



# BOARD REPORT

## Teacher Student Success Plan

### TSSA and LAND Trust

**West Point Elementary - SY 2022**

Principal Debbie Marshall

## 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 West Point Elementary is to promote the district mission of Learning First for all. To accomplish our purpose, we will utilize the individual expertise and strengths of the entire school community to create an engaging and innovative learning experience. We address the whole child, academically, socially and emotionally by diligent practice of a safe school environment, quality instruction, professional development, collaboration, parental involvement and community partnerships with a unified commitment to Learning First.

# Description of the School

## Community

The purpose of West Point Elementary is to promote the district mission of Learning First for all. To accomplish our purpose, we will utilize the individual expertise and strengths of the entire school community to create an engaging and innovative learning experience. We address the whole child, academically, socially and emotionally by diligent practice of a safe school environment, quality instruction, professional development, collaboration, parental involvement and community partnerships with a unified commitment to Learning First.

## Student Body

West Point Elementary has a student body of 941 Pre K -6th grade students (884 K-6), as of the official March 2021 count. 491 are male and 450 are female.

- 88.4% White
- 11.6% Minority
- 6.7% Hispanic
- 0.4% American Indian or Alaskan Native
- 0.6% Asian
- 0.9 % Black or African American
- 0.4% Pacific Islander
- 2.6% Multiple Races

Student Economic Status:

- 10.6 % of students receive free or reduced lunch rates (K-6)

English Language Learners:

- 1.6 % (15 students K-6) qualify as ELL status

Students receiving special education services (including speech/articulation, special education preschool, resource & K-6 Essential Elements):

- 14.55% (137 students, Pre-K to 6th)

For the 2020-21 school year, it is anticipated that we will have:

- 5 Kindergarten classes
- 5 First Grade classes
- 5 Second Grade classes
- 5 Third Grade classes
- 5 Fourth Grade classes
- 5 Fifth Grade classes
- 5 Sixth Grade classes
- 4 SpEd: 2 Regular Resource/2 Essential Elements
- 1 Community Preschool/SpEd Classroom (4 sessions)
- 4 Related Servers (2 SLP's/Counselor/School Psychologist)

## Staff

Currently at West Point Elementary, we have the following number of employees:

- Teaching Staff: 42 Certified Employees

- Teachers with Master's degree or higher = 7/44 (16%)
- Teachers with ESL Certificates = 17/42 (40%)
- Average Years Teaching Experience = 12 (approximately)
- Support Staff = 46 Classified Employees

In addition, there are two speech pathologists, one half-time school counselor and one half-time school psychologist. West Point Elementary has a half-time English Language Arts Coordinator who supervises seven instructional aids. Our students greatly benefit from additional district specialists in the following areas: vision, hearing, nursing services, diabetic, behavior and occupational therapy.

## School Culture

West Point Elementary has a strong tradition of community investment in the school. Our school wide behavior management plan involves parents, students, faculty, and staff in positive reinforcement of expected behaviors. Teachers and staff utilize behavior challenges as an opportunity for student learning, in order to empower students with problem-solving tools and skills, and to develop a growth mindset.

In addition to the Social and Emotional Learning (SEL) provided in the classroom setting, a school-wide behavior program has been put into place to recognize and encourage positive student behavior. These programs include the Most Valuable Player (MVP) and Wildcat recognition programs. Both programs are based on principles of Positive Behaviors Interventions and Supports (PBIS) with the WILDCAT program focusing on class wide behavior in shared areas of the school, such as the halls and cafeteria. Tickets are awarded to classes with appropriate behaviors by all teachers and staff throughout the school. They receive reinforcement through celebrated whole class activities. MVP awards focus on individual positive behaviors. Teachers nominate students who have shown improvement in behaviors, positive thinking, mindfulness, citizenship, etc. Students are recognized on a centrally located board and are able to participate in a recognition party with administration during the month.

Our school is unified in implementing research-based practices and data to drive instruction and interventions as we strive to meet the needs of all learners. Uniquely, we have many extra-curricular activities throughout the year that are rooted in our Science, Technology, Engineering and Math (STEM) school status as well as the arts.

## Unique Features & Challenges

To increase student reading and comprehension skills through meaningful exposure to informational text, the school will begin its fourth year utilizing an Americorps STAR Reading Coordinator, who will be assisting in the recruitment and training of 25 reading volunteers and 12 LIA (Latino's in Action student tutors). These volunteers work with 86 students ranging from K-6th grades. The school houses a level reading library of 788 high interest titles. They will be used twice a week in 1-1 reading intervention conferences with a Reading Tutor/Mentor, with between 20-30 students who have been identified with needs in reading fluency and comprehension. We are also implementing Imagine Learning. These resources will be available to all students at home, at school, and year-round to differentiate learning for individual students.

West Point Elementary is a STEAM (Science, Technology, Engineering, Arts and Mathematics) school and focuses on STEM in the classroom. Teachers coordinate science, technology, engineering, and math courses in order to give the students opportunities for authentic real- world practice. Opportunities are given to students to develop their skills and talents in these areas through Tier 1/Tier 2 instruction. Programs such as Reflex Math, Nearpod, Imagine Math (TTM), ST Math, and robotics, InfiniD Learning Mission Lab, Playworks recess program, Mindfulness counselor visits, and classroom technology integration exemplify the integration of STEM into our school. The integration of the Arts occurs during prep-time (art and music classes), and extracurricular programs such as Battle of the Books, and orchestra for students in grades 4-6. West Point Elementary is also the first designated STEM elementary school in Davis School District, as recognized by the STEM Action Center of Utah.

With a growing student population, one of the challenges is to continue to meet the needs of students despite larger class sizes.

# Additional Information

# Needs Analysis

## Notable Achievements

- Silver STEM School designation, June 2016, Utah State Office of Education
- STEAM focus as school STEM in the classroom
- iPad classroom labs (One to One with all students having a device)
- Laptop classroom labs (One to One with all students having a device)
- 2nd/3rd grade Opera by Children, started in 2017-18
- School Musical (annually, since 2017)
- Orchestra Program, 4th – 6th grades
- Ready Math and iReady Math curriculum in grades K-6 (starting 2021 school year)
- Innovative Schools Grant for InfiniD Space Mission Lab - Futuristic problem-solving space missions incorporating current science, math, and social studies standards
- Blended Learning opportunities happening in all grades, with both hands-on enrichment and software (Imagine Learning [Language Arts], ST Math, Imagine Math, and adding Reflex Math in May 2018. Some made available from state STEM Action Center grant.
- Social and Emotional Learning Training for all classroom teachers in 2020-21 which will continue into 2021-22

## Areas of Recent Improvement

- West Point is now a 1:1 school. Every student has access to a device of their own for instruction (iPads, laptops, Cloud Books, etc.). Students have used this increased technology to be successful in blended and remote learning across the curriculum.
- All teachers implemented new technological strategies in instruction and for student skill development. Students completed sessions in Imagine Literacy and Learning English, ST Math, Imagine Math, iReady Math and Reflex Math etc.
- CANVAS learning management system and Nearpod is being used K-6 to help students become creative and independent thinkers.
- After returning in the fall from the spring's soft closure, West Point Elementary 2021 Beginning Of Year (BOY) benchmark scores for Acadience were 61%. By the Middle Of Year (MOY) benchmark scores for Acadience were 65% showing a growth of 4%.
- Given our increased attention to social-emotional learning (SEL), there is greater incorporation of those principles by teachers in the classroom and school-wide setting using the five CASEL competencies of: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. An SEL Team has been established to facilitate the need for students and staff members.

## Areas of Needed Improvement

We had several teachers/grade levels that showed a loss, or no growth in the 2020 MOY (Middle of Year) Growth scores. Kindergarten showed a decrease in students at or above benchmark on the middle of the year assessment- 60% BOY to 56% MOY. A decrease of 4%. Third grade made no increase or decrease - BOY 62% MOY 62%

Added emphasis has been placed on Tier 1 teaching and Tier 2 interventions along with continuing to work in DCT's (Davis Collaborative Team) to target and provide evidence-based reading instruction will provide growth for all students.

# 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>A. Acadience Reading Proficiency: Students in Grades K-6 will increase their number of students proficient in Acadience Reading by 3%, to reach 74%, in order to match the district goal for the state. In the past 2 years, the average percent of students with typical or better growth has been 71%.</p> <p>B. Acadience Reading Growth: 74% of students will reach typical or above typical growth in Acadience Reading by the EOY measure. This goal reflects a 3% increase in our average growth over the last two years (71%).</p> <p>C. Comprehension: Reading Inventory Goal</p>	Did not meet goal	<p>Because of circumstances surrounding this End Of Year(EOY) with COVID-19, the data used for goal progress is from Middle Of Year (MOY) of Acadience Reading assessment outcomes.</p> <p>West Point Elementary at MOY did gain 1% Benchmark Composite gain from EOY last year. This year being 72% meeting Benchmark in grades K-6.</p> <p>Although we did not make the goal of 3% more to 74% at this time of the year, we had implemented key interventions to help increase that percentage by EOY. We have evidence that our interventions were working in several grade levels because of their data.</p> <ul style="list-style-type: none"> <li>• We gained 5% of students increase in meeting benchmark composite standards from BOY – MOY. We also made a 6% increase of students meeting at or above benchmark in accuracy.</li> <li>• BOY K-6 students were at 67% at or above composite benchmark o MOY K-6 students were at 72% at or above composite benchmark.</li> <li>• Gain of 5% = about 50 more students from our school gain at or above benchmark from the beginning of the year in Acadience Reading Assessment composite.</li> <li>• Interventions implemented throughout the school were helping students make gains. We also had made adjustments with the MOY data to help students that needed adjustments to their targeted intervention instruction.</li> </ul>
<p>85% of students in Grades 1-6 across all grade levels will achieve automaticity in their math facts as measured by Reflex math at the EOY.</p> <p>Increase mathematics proficiency in grades 3-6 in order to score at least 3-6% higher than the district average on end of year summative assessment.</p>	Did not meet goal	<p>Due to the sudden soft-closure of schools, we do not have end of year assessments to measure our completion of our math goal being 3-6% higher than the district average, but data from Reflex math indicated the following:</p> <ul style="list-style-type: none"> <li>• The students that have been working with Math Facts and fluency have seen gains with math fact knowledge and automaticity.</li> <li>• Add and Subtract Start – 30.4% March 2020 – 65.9% Gain – 35.5%</li> <li>• Multiply and Divide (0-10) Start – 11.9% March 2020 - 67.2% Gain – 55.3%</li> <li>• Multiply and Divide (0-12) Start – 25.1% March 2020 – 65.9% Gain – 40.8%</li> </ul>

- Current Assignment Start – 21.0%  
March 2020 – 63.5% Gain – 42.5%

The percentage of students achieving mastery in Grades 1-6 on their respective Language Arts & Mathematics mastery measures will increase to at least 2% or higher than the district average on their respective EOL (End of Level) tests (CRT/RISE).

Did not meet goal

Grades 1-6 have been working diligently on their grade level standards all year. With the epidemic of COVID-19, the state has suspended all end of level testing. The state also did not have Interim Testing this year so there is no RISE data to support the percentage of growth measures set in this goal.

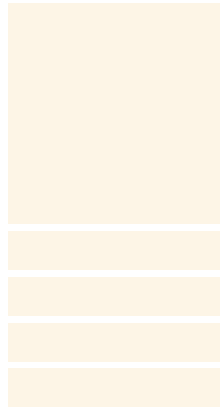
# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p><b>A. EOL Test Goal:</b> Students in Grades 1-6 will achieve 2% or higher than district average on Language Arts EOL tests (District CRT &amp; RISE tests).</p> <p><b>B. Acadience Reading Benchmark Goal:</b> 77% of K-6 students will reach their grade level composite MOY benchmark in Acadience Reading, an increase of 3% from the average of the last 3 years (74%).</p> <p><b>C. Acadience Reading Growth Goal:</b> 71% of K-6 students will reach typical or above typical growth as measured by pathways to progress MOY Acadience Reading measure. This goal reflects a 3% increase in our average growth over the last 3 years (68%). This is 11% higher than the expected growth measure of 60%, which is also the state requirement.</p>	Progressing according to plan	<p>Although we did not met Middle of Year (MOY) benchmark goal of 77% of students reaching benchmark goal, there was an overall 4% increase of students performing at or above benchmark from the Beginning of Year (BOY) Acadience benchmark to Middle of Year (MOY) benchmark.</p> <p>First grade increase from 43% BOY to 52% MOY. An increase of 9%</p> <p>Second grade increased from 61% BOY to 67% MOY An increase of 6%</p> <p>Third grade made no increase or decrease - BOY 62% MOY 62%</p> <p>Fourth grade increased from 63% BOY to 72% MOY An increase of 9%</p> <p>Fifth grade increased from 57% BOY to 63% MOY. An increase of 6%</p> <p>Sixth grade increased from 80% BOY to 83% MOY. An increase of 3%</p> <p>Added emphasis has been placed on Tier 1 teaching and Tier 2 interventions in Kindergarten which show a increase in students below benchmark. 60% BOY to 56% MOY. An decrease of 4%</p> <p>All of the above action steps are currently in progress and adjustments are being made based on the above Acadience data.</p>
<p>A. Our students in grades 1-6 will score at least 2% or higher than the district average on the EOL tests (CRT for Grades 1-2 and RISE for Grades 3-6).</p> <p>B. Using BOY iReady diagnostic data as a beginning benchmark, we want 70% of students grades K-6 to reach their</p>	Progressing according to plan	<p>The math interventions and software in the action steps are being carried out with fidelity by teachers and math interventionists. We are adjusting instruction and striving to provide interventions, Grade level assessments and the software program data we have (iReady math program) shows that 72% of students in grades 3rd through 6th have made overall growth from the beginning of the school year to the middle of the school year.</p>



respective grade level  
MOY and EOY  
benchmarks.



# TSSA Funding Projections

TSSA SY19-20 Carryover	-\$ 12,584.70
TSSA SY20-21 New Funding	\$ 107,028.00
TSSA Total funding for SY20-21	\$ 94,443.30
TSSA SY20-21 Anticipated Spending	\$ 82,049.52
TSSA Expected balance carried over into SY21-22	\$ 12,393.78
TSSA Anticipated new funding for SY21-22	\$ 121,120.00
TSSA Total funding available for SY21-22	\$ 133,513.78

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

Our plan incorporated 3 main objectives: 1) Effective, engaging Tier 1 Instruction, 2) increasing our Effectiveness of Tier 2 interventions and 3) Improve our Personalized/Blended Learning opportunities for each student in our school, to integrate conceptual relevance and real-world application in the lives of students. To achieve progress with these three objectives, our TSSA funding was used the following ways: 1. Funding was spent on Extra Contract Day stipend and Personalized Stipends for Teachers to improve Tier 1 instruction in language arts and mathematics. 2. Funding for STEM Enrichment for grades K-6. Teachers are meeting together at present to decide the best use of this funding to support more personalized learning for students. 3. Heggerty Phonemic Awareness Curriculum as purchased for our K-3 teachers to help them improve both Tier 1 teaching and Tier 2 interventions with individual students. 4. iPads and Tablets were purchased for students. We also purchased head phones and software licenses to use for experiences that developed conceptual relevance and real-world application for our students.

# LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 7,069.23
B - Allocated new funds for SY20-21	\$ 115,643.00
C - Total Budget for SY20-21	\$ 122,712.23
D - Projected spending during SY20-21	\$ 114,853.75
E - Expected carryover from SY20-21	\$ 7,858.48
F - Projected new funding for SY21-22	\$ 106,719.99
G - Total projected funding for SY21-22	\$ 114,578.47

# Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p><b>Language Arts Goal</b></p>
<p><i>Goal Statement</i></p>	<p>Sixty-three percent of students in grades Kindergarten through third will achieve typical or better growth from the "Beginning of Year" Acadience benchmark to "End of Year" on Acadience mClass Pathways to Progress testing.</p>
<p><i>Measures to determine progress</i></p>	<p>Comparison of Beginning to End of Year Acadience Benchmarks for grades K through 3.</p>
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> <li>• <b>Language Essentials for Teachers of Reading and Spelling (LETRS)</b> training will be provided to all teachers grades K-6 to build knowledge and skills in the science of reading to strengthen both Tier 1 and Tier 2 teaching and interventions.</li> <li>• <b>English Languages Arts Coordinator (ELA)</b> hours will be increased to full time. ELA and Administration will provide implementation support, training and modeling to teachers.</li> <li>• Star Reading Coordinator, funded through land trust funding, will coordinate reading volunteers to facilitate small group reading instruction.</li> <li>• Teachers will meet with Administration and ELA monthly to assess data and make adjustments to individual student pathways, Tier 1 instruction and Tier 2 small group interventions.</li> <li>• Stipend for professional development will be given for completion of LETRS units.</li> <li>• Tier 2 instruction will be delivered daily to struggling students. Instructional aids, funded by land trust funding, will support teachers and students for 30-40 minutes daily, Monday through Thursday.</li> <li>• Amplify software will be used for grades 4-6 to provide improved progress monitoring and testing for upper grade students.</li> <li>• Focus on healthy student behaviors and <b>Social Emotional Learning (SEL)</b> strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes for Language Arts in the classroom by implementing evidence-based, district approved SEL curriculum (Sanford Harmony). This will include:             <ul style="list-style-type: none"> <li>◦ Purchase of supplies for posters, flyers, etc. as reminders for students, parents and staff.</li> <li>◦ Continue implementing district SEL guidelines as part of our school efforts.</li> <li>◦ PD will include: Mindfulness, restorative practices as disciplinary procedures and Second Step</li> <li>◦ Explicit Training for Teachers on Sanford Harmony SEL curriculum</li> <li>◦ Continue meeting as an SEL team for planning and implementation to strengthen foundation knowledge and SEL capacity for our school.</li> <li>◦ Complete the DSD SEL Self-Assessment to gauge growth or needed improvement from previous year to current year.</li> <li>◦ Hire .5 additional school counselor hours to identify and meet the Social an Emotional learning of all 900 students.</li> <li>◦ Library books with be purchased with land trust funding to support Tier 1 language arts instruction.</li> </ul> </li> </ul>

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

#PDI#SEL|#TeacherLeaders

*District Strategic Plan Area(s)*

Student Growth & Achievement|Empowered Employees|Culture

*Academic area(s) addressed by the goal*

Reading|Writing

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

*Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total - \$98,200.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Salary for .5 Instructional Coach	\$ 45,000.00
TSSA	Salaries & Benefits	Substitute Pay for Facilitator Training Days	\$ 8,200.00
TSSA	Salaries & Benefits	.5 School Counselor to Facilitate Social Emotional Learning	\$ 45,000.00

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

Yes

Goal LAND Trust Expense Total - \$49,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	4 Response to Intervention Tutors. 19.5 hours per week. (\$41,500) Star Reading Coordinator (\$6,500)	\$ 48,000.00
LAND Trust Academic	Library Books	Library Books to support Language Arts goal across all grade levels.	\$ 1,000.00

<p><i>Goal Short Title</i></p>	<p><b>Mathematics Goal</b></p>								
<p><i>Goal Statement</i></p>	<p>Sixty-five percent of West Point Elementary students, grades 3-6, will score at or above proficiency on end of year RISE testing.</p>								
<p><i>Measures to determine progress</i></p>	<p>Third through sixth grade RISE proficiency scores.</p>								
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> <li>• Teacher will begin 2nd year of implementation of Ready Math curriculum.</li> <li>• Teachers will develop rich math lessons involving blended learning and will include tools such as Canvas, Nearpod, iReady, and other technology tools to support increased student math proficiency. This will be funded with land trust money.</li> <li>• Students will be involved in STEM class activities to promote and reinforce math concepts.</li> <li>• All 3-6 grade students take Beginning of Year (BOY), Middle of Year, and End of Year iReady benchmarks to monitor student growth and identify students needing Tier 2 instruction.</li> <li>• 3 Math aides, funded by land trust funding, will support classroom teachers in delivering targeted interventions to students identified as needing Tier 2 interventions.</li> <li>• Purchase additional devices and technology components with land trust funds for students to access STEM experiences including laptops, keyboards, covers, classroom projectors, sound systems, and Apple TV.</li> <li>• All Grade-level teachers will meet as teacher teams at the end of terms 1, 2, and 3 for a half-day to build on their curriculum maps and plans in preparation for the upcoming term. Subs will be provided for these half-day preparation sessions through land trust funding.</li> <li>• Hold a school-wide STEM night to showcase student learning and provide opportunities for school-to-home connections to be made.</li> </ul>								
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PD #Tech #TeacherLeaders #CollegeCareerReady</p>								
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement Empowered Employees Parent &amp; Community Connections</p>								
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Mathematics Technology Science</p>								
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>									
<p><i>Will TSSA funds be used to support this goal?</i></p>	<p>Goal TSSA Expense Total - \$1,511.34</p> <table border="1" data-bbox="456 1864 1487 2020"> <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</td> <td>Supplies for STEM evening involving</td> <td>\$ 1,511.34</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	General	Supplies for STEM evening involving	\$ 1,511.34
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	General	Supplies for STEM evening involving	\$ 1,511.34						

	Supplies, Other	Teachers, Parents and Students.	
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*Will LANDTrust funds be used to support the implementation of this goal?*

Yes

Goal LAND Trust Expense Total - \$65,578.47

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Math instructional Aides to support Tier 2 interventions in grades 4-6	\$ 25,000.00
LAND Trust Academic	Salaries & Benefits	Half-day subs three times during the school year for math training.	\$ 9,500.00
LAND Trust Academic	General Supplies, Other	Supplies and Materials to support Ready Math implementation. Workbooks, manipulatives, etc.	\$ 7,600.00
LAND Trust Academic	Online Curriculum or Subscriptions	Licenses for online programs including InfiniD and supplemental licenses for ST and/or iReady Math	\$ 6,000.00
LAND Trust Academic	Software / Technology Hardware < \$5000	26 Computers for STEM Lab- approx. \$665.00 each.	\$ 17,478.47

# Additional TSSA Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts Goal	TSSA	Salaries & Benefits	.5 School Counselor to Facilitate Social Emotional Learning	\$45,000.00
Language Arts Goal	TSSA	Salaries & Benefits	Salary for .5 Instructional Coach	\$45,000.00
Language Arts Goal	TSSA	Salaries & Benefits	Substitute Pay for Facilitator Training Days	\$8,200.00
Mathematics Goal	TSSA	General Supplies, Other	Supplies for STEM evening involving Teachers, Parents and Students.	\$1,511.34

## Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 121,120.00
2. Total projected TSSA funding for SY21-22	\$ 133,513.78
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 14,302.44
3. Total planned TSSA expenditures for SY21-22	\$ 114,013.78
4. Planned TSSA carryover into the SY22-23	\$ 19,500.00
Does the school plan to fund teacher leadership opportunities with TSSA funds?	Yes



# Additional LAND Trust Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts Goal	LAND Trust Academic	Library Books	Library Books to support Language Arts goal accross all grade levels.	\$1,000.00
Language Arts Goal	LAND Trust Academic	Salaries & Benefits	4 Response to Intervention Tutors. 19.5 hours per week. (\$41,500) Star Reading Coordinator (\$6,500)	\$48,000.00
Mathematics Goal	LAND Trust Academic	Software / Technology Hardware < \$5000	26 Computers for STEM Lab-approx. \$665.00 each.	\$17,478.47
STEM Goal	LAND Trust Academic	Salaries & Benefits	Math instructional Aides to support Tier 2 interventions in grades 4-6	\$25,000.00
STEM Goal	LAND Trust Academic	Salaries & Benefits	Half-day subs three times during the school year for math training.	\$9,500.00
STEM Goal	LAND Trust Academic	General Supplies, Other	Supplies and Materials to support Ready Math implementation. Workbooks, manipulatives, etc.	\$7,600.00
STEM Goal	LAND Trust Academic	Online Curriculum or Subscriptions	Licenses for online programs including InfiniD and supplemental licenses for ST and/or iReady Math	\$6,000.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 106,719.99
G - Total projected funding for next year SY21-22	\$ 114,578.47
H - Total planned expenditures for next year SY21-22	\$ 114,578.47
I - Planned carryover into the following year SY22-23	\$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We will use any additional funds to enhance our current goals.

Plan for sharing the school LAND Trust plan with the community

School newsletter|School website|Labels to identify LAND Trust purchases

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	04/08/2021
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	2