



BOARD REPORT

Teacher Student Success Plan TSSA and LAND Trust

Wasatch Elementary - SY 2022

Principal Chris Bertoldi

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 Wasatch Elementary is to promote the mission of learning first for all. To accomplish our purpose, we create a school culture of continuous improvement in learning and teaching through (1) shared vision, value, and beliefs; (2) supportive structural conditions; (3) unwavering focus on student learning; (4) collaborative teaming; (5) focus on results through data-based assessment and instruction; (6) instructional agility

Description of the School

Community

Wasatch Elementary School located at 210 E. Center St., Clearfield, Utah 84015. The community is composed of single and multiple family dwellings, two trailer courts, and a large apartment complex. Recently we have had the addition of a high-rise apartment building directly West of Wasatch Elementary. In addition Clearfield City purchased land where one of the two trailer courts in our boundaries is located. They plan on demolishing this area to create another high-rise apartment building with businesses surrounding it in our boundaries. With this change, expect to see a growth in our student population. The city of Clearfield has also purchased land in the boundaries of Wasatch Elementary that has been slated to become the new Davis County Library North.

Student Body

Wasatch Elementary is a K-6 Elementary School with 451 students. 36 percent of our students are identified as being the ethnic minority. 55.5 percent of our students are from an economically challenged home. 15.2 percent of our students have limited English proficiency (ELL). 20 percent of our students qualify for special education services

Staff

Wasatch Elementary has 78.5 highly qualified faculty and staff. 21.5 Certified Teachers

1 Special Education Teacher

1 Learning Center Teacher

3 Learning Center Assistants

5 Office Staff 2 Special Education Assistant

7 K-6 Tutors.

3 Optional Extended day Kindergarten (OEK) Kindergarten Tutors

2 English Language Learners (ELL) Tutors

4 Head Start and Early Head Start Teachers

1 Counselor 1 Psychologist 1 Technology Specialist

1 Speech Language Pathologist

1 English Language Arts (ELA) Coordinator

1 Math Coach 1 Librarian

1 STEAM/SEM Teacher

1 Art/Music Teacher

1 STEM Lab / Computer Teacher

1 Physical Education Teacher

1 After School Director

2 After School Assistants

1 Therapist

2 AmeriCorps Mentors

1 Family Service Worker (Social Worker)

1 Community Center Director and

8 staff members; 20 Big Brothers / Big Sisters from Big Brother Big Sisters of Salt Lake

School Culture

Wasatch Elementary has a culture of academic, social, emotional, and physical excellence. Students at Wasatch Elementary have high academic and social needs. These needs are met by the dedicated faculty and staff.

Wasatch Elementary has a master schedule to ensure that every moment of the instructional day is optimized. There is an unwavering focus on student learning with high expectations and high student engagement in every classroom. Our educators focus on results, using summative and formative data, along with reflective dialogue. Teachers work to develop common assessment to assess student progress and allow for flexible grouping across grade levels. We are committed to technology being purposefully used within each classroom. We among other schools are leaders in the Davis School District for personalized learning. This is the combination of an excellent teacher and technology that is used to enhance and provide deeper level content acquisition for students. Technology integration is such that each student is provided with a one-to-one device. Over the past two years we refreshed all one-to-one computers for our students. We have one-to-one iPads in Pre-K and Kindergarten, while in first through Second through Sixth grade all students have a laptop. Sixth graders are permitted to take their computers home with them to help level the technology gap. We are continuing to assess technology needs, and address them to ensure that students have the tools needed to be successful. We pride ourselves on having well-functioning Professional Learning Communities that are focused on student success through common assessments, planning, and data driven instruction. Wasatch Elementary students can attend before/afterschool programs and clubs which support student learning. These programs allow students to work on their homework under the direction of two certified teachers. They also get involved in many civic activities that allow our students to serve others in our community. Additionally, our clubs provide our students with extra-curricular activities that they would not have otherwise had access. We have a very dedicated Parent Teacher Association (PTA) and Community Council. They support Wasatch Elementary students and teachers through a jog-a-thon, Red Ribbon – White Ribbon - & Green Ribbon Week. They also provide our students with more opportunities for field trips and families activities. Wasatch

Elementary is a Title 1 school which allows us to reduce class sizes and provide additional academic support for our students. The above-mentioned resources help us to best serve all students, ensuring they are academically, socially, and civically. This is especially the case when considering that our school has a higher ratio of lower income student households (free and reduced lunch rates) than other schools in our county. Research indicates that this could potentially influence disproportionately more of our students to being susceptible to negative societal influences as the result of the additional day-to-day demands placed on their parents. This could make our students less likely to experience enriching activities at home and increases the need for us as a school to intervene in a meaningful way. Wasatch Elementary School has a culturally diverse student population. When outstanding instruction is complemented by a culturally rich and diverse student population and community, the positive experiences that students can have is second to no other school. Our strength as a school is most certainly found in the diversity of our students.

Unique Features & Challenges

Attendance this year has been a big struggle due to the COVID-19 pandemic. We have been working very closely with teachers and parents to be clear about balancing the need to come to school and staying safe from the virus. Our attendance mentor has work with teachers, parents and admin to manage this balance and get maximum participation from students. Wasatch has been very flexible in meeting this challenge and has met students where they are to help them grow.

Wasatch is seeing a learning delay in students due to the soft closure last spring, highbred schedule, and not having in person school on Fridays. Wasatch started running after school tutoring Monday-Friday for most of our population. Students have been staying after school with their teacher from 3:30-4:00 in a targeted intervention group. Students have also been coming into school on Friday's to received small group intervention from their teacher.

Additional Information

Needs Analysis

Notable Achievements

Wasatch has seen tremendous growth in our ELL students. Wasatch students have grown from 22% of students making adequate progress on the World-class Instructional Design and Assessment (WIDA) ACCESS Assessment to 42% in 2020. This growth is directly related to the efforts of our ELL tutors and support from teachers.

Areas of Recent Improvement

Wasatch is in our second year of implementing SEL practices with adults and students. We have been using the Sanford Harmony Curriculum to teach students about SEL practices. Teachers have been implementing morning meetings and incorporated a calm space in the classroom.

Wasatch has implemented the Multi-Tiered System of Support (MTSS) model for behavior alignment throughout the school. All areas of the building and classrooms were analyzed to help students understand the expectations of each area. Hallways, lunchroom, recess, prep times, and bathrooms for example have expectation posters for each area. Students following these expectations receive a coin for good behavior. When a class reaches 10 coins they earn a star on our "All Star Eagles Wall". When a star is earned the class receives a reward from the teacher or administration. At the end of second term the lower and upper grade classes that are in the lead earn a big reward from administration. This has helped Wasatch recognize good student behavior and keep referrals to the office down.

Areas of Needed Improvement

Wasatch's Pathways to Progress report in Acadience testing (DIBELS) showed below lower than average growth in first and third grades. New routines and tutor help has been offered in first grade and help from the district Professional Learning Team. PLC's have been focused and aligned with interventions during Tier 2 tutor time. We continue to adjust our practice and provide support to both grade levels to improve reading scores.

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')
75% of students will show “typical” (or higher) progress on DIBELS pathways to progress on end of year DIBELS	Did not meet goal	Due to the pandemic we were not able to measure this goal as planned. Wasatch focused on progress monitoring using mClass, informative and formative assessments to track progress. Our personalized language art software, Lexia, was also used to track student progress. Wasatch was made progress to achieving this goal.
Maintain the current rate of chronic absenteeism that is currently at (5.2%) with ensuring that we do not drop over 10%.	Met goal	Up until the pandemic Wasatch was at a chronic absenteeism of 4.95%. Absences were not calculated the same when the pandemic hit. Rewards were not given for perfect attendance, and chronic absenteeism letters were not sent home.
Increase student achievement for grades K-6 in Mathematics by 5%.	Did not meet goal	Due to the pandemic we were not able to measure this goal as planned. Wasatch focused on progress monitoring using iReady, informative and formative assessments to track progress. Wasatch was making progress towards achieving this goal based on data gathered.
Implementation Science, Technology, Engineering and Math (STEM) teaching and learning processes into every classroom. One hundred percent of K-6 teachers will be trained in implementation of Project Lead the Way. Additionally, 100% of students will participate in Project Lead the Way.	Met goal	
Students will exhibit writing growth based on RISE Benchmarks for 3-6 grades and the district common writing assessments for K-2.	Did not meet goal	Due to the pandemic we were not able to measure this goal as planned. Wasatch focused on progress monitoring using Lexia, informative and formative assessments to track progress. Wasatch was making progress towards achieving this goal based on data gathered.

100% of students will have a personalized learning pathway for their learning. Additionally, each teacher will set personalized learning goals with all students.

Met goal

Based on student usage reports in personalized learning programs and feedback during parent teacher conferences this goal was achieved.

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>75% of students will show “typical” (or higher) progress on DIBELS pathways to progress on end of year DIBELS</p>	<p>Progressing according to plan</p>	<p>Wasatch has seen great growth in all grade except first and third grade. Extra intervention has been provided after school to address this issue prior to the end of year assesemts.</p>
<p>100% of students will have a personalized learning pathway for their learning. Additionally, each teacher will set personalized learning goals with all students.</p>	<p>Progressing according to plan</p>	<p>Programs have been purchase and teachers are using the data gained from these programs to inform them of student progress and lesson planning. Based on the usage data collected from these programs, data binders, and meetings during parent teacher conferences, we know that 100% of students can explain their growth and achievement in their pathway. These programs are also informing teachers on what specific intervention is needed for their small groups. ?</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 will complete an end of year assessment of our SEL program to monitor our progress.</p>

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 0.00
TSSA SY20-21 New Funding	\$ 54,049.00
TSSA Total funding for SY20-21	\$ 54,049.00
TSSA SY20-21 Anticipated Spending	\$ 54,049.00
TSSA Expected balance carried over into SY21-22	\$ 0.00
TSSA Anticipated new funding for SY21-22	\$ 50,455.00
TSSA Total funding available for SY21-22	\$ 50,455.00
Describe your school's SY20-21 Progress for TSSA Spending	<p>Wasatch has continued to use TSSA money in the areas that were planned. Due to COVID-19 restrictions we couldn't spend our TSSA money on certain areas. These areas are field trips, and our archery program. We also have not spent money on teacher leadership and professional development. Wasatch needed to adjust spending on equipment for students to be successful in remote learning. The money that was allocated in the areas previously mentioned, towards technology and equipment. All teachers were provided a new laptop to help them with remote teaching. Our PLC's are still being held weekly and we currently just hired our third Attendance Mentor/Spanish Translator.</p>

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 130.73
B - Allocated new funds for SY20-21	\$ 56,537.00
C - Total Budget for SY20-21	\$ 56,667.73
D - Projected spending during SY20-21	\$ 51,500.00
E - Expected carryover from SY20-21	\$ 5,167.73
F - Projected new funding for SY21-22	\$ 44,455.99
G - Total projected funding for SY21-22	\$ 49,623.72

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Improve Literacy								
<i>Goal Statement</i>	Improve K-6 reading literacy in all students by giving them small group intervention.								
<i>Measures to determine progress</i>	Seventy-five percent of students will show “typical” (or higher) progress on Acadience scores in pathways to progress on end of year Acadience assessment.								
<i>Action Plan</i>	All grade levels will be provided tutors to implement small group interventions in Language Arts. Tutor groups will be managed by each grade level and given interventions to meet their students needs in each group. Groups will be monitored and adjusted as needed by the teacher based on progress monitoring reports. ELA coach will support teachers and tutors in providing training and research based strategies.								
<i>This goal can be categorized as... (choose all that apply)</i>	#CollegeCareerReady								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement								
<i>Academic area(s) addressed by the goal</i>	Writing 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 - <table border="1" data-bbox="451 1587 1284 1629"> <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>	Yes Goal LAND Trust Expense Total - \$45,000.00 <table border="1" data-bbox="451 1843 1503 1986"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>Tutor Salaries</td> <td>\$ 45,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	Tutor Salaries	\$ 45,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
LAND Trust Academic	Salaries & Benefits	Tutor Salaries	\$ 45,000.00						

<i>Goal Short Title</i>	Social Emotional Learning								
<i>Goal Statement</i>	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								
<i>Measures to determine progress</i>	Measured by DSD SEL Self Assessment and Walk-through tool to measure improvement.								
<i>Action Plan</i>	<p>Step 1: Launch SEL Instruction in Classrooms. Teachers begun implementing the selected evidence-based SEL program in classrooms last year, and have begin to reflect on the instructional and implementation process. The initial program launch provides an opportunity for staff to become familiar with the program, and reflection prepares staff for schoolwide expansion.</p> <p>Step 2: Expand Classroom-Based Sanford Harmony curriculum and Integrate SEL Schoolwide. All teachers, after reflecting on initial implementation and making necessary adaptations, have begun implementing the SEL program in their classrooms, and SEL practices are being integrated into other school activities. Integration and expansion create a consistent environment of support for students' social and emotional development.</p> <p>-Use DSD SEL Self Assessment and walkthrough tool for Pre (Fall 2021) and Post (Spring 2022) data to inform professional learning.</p>								
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL								
<i>District Strategic Plan Area(s)</i>	Culture Safety & Security								
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Science								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>									
<i>Will TSSA funds be used to support this goal?</i>	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>				
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
<i>Will LANDTrust funds</i>	No								

be used to support the implementation of this goal?

Goal LAND Trust Expense Total -

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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Goal Short Title	Science Of Reading PD- LETRS
Goal Statement	<p><i>Teachers are the most important factor in student success. Informed teachers can explain language to students, including sounds, spellings, and word meanings that might be confusing. They use lessons based on reading science and understand the process of learning to read and write. Research proves it. Science matters.</i></p> <p><i>Teachers need professional development that provides deeper knowledge, skills, and practice to successfully address reading difficulties. Over the next two years Wasatch will have the 85% of teachers trained in LETRS. Our goal is to have teachers complete Unit 5 by the end of the 2021-2022 school year.</i></p>
Measures to determine progress	Throughout the training teachers must complete modules and attend in person trainings at the completion of each unit. Administration can monitor online course work and view attendance of meetings to determine progress.
Action Plan	<p>85% of teachers be participating in LETRS training. Teachers will start unit one of the LETRS training on March 8th 2021 and complete in person training on May 14th.</p> <p>The following is the rest of the LETRS training completion dates for 2021-2022:</p> <p>Unit 2 July 16th</p> <p>Unit 3 September 20th</p> <p>Unit 4 December 13th</p> <p>Unit 5 April 11th.</p>
This goal can be categorized as... (choose all that apply)	#TeacherLeaders
District Strategic Plan Area(s)	Empowered Employees
Academic area(s) addressed by the goal	Writing Reading
Does this action plan include behavioral / character education / leadership efforts?	No
Will TSSA funds be used to support this	Goal TSSA Expense Total - \$22,000.00

goal?

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Teachers will be paid a stipend of \$250 for each unit completed. Subs will be paid for in person training at a cost of \$4,800.00.	\$ 22,000.00

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

<i>Goal Short Title</i>	Personalized Learning										
<i>Goal Statement</i>	100% of students will have a personalized learning pathway for their learning. Additionally, each teacher will set personalized learning goals with all students										
<i>Measures to determine progress</i>	The programs that will be purchased will provide data to inform teachers of student progress and lesson planning. Based on the usage data collected from these programs, data binders, and meetings during parent teacher conferences, we know that 100% of students can explain their growth and achievement in their pathway. These programs are also informing teachers on what specific intervention are needed for their small groups. ?										
<i>Action Plan</i>	In order for teachers and tutors to create a personalized learning pathway, we must use software programs to accomplish this goal. Wasatch was given licenses for iReady, and ST math through grants, but the number of licenses given will not cover the number of students at Wasatch. Wasatch also will purchase mClass for the whole school to monitor DIBELS reading progress. Wasatch also piloted the Lexia Program this year was awarded licenses through the early literacy grant. We will need to purchase more Lexia licenses so all students in third through sixth grade have access. Other programs that will be purchased are IXL, ST math and Waterford. These programs will be needed to create a personalized learning pathway and for teachers to monitor their progress. Teachers will meet with students weekly and parents twice a year and review progress within personalized learning pathways. (i.e. Parent Teacher Conferences).										
<i>This goal can be categorized as... (choose all that apply)</i>	#CollegeCareerReady										
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement										
<i>Academic area(s) addressed by the goal</i>	Writing Mathematics Science Reading										
<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 - \$4,000.00</p> <table border="1" data-bbox="451 1801 1507 1990"> <thead> <tr> <th data-bbox="451 1801 591 1881"><u>Funding Source</u></th> <th data-bbox="591 1801 899 1881"><u>Expense Category</u></th> <th data-bbox="899 1801 1317 1881"><u>Description</u></th> <th data-bbox="1317 1801 1507 1881"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="451 1881 591 1990">TSSA</td> <td data-bbox="591 1881 899 1990">Online Curriculum or Subscriptions</td> <td data-bbox="899 1881 1317 1990">IXL-1,000 ST Math-1,000 iReady-1,000 Lexia- 1,000</td> <td data-bbox="1317 1881 1507 1990">\$ 4,000.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Online Curriculum or Subscriptions	IXL-1,000 ST Math-1,000 iReady-1,000 Lexia- 1,000	\$ 4,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>								
TSSA	Online Curriculum or Subscriptions	IXL-1,000 ST Math-1,000 iReady-1,000 Lexia- 1,000	\$ 4,000.00								

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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Goal Short Title

Teacher Station Upgrades

Goal Statement

To increase student collaboration Wasatch will continue to upgrade teacher technology by purchasing Cleartouch Screens. These screens increase collaboration by allowing 30 points of contact at one time. Students will be able to show their thinking to other students as they work as a class or in small groups.

Measures to determine progress

Wasatch will use the Evaluate Davis Observation tool under the category of teach:

Learners have opportunities to engage in higher level thinking through questioning, solving real-world problems, critically analyzing information, etc. (T.5)

Wasatch will increase observation ratings in this area from 2.75 to 3.0 by using this new technology.

Action Plan

Clear Touch Panels provide teachers with 50 points of contact at the same time. This allows for collaboration during lessons.

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

#Tech

District Strategic Plan Area(s)

Fiscal Responsibility

Academic area(s) addressed by the goal

Reading|Writing|Mathematics|Science

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

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$4,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Software / Technology Hardware < \$5000	2 Clear Touch Panels at a cost of \$2000 each	\$ 4,000.00

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

No

Goal LAND Trust Expense Total -

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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<i>Goal Short Title</i>	School Spirit Shirts								
<i>Goal Statement</i>	To reinforce a positive school culture, and create school pride, Wasatch will purchase each student a Wasatch school pride t-shirt. Students and staff will wear their school pride shirt every Friday. Students will receive their t-shirt when their parent attends back to school night. This activity increases parent involvement in the school.								
<i>Measures to determine progress</i>	Progress will be determined when all T-Shirts have been given out and parents have attended back to school night.								
<i>Action Plan</i>	Students feel a sense of pride and belonging when they receive their school spirit shirt. Having a sense of belonging ties to our school SEL goal.								
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL								
<i>District Strategic Plan Area(s)</i>	Parent & Community Connections Safety & Security								
<i>Academic area(s) addressed by the goal</i>									
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No								
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$3,000.00</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>General Supplies, Other</td> <td>460 School pride t-shirts= \$3,000</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	General Supplies, Other	460 School pride t-shirts= \$3,000	\$ 3,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	General Supplies, Other	460 School pride t-shirts= \$3,000	\$ 3,000.00						
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>No</p> <p>Goal LAND Trust Expense Total -</p> <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> </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

Goal Title	Funding Source	Expense Category	Description	Item Cost
Personalized Learning	TSSA	Online Curriculum or Subscriptions	IXL-1,000 ST Math-1,000 iReady-1,000 Lexia-1,000	\$4,000.00
School Spirit Shirts	TSSA	General Supplies, Other	460 School pride t-shirts= \$3,000	\$3,000.00
Science Of Reading PD-LETRS	TSSA	Salaries & Benefits	Teachers will be paid a stipend of \$250 for each unit completed. Subs will be paid for in person training at a cost of \$4,800.00.	\$22,000.00
Teacher Station Upgrades	TSSA	Software / Technology Hardware < \$5000	2 Clear Touch Panels at a cost of \$2000 each	\$4,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 50,455.00
2. Total projected TSSA funding for SY21-22	\$ 50,455.00
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 9,157.44
3. Total planned TSSA expenditures for SY21-22	\$ 42,157.44
4. Planned TSSA carryover into the SY22-23	\$ 8,297.56

Does the school plan to fund teacher leadership opportunities with TSSA funds? No

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Improve Accadience Scores	LAND Trust Academic	Salaries & Benefits	Tutor Salaries	\$45,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 44,455.99
G - Total projected funding for next year SY21-22	\$ 49,623.72
H - Total planned expenditures for next year SY21-22	\$ 45,000.00
I - Planned carryover into the following year SY22-23	\$ 4,623.72
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We will enhance our existing goal if there are additional monies.
Plan for sharing the school LANDTrust plan with the community	School website
Additional plan for sharing the school LAND Trust plan with the community.	Through Community Council meetings and agenda.

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:

Comprehensive Needs

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

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

Goal number one.

Title I Plan / TSSP: Which of your school plan

Goal number five

goals focus on student improvement in Mathematics?

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

Professional development in LETRS training.
Language arts and mathematics coaching model.

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

Districtwide practices for helping struggling students include the following:

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

Additional schoolwide practices for helping struggling students include the following:

Plan Evaluation and Stakeholder Involvement:

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.*

How is stakeholder input solicited?

- 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?

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

- Acadience beginning, middle, and end of year scores shows evidence of improved student learning and achievement.*
- A decrease in office referrals is evidence that our Social Emotional Practices are working. Students who are in class will have improved learning and achievement.*

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	03/12/2021
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	1