teacher tools such as screem beams, technology carts and educational devices	\$11,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 32,156.93
G - Total projected funding for next year SY21-22	\$ 37,679.95
H - Total planned expenditures for next year SY21-22	\$ 36,000.00
I - Planned carryover into the following year SY22-23	\$ 1,679.95
J - Is planned carryover more than 10% of projected new funds?	No

Plan for carryover in excess of 10%

Any carryover funds will be used to enhance existing goals.

Plan for sharing the school LANDTrust plan with the community

School website|School marquee|School assembly

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:

Reading Inventory, RISE and CRT Benchmark testing

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

Website|Newsletter|Meeting|Available in Office or Library

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

Goal #2

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

Goal # 1

Title I Plan / TSSP: Which evidence-based methods,

Professional Learning Communities/Davis Collaborative Teams|Collaborative Coaching

instructional strategies and programs are used to strengthen the school-wide program?

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

Vae View is in year three of Comprehensive Mathematical Instruction training with our district teaching and learning department and Brigham Young University. Our teachers have also participated with the Teaching and Learning Department and our ELA coordinator in Tier 1 training and Tier 2 Heggarty training and Tier 3 Spire training for the tutors and Special Education teachers.

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:

Vae View parents and teachers can participate in optional home visits. Academic Parent Teacher Teams meet quarterly to discuss student progress.

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:

Parents are invited and encouraged to participate in PTA, Academic Parent Teacher Team evenings, Community Council, and Home Visits.

Plan Evaluation and Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?

ILP Conferences|Back to School|Website

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

Data from acadience and teacher developed assessments. We will use RISE scores as well to measure success next 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

Progress is being made towards goals. Tutors work directly with students under the guidance of teachers and our English Language Arts Coordinator to address specific skills deficits. All paraprofessionals that work directly with students meet the definition of highly qualified.

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

Vae View seeks the input of stakeholders including teachers and parents. Funds are all used to further TSSP goals and to positively affect student academic outcomes. Funds are used to impact student success in Language Arts, Math, and Science.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/16/2021
Number who approved	06
Number who did not approve	0
Number who were absent or abstained	2