



# BOARD REPORT

## Teacher Student Success Plan

### TSSA and LAND Trust

**Whitesides Elementary - SY 2022**

Principal Diane Ramsey

## 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 Whitesides 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) a focus on results through data-based assessment and instruction; (6) leadership for continuous improvement; and (7) respect and trust among staff, students, parents, and community.

# Description of the School

## Community

Whitesides Elementary is located at 233 North Colonial in Layton, Utah. It is located inside of an aging residential community. The school was opened in the 1953-54 school year. Over the course of this school's history, the physical building has been remodeled several times to meet the needs of the community. Our population is very diverse economically and culturally.

## Student Body

In March 2021, our school population consisted of 337 students, including 20 preschool children. This is a significant drop in enrollment. Because of the concerns of Covid, many families chose an alternative school setting for this year. Our current ethnicity percentage is, as follows: Caucasian, 78%, with minority populations of Hispanic/Latino, 14%; Native American, .4%, Black/African American, 2%, Multiple Races 5%, and Pacific Islander, 1%

## Staff

**Certified Staff:** Whitesides Elementary employs a diverse staff of highly qualified educators to provide a variety of skills, talents, and strengths to our students. Our certified staff members include: 14.5 classroom teachers, 1.5 special educators, one full time counselor, one .5 math coach, and one .5 English Language Arts (ELA) Coordinator. Principal, Assistant Principal are also certified. We also have one part time Speech/Language Pathologist. **Classified Staff:** Title I paraprofessionals work with our teachers to provide additional support. We have other teaching assistants, as follows: one Schoolwide Enrichment Model (SEM) teacher, three prep specialists, one special education assistant, CARES (Centers for Afterschool Recreation, Enrichment and Safety) coordinator, three CARES before/after school program assistants.

## School Culture

Whitesides Elementary is proud of our school culture of continuous improvement in learning and teaching. Our teachers are developing strong professional learning communities (PLC's) to promote collaboration. This is supported by common prep times for PLC meetings. We also have a master schedule to make sure 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 assessments to assess student progress and allow for flexible grouping across grade levels. Whitesides school wide behavior program focuses on noticing and encouraging positive behaviors throughout the school. Students are taught specific life skills in weekly house meetings. Students are expected to display responsible, respectful, safe, and kind behaviors. These behaviors are reinforced with positive notes and opportunities for tangible rewards.

## Unique Features & Challenges

Our chief challenge lies in the socio-economic diversity of our students. Teachers are provided with professional development to help them engage all students, and are given special training in helping students in poverty. There are wide ranges in ability levels in each classroom. Teachers have the challenge of differentiating for a very diverse student population in each classroom. One challenge we are facing is the declining population of our school. With current district FTE (Full Time Employee) at 26.875, we are able to have only two or three classes on a grade level. This makes meeting as PLCs challenging with only two groups to go to for intervention. Class size counts also make staffing difficult; sometimes student counts are too large for two classes, but not big enough for three. Whitesides Elementary sponsors several student organizations to involve students and their parents in the school. Some activities include: Student Council, Shakespeare, Battle of the Books, media advertising of books by students, After School MESA club, SEM, math/science Olympiad club, and our Multicultural Club. Our SEM program provides

opportunities for enrichment, including the Math and Science Olympiad, Martin Luther King Speech Contest, and Story-telling Festival.

## **Additional Information**

CARES is the before/after school program that serves many students. We have a full service program which provides 30 minutes of homework help daily, as well as great field trips and an end-of-year extravaganza which is a performance program for families. During the 2017-18 school year, Whitesides implemented “house” activities, whereby the entire school is divided into four “houses.” We have weekly house activities that promote citizenship and manners. Quarterly the entire school hosts a house Science, Technology, Engineering and Math (STEM) activity. This has continued through the 2018-19 school year, and the 2019-2020 school year. Because of the pandemic of 2020 and the unique school schedule of remote learning on Fridays, we have not been able to continue our House Meetings on Friday. However, we have continued the strong commitment to school spirit and social skills. Our school curriculum focuses primarily on Rigor and Relationships this year.

# Needs Analysis

## Notable Achievements

Whitesides emphasizes the use of everyday life skills such as poise, comportment, manners, etiquette through the implementation of life skills throughout the school, which was the impetus to a major culture shift within the school.

We have also implemented the HUGS (Hello Update Goodbye) program for our students who are struggling academically, behaviorally, and/or emotionally.

Whitesides has introduced Restorative Justice to our teachers as a method of improving the culture of our school and assisting with difficult behavioral issues.

## Areas of Recent Improvement

Our students continue to improve their social skills and life skills. We believe the acquisition of these skills are essential to success in life.

## Areas of Needed Improvement

Whitesides continues to strive to improve our proficiency and growth in the academic areas. Rigor and relevance in all lessons has been a focus and will continue to be our goal in providing professional development.

# 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 percentage of K-3 students scoring at or above DIBELS middle of year composite score benchmark from 56% to 58%	Met goal	With added focus and rigor in the classroom, along with targeted interventions as needed, Whitesides increased their MOY(Middle of Year) Acadience composite score benchmark in 2020 from 56% to 66%.
Whitesides Elementary staff will participate in professional development in an effort to refine their curriculum mapping and essential skills for instruction on a daily basis.	Met goal	Using skills learned in Lean PD, teachers participated in weekly PLC to continue refining their curriculum mapping and essential skills for daily instruction.
The percent of "Evident" or higher ratings of incorporating technology into lessons, as indicated in Evaluate Davis will increase by 10%	Met goal	Teachers continue to increase use of technology within daily lessons.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Increase the percentage of K-3 students scoring at or above DIBELS MOY composite score benchmark for SY 2019-2020 66% to 68% in SY 2020-2021</p>	<p>Progressing according to plan</p>	<p>Whitesides did not meet our goal of increasing the percentage of K-3 students scoring at or above Acadience MOY composite score benchmark for SY 2019-2020 from 66% to 68% in SY 2020-2021.</p> <p>We believe this is due to lack of instruction caused by school lockdowns from the 2020-2021 Covid pandemic</p>
<p>To improve school climate by implementing SEL strategies, we will decrease the number of office referrals/discipline incidences as measure by discipline data in encore.</p>	<p>Progressing according to plan</p>	<p>Office behavior referrals have decreased significantly this year. We have created a Restorative Justice committee that offers PD during our faculty meetings, we have promoted SEL(Social Emotional Learning) strategies throughout the school, encouraging the use of Nearpod to assist in morning class meetings aimed at improving climate and SEL among students. Implementing the HUGS program has also played a significant role in helping students manage their own behaviors.</p>
<p>All Students in Blended Learning Classrooms will establish individualized learning targets and 80% of those students will make sufficient progress to reach those targets.</p>	<p>Progressing according to plan</p>	<p>As of February 2021, 63% of students in 5th grade Blended Learning Classrooms have made sufficient progress to reach their individualized learning targets.</p>

# TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 9,237.42
TSSA SY20-21 New Funding	\$ 44,070.00
TSSA Total funding for SY20-21	\$ 53,307.42
TSSA SY20-21 Anticipated Spending	\$ 21,255.00
TSSA Expected balance carried over into SY21-22	\$ 32,052.42
TSSA Anticipated new funding for SY21-22	\$ 45,511.00
TSSA Total funding available for SY21-22	\$ 77,563.42
Describe your school's SY20-21 Progress for TSSA Spending	Whitesides budgeted \$15,000 for a Behavior Interventionist for School year 2020-2021. Because of the pandemic this year, our interventionist missed many days of work. She resigned from her position mid-year and we were unable to fill her position for several months. We also allocated \$6000 for PD planning to take our teachers to the Ron Clark Academy. Again, because of the pandemic, travel was banned. We were able to pay for the weekly PLCs.

# LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 3,489.56
B - Allocated new funds for SY20-21	\$ 46,380.00
C - Total Budget for SY20-21	\$ 49,869.56
D - Projected spending during SY20-21	\$ 45,909.00
E - Expected carryover from SY20-21	\$ 3,960.56
F - Projected new funding for SY21-22	\$ 40,100.07
G - Total projected funding for SY21-22	\$ 44,060.63



# Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>K-3 Acadience</b>
<i>Goal Statement</i>	Sixty percent of K-3 students will demonstrate typical or higher growth from MOY2021 to MOY 2022 using Pathways to Progress assessment.
<i>Measures to determine progress</i>	MOY Acadience Pathways to Progress assessment
<i>Action Plan</i>	<p>Students will focus during instruction and read daily.</p> <p>Tutors, under the directions of classroom teachers, will supervise proficient students while the certified teacher implements interventions for non proficient students.</p> <p>Teachers will continue with Tier One instruction based on Best Practice and district routines. Teachers will provide interventions as needed. Teachers will receive LETRS (Language Essentials for Teachers of Reading and Spelling) training to build knowledge and skills in tier one and tier two instruction. Teachers will participate in weekly PLCs</p> <p>Administration will support instruction by keeping interruptions to a minimum and providing Local Case Management weekly to assist in Tier two instruction and Tier three instruction as needed.</p> <p>Faculty and staff will focus on healthy student behaviors and SEL strategies that decrease learning disruptions, build a positive learning climate, and support increased learning outcomes in the classroom.</p> <p>Mindfulness SEL curriculum will be implemented in all grade levels.</p> <p>Trustland funds will be used to purchase tutors under Salaries and Benefits.</p> <p>TSSA fund will be used to purchase additional .5 Certified Special Education teacher</p>
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL #TeacherLeaders #GraduationRates #PD
<i>District Strategic Plan Area(s)</i>	Empowered Employees Fiscal Responsibility
<i>Academic area(s) addressed by the goal</i>	Reading Writing 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 - \$40,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	.5 Resource teacher	\$ 40,000.00

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

Yes

Goal LAND Trust Expense Total - \$22,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Tutors 2tutors x 24 hours per week x 30 weeks	\$ 22,000.00

<p><i>Goal Short Title</i></p>	<p><b>RISE 4-6</b></p>								
<p><i>Goal Statement</i></p>	<p>Sixty percent of students in grades 4-6 will demonstrate writing proficiency in the RISE midyear writing assessment</p>								
<p><i>Measures to determine progress</i></p>	<p>Teachers will give monthly writing assessments before assessing for proficiency mid year using the RISE benchmark</p>								
<p><i>Action Plan</i></p>	<p>Students will write daily.</p> <p>Teachers will provide necessary technology for students to practice writing daily. Teachers will explicitly teach writing skills and progress monitor at a minimum of once a month.</p> <p>Administrators will supply support with LCMT ( Local Case Management Team) to assist in interventions as needed in Tier two and or Tier three. Professional development will be offered as needed.</p> <p>Land Trust funds will be used to hire tutors to assist with reading and writing proficiency.</p>								
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PDI#TeacherLeaders #GraduationRates</p>								
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement</p>								
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing</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 -</p> <table border="1" data-bbox="456 1486 1203 1524"> <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>						
<p><i>Will LANDTrust funds be used to support the implementation of this goal?</i></p>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$22,000.00</p> <table border="1" data-bbox="456 1713 1487 1892"> <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 &amp; Benefits</td> <td>2 tutors at 24 hours per week, 30 weeks</td> <td>\$ 22,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	2 tutors at 24 hours per week, 30 weeks	\$ 22,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
LAND Trust Academic	Salaries & Benefits	2 tutors at 24 hours per week, 30 weeks	\$ 22,000.00						

<i>Goal Short Title</i>	<b>SEL</b>												
<i>Goal Statement</i>	Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators and developmental goals. We expect student centered goals to support learners and learner proficiency as outlined in goals 1 and 2.												
<i>Measures to determine progress</i>	Proficiency of goals 1 and 2												
<i>Action Plan</i>	<p>Faculty and staff will focus on healthy student behaviors and SEL strategies that decrease learning disruptions, build a positive learning climate, and support increased learning outcomes in the classroom.</p> <p>Mindfulness SEL curriculum will be implemented in all grade levels.</p> <p>TSSA fund will be used to purchase additional intervention help with behavioral issues, to include HUGS program, Wolverine Recess, and implement Restorative Justice practices throughout the school.</p>												
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL												
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Safety & Security												
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Health												
<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 - \$15,000.00</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>School supplies promoting culture of school, including furniture and equipment for quiet space for students</td> <td>\$ 10,000.00</td> </tr> <tr> <td>TSSA</td> <td>Professional and Technical Services</td> <td>Professional Development</td> <td>\$ 5,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	General Supplies, Other	School supplies promoting culture of school, including furniture and equipment for quiet space for students	\$ 10,000.00	TSSA	Professional and Technical Services	Professional Development	\$ 5,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>										
TSSA	General Supplies, Other	School supplies promoting culture of school, including furniture and equipment for quiet space for students	\$ 10,000.00										
TSSA	Professional and Technical Services	Professional Development	\$ 5,000.00										
<i>Will LANDTrust funds be used to support the</i>	<p>No</p> <p>Goal LAND Trust Expense Total -</p>												

*implementation of this goal?*

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

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
K-3 DIBELS	TSSA	Salaries & Benefits	.5 Resource teacher	\$40,000.00
SEL	TSSA	General Supplies, Other	School supplies promoting culture of school, including furniture and equipment for quiet space for students	\$10,000.00
SEL	TSSA	Professional and Technical Services	Professional Development	\$5,000.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 45,511.00
2. Total projected TSSA funding for SY21-22	\$ 77,563.42
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 9,284.00
3. Total planned TSSA expenditures for SY21-22	\$ 64,284.00
4. Planned TSSA carryover into the SY22-23	\$ 13,279.42
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
4-6 RISE	LAND Trust Academic	Salaries & Benefits	2 tutors at 24 hours per week, 30 weeks	\$22,000.00
K-3 DIBELS	LAND Trust Academic	Salaries & Benefits	Tutors 2tutors x 24 hours per week x 30 weeks	\$22,000.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 40,100.07
G - Total projected funding for next year SY21-22	\$ 44,060.63
H - Total planned expenditures for next year SY21-22	\$ 44,000.00
I - Planned carryover into the following year SY22-23	\$ 60.63
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	In the event of a carry over of more than 10%, the additional funds will be used to enhance existing goals as written.
Plan for sharing the school LANDTrust plan with the community	School marqueeSchool website
Additional plan for sharing the school LAND Trust plan with the community.	

# Additional Items for Title I Schools

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?

*District-wide assessment practices include the following:*

- Acadience Reading*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
- RISE*
- DLM*
- WIDA*
- District assessments*
- Kindergarten Readiness Inventory*
- Kindergarten Inventory of Skills*
- 1st and 2nd Grade Language Arts CRTs*
- 1st and 2nd Grade Math CRTs*
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.*
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.*
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.*

*Additional schoolwide practices for assessment include the following:*

Whitesides uses the following for assessment practices:

- Acadience REading
- McGraw-Hill Assesments
- Grade Level assessments
- State Assesments including RISE and WIDA
- District Assesments including Kindergarten Readiness Inventory, 1st and 2nd grade CRTs
- School wide weekly PLCs
- Teacher created assessments

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

Website Available in Office or Library

Title I Plan / TSSP: Which of your school plan goals focus on student

60% of K-3 students will demonstrate typical or higher growth from MOY2021 to MOY 2022 using Pathways to Progress assessment.



improvement in Language Arts?

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

Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators and developmental goals. We expect student centered goals to support learners and learner proficiency as outlined in goals 1 and 2.

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

Professional Learning Communities/Davis Collaborative Teams|Collaborative Coaching

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

Heggerty phonemic Awareness Curriculum is used throughout the school. Mindfulness curriculum will continue to be implemented in the 2021-2022 school year.

Imagine Learning and STMath will continue to be utilized on all grade levels.

Tutors, under the directions of classroom teachers, will supervise proficient students while the certified teacher implements interventions for non proficient students.

Teachers will continue with Tier One instruction based on Best Practice and district routines. Teachers will provide interventions as needed. Teachers will receive LETRS training to build knowledge and skills in tier and tier two instruction. Teachers will participate in weekly PLCs

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:*

Whitesides implements the following practices to help struggling students:

Administration meets with teachers to review data

During weekly PLCs teachers review data to identify student performance

Language Arts and Math coach meet with teachers to identify students who are struggling and create interventions and monitor progress

Low performing students receive additional instruction from teachers, tutors, and technology aides

Teachers meet with LCMT to review data, discuss interventions, and monitor progress of low performing students

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:*

Community council reviews, plans, and implements the (SIP)School Improvement Plan.

JSSC reviews (SIP)

Faculty reviews data and determines next year's school goals based on data.

All SIP 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 1 program and informing parents of their right to be involved.

Programs and activities are scheduled throughout the year to involve parents and guardians.

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

ILP Conferences|Website|Back to School

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

Data provided from Acadience testing and End of Year RISE testing in addition to teacher assessments given weekly provide evidence of increased 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*

All our paraprofessionals are 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*

Whitesides Elementary works closely with the District Title One director, who works closely with the state and federal Title One Directors to ensure funds are coordinated.

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/13/2021
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	1