



# BOARD REPORT

## Teacher Student Success Plan

### TSSA and LAND Trust

**Windridge Elementary - SY 2022**

Principal Casey Pickett

## 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 Windridge Elementary is to promote the mission of learning first for all. To accomplish our purpose we will provide a guaranteed curriculum at rigorous levels to all learners with extra time and support provided for intervention and enrichment. Educators will be provided opportunities to improve and refine their practice through collaborative teaming and ongoing professional development. We will partner with parents, Parent Teacher Association (PTA) and community members to provide opportunities for each child to engage in learning that prepares them with 21st century learning skills of critical and creative thinking in a collaborative environment.

# Description of the School

## Community

Windridge is a quintessential neighborhood school, nestled among the homes of the families it serves in the suburbs of East Kaysville, Utah. Staff members, parents, and community members share a mutual respect and rapport as they collaborate to create an environment of learning that addresses the whole child.

## Student Body

Windridge is a K-6 school with an enrollment of 520 students. We support a functional skills/medically fragile unit for students in grades K-12 as well as a medically fragile preschool for students aged 3-5. Enrollment subgroup percentages are 10% economically disadvantaged, 5% ethnic minority and 12% receiving special education services (including the medically fragile population).

## Staff

The Windridge staff consists of 30 certified educators, 25 of these teach in regular or special education classrooms, two are school administrators, 1 is a math interventionist, 1 is a Science, Technology, Engineering and Math (STEM) specialist. Of these 30 certified staff members, 11 hold a graduate degree and 27 carry one or more endorsements. Windridge also employs 38 classified staff including secretaries, custodians, lunch workers, a media specialist, music, P.E. and computer teachers as well as literacy tutors and classroom aides. 10 district personnel employees assist students including psychologist, speech therapist, nurse, vision hearing, school technology specialist, occupational therapist, physical therapist, and orchestra teacher. (Data found on Certified Employee Information Listing)

## School Culture

Windridge stakeholders share the common goal of learning first for the whole child and collaboration between parents, teachers, and students supports that goal. We average over 300 volunteer hours each month by our PTA board, Community Council, classroom volunteers and "Pops-on-Patrol". Due to this volunteer support we are able to offer several in school and after school programs and events including: Walking and Running Club, Meet the Masters Art Program, PTA Reflections contest, Windridge Talent Show, Robotics Club, Junior Achievement and STEM Super Science Night. Teachers support opportunities for students to share their learning through grade level programs and events such as: 6th Grade Influential People Wax Museum, 5th grade US History Program, 4th grade Utah History Pageant, 3rd Grade Kids Marketplace, 2nd Grade Patriotic Program, and the 1st grade program. Windridge students represented the school at the District Spelling Bee, the state Geography Bee, the district Keyboard Challenge, the District Constitution Bowl, the state Storytelling Festival, and in the Martin Luther King essay contest. The Windridge community has been partnering with Koin for Kenya for the past eleven years to support our sister school in Kenya. Windridge Elementary strives to create learning experiences that reach beyond the walls of the classroom. With the addition of our new STEM Lab and Platinum STEM Designation status, students are ready to explore cutting-edge technologies and tools to create relevant and meaningful learning experiences.

## Unique Features & Challenges

Windridge boasts a dynamic volunteer base. Parents support the school through tutoring in classrooms, running a top-notch PTA program, supporting teachers in grant writing, donating time as Pops-on-Patrol and honoring and feeding teachers and staff several times during the year. At the beginning of the school year, the PTA and many community members join efforts in participating in a Bubble Festival to earn money for the PTA and school events.

The Windridge student council consists of 25 sixth grade students and Hope Squad consists of 28 fourth, fifth, and sixth graders who are responsible for leading assemblies, managing the school recycling program and welcoming the

community during school events. This year both student groups led spirit weeks, red ribbon week, white ribbon week, green ribbon week and assisted in collecting food for a food drive to support families in need.

Students from our functional skills classrooms and regular education classrooms have opportunities to work together, play together and create together. Students of all ages can sign up to visit their peers in the functional skills unit during recess and there is often a waiting list.

The Windridge faculty has accepted the challenge to improve on excellence. We strive to provide students the skills they will need to be critical, creative thinkers who can collaborate with other learners and communicate their knowledge and learning to a wide audience.

Windridge is home to a new, state-of-the-art STEM lab. This lab includes makers spaces, collaboration areas, scientific equipment, 3-D printers, robotics equipment, and technology tools to create engaging and exciting STEM experiences. Windridge will embark in a five year plan STEM plan that will focus on cultivating community and industry partners, increase student involvement in the educational process, and increase professional development opportunities for faculty and staff.

The outdoor classroom (currently under construction) will get students outside, thinking in new ways, and engaging in hands-on learning with real-world application.

New to this year, art has become another focus at Windridge with collaboration from Meet the Masters Program funded by the PTA. Including the arts in the STEAM program will help teachers to integrate the arts into all curriculum across grade levels.

Student enrollment at Windridge is declining and is projected to continue declining over the next five years. This trend will require strategic staffing decisions.

## **Additional Information**

In 2019-2020 Windridge participated in state and local grant opportunities to fund projects that included student technology, art supplies, science supplies, classroom libraries, robots, outdoor learning classroom and fieldtrips. The most notable was the completion of the STEM lab which opened doors to students in March of 2020. In addition, the Windridge PTA granted over \$3000 to teacher sponsored classroom projects.

Windridge is continuing with the Brigham Young University Education Department to implement Comprehensive Math Instruction.

# Needs Analysis

## Notable Achievements

- STEM lab
- Fifth Annual Super Science Night was planned
- Platinum STEM designation rating from the State of Utah
- Robotics teams received 2nd place in state, qualified for world competition.
- Social and Emotional Learning was implemented in all classrooms and for staff creating a new culture
- 100% of teacher participation in the 3rd year of Comprehensive Math Instruction (CMI)
- Online learning and remote learning implemented 100% by all staff members

## Areas of Recent Improvement

- In 2021 Windridge Elementary ranked 5th (at 79%) in a school comparison report grades 1-6 on Acadience Benchmark proficiency.
- In 2020, K-3, 69.7% of students made typical or better growth in Acadience Pathways to Progress. In 2021, K-3, 81.6% of students made typical or better growth in Acadience Pathways to Progress.
- Implementation of Platinum Stem Designation School awarded and continuing forward with 5-year plan.

## Areas of Needed Improvement

- Although Windridge scores above state and district averages in all areas, math scores are consistently lower than scores in Language Arts and Science. It is anticipated that math scores will improve as we complete the three year Comprehensive Math Instruction (CMI) training for all teachers.
- With no data to compare for previous years, we are working to improve student progress in all academic areas.

# 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>Increase student literacy.</p> <p>Eighty percent of students in grades K-3 will show "typical" or higher progress on the end of year DIBELS Pathways to Progress report.</p> <p>Eighty-five percent of students in grades 4-6 will score at or above benchmark on the end of year DIBELS proficiency assessment.</p>	Did not meet goal	<p>We did not meet the goal as written but would like to note:</p> <ul style="list-style-type: none"> <li>• K-3 at MOY showed 69.7% of students at typical or above average on Acadience Pathways to Progress.</li> <li>• 4-6 at MOY showed 88.5% of students at Acadience Benchmarks.</li> <li>• No end of year Acadience results due to pandemic.</li> </ul>
<p>Implement STEM teaching and learning processes into every classroom to create a comprehensive STEM learning environment for students.</p>	Met goal	<p>Windridge Elementary was awarded a Platinum STEM designation which honors the work teachers have continued to implement in every classroom. 17- Sustainable Goals have been completed by each grade level which has enhanced students learning outside of themselves and expanding our vision on a global level.</p>
<p>Increase student proficiency in Language Arts, Math and Science.</p> <p>RISE scores will indicate a 3% increase in achievement from 2019 in each tested area. RISE growth scores will indicate a 3% increase in indexed scores from 2019 in each tested area and for growth of lowest 25%.</p> <p>CRT proficiency will indicate a 3% increase in proficiency as compared to 2019.</p>	Did not meet goal	<p>We did not meet the goal as written due to pandemic this last school year, no testing was acquired. However student growth was taken by other forms of assessment. (i-Ready, Imagine Math, Waterford, IXL)</p>
<p>Increase the percent of fifth and sixth grade students proficient in keyboarding 3% as compared to 2019.</p>	Met goal	<p>All fifth and sixth grade students increased their keyboarding proficiency by at least 3%.</p>

# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Increase student literacy.</p> <p>Eighty Percent of students in grades K-3 will show “typical” or higher progress on the end of year Acadience Pathways to Progress report.</p> <p>Eighty-seven percent of students in grades 4-6 will score at or above benchmark on the end of year Acadience proficiency assessment.</p>	Progressing according to plan	<ul style="list-style-type: none"> <li>• K-3 MOY showing 81.6% at typical or above on Acadience Pathways to Progress.</li> <li>• 4-6 MOY showing 80% on Acadience Benchmarks.</li> </ul>
<p><i>Every student in every grade level will engage and participate in a comprehensive STEAM learning curriculum.</i></p>	Progressing according to plan	<ul style="list-style-type: none"> <li>• Project Lead the Way completion</li> <li>• VEX IQ 5-week course in progress</li> <li>• 17-Sustainable Goals currently in progress</li> </ul>
<p><i>Increase school-wide math proficiency by at least 3%, relative to each grade level standards.</i></p>	Not progressing according to plan	<p>Due to the pandemic this school year and the end of last school year, no testing was acquired to show an increase in math proficiency percentage. Teachers reported accountability to the Community Council by showing survey data on student confidence levels in mathematics as well as common formative assessment data through the use of other math benchmark reporting systems on various platforms.</p>
<p>Increase students positive interactions at school and the use of mindfulness techniques to support their social and emotional growth and well-being to ensure academic success. A 2011 study found that students make up to 11% academic gain when engaged in a mindfulness curriculum to support their social and emotional growth and well-being. <a href="https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8624.2010.01564.x">https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8624.2010.01564.x</a></p>	Progressing according to plan	<ul style="list-style-type: none"> <li>• 100% of all Action Plan items are completed or in progress according to the plan.</li> </ul>



# TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 0.00
TSSA SY20-21 New Funding	\$ 72,817.00
TSSA Total funding for SY20-21	\$ 72,817.00
TSSA SY20-21 Anticipated Spending	\$ 72,817.00
TSSA Expected balance carried over into SY21-22	\$ 0.00
TSSA Anticipated new funding for SY21-22	\$ 73,283.00
TSSA Total funding available for SY21-22	\$ 73,283.00

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

School Counselor currently full time with TSSA funding. With the increase in student needs and concerns, it has been vital to our school to have Mrs. Mills at Windridge full time. Math Interventionist Teachers and the community have seen the benefit of having a math interventionist to support the various levels of math understanding. During remote learning the math interventionist was a bridge between home and school for students, parents, and teachers. Professional Training and Support (CMI & STEM) CMI year 3 was put on hold, however the CMI practices, planning, implementation online and in school have been all moving forward. Stipends to support professional learning towards CMI, the PLC model, Platinum STEM Designation.



# LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 3,238.50
B - Allocated new funds for SY20-21	\$ 73,914.00
C - Total Budget for SY20-21	\$ 77,152.50
D - Projected spending during SY20-21	\$ 73,788.00
E - Expected carryover from SY20-21	\$ 3,364.50
F - Projected new funding for SY21-22	\$ 64,570.08
G - Total projected funding for SY21-22	\$ 67,934.58

# Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Increase Student Literacy</b>
<i>Goal Statement</i>	<p>Academic achievement will improve as outlined in goals 1 and 2 (see below) with the direct teaching and support of Social Emotional Learning skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students and adults will use grit, resiliency, and citizenship through healthy activities to create a positive school climate, demonstrate proficiency in the Social Emotional Learning Competencies, and enhance student learning.</p> <p>1. Literacy Goal:</p> <p>Eighty percent of students in grades K-3 will show “typical” or higher progress on the end of year Acadience Pathways to Progress report.</p> <p>Eighty-seven percent of students in grades 4-6 will score at or above benchmark on the end of year Acadience proficiency assessment.</p> <p>2. Mathematic Instruction Goal:</p> <p>Eighty percent of students will show proficiency determined by a rubric created by the team during the unit planning process.</p>
<i>Measures to determine progress</i>	<ul style="list-style-type: none"> <li>• Acadience Pathways to Progress Report</li> <li>• Acadience Proficiency Report</li> </ul>
<i>Action Plan</i>	<ul style="list-style-type: none"> <li>• Deliver targeted interventions based on need as identified by Acadience testing, Davis drill-down and weekly progress monitoring.</li> <li>• The Heggerty model will be used daily and frequently to improve student phonological awareness.</li> <li>• Intervention will be provided by hired reading intervention tutors AND in each classroom by the classroom teacher.</li> </ul>
<i>This goal can be categorized as... (choose all that apply)</i>	
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees
<i>Academic area(s) addressed by the goal</i>	Reading
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	

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

Goal TSSA Expense Total -

**Funding Source** **Expense Category** **Description** **Item Cost**

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

Yes

Goal LAND Trust Expense Total - \$45,126.00

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
LAND Trust Academic	Salaries & Benefits	Reading Tutor Salaries	\$ 44,486.00
LAND Trust Academic	Online Curriculum or Subscriptions	ESGI (Kindergarten data analysis program)	\$ 640.00

<i>Goal Short Title</i>	<b>Mathematic Instruction</b>										
<i>Goal Statement</i>	Teachers will improve their Mathematic instruction through implementation of CMI pedagogy and strategies.										
<i>Measures to determine progress</i>	Eighty percent of students will show proficiency determined by a rubric created by the team during the unit planning process.										
<i>Action Plan</i>	<ul style="list-style-type: none"> <li>• Teachers will plan two units during the year using the CMI learning cycle- Develop, Solidify, Practice.</li> <li>• Teachers will develop at least two lessons per unit using the teaching cycle- Launch, Explore, Discuss.                             <ul style="list-style-type: none"> <li>◦ Two lessons will be written using the develop format.</li> <li>◦ Two lessons will be written using the solidify format.</li> </ul> </li> <li>• Teachers will engage in two lesson studies during the year with their team and support from the CMI Leadership.                             <ul style="list-style-type: none"> <li>◦ One lesson study for a develop lesson and one for a solidify lesson.</li> </ul> </li> <li>• In order to support all goal and actions steps we will purchase online curriculum or subscriptions as well as software and technology.</li> </ul>										
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBLI#TeacherLeaders										
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees										
<i>Academic area(s) addressed by the goal</i>	Mathematics										
<i>Does this action plan include behavioral / character education / leadership efforts?</i>											
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$7,000.00 <table border="1" data-bbox="456 1482 1487 1665"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>TSSA</td> <td>Salaries &amp; Benefits</td> <td>Professional Development Incentives (Microcredentials)</td> <td>\$ 7,000.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Professional Development Incentives (Microcredentials)	\$ 7,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>								
TSSA	Salaries & Benefits	Professional Development Incentives (Microcredentials)	\$ 7,000.00								
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes Goal LAND Trust Expense Total - \$11,816.00 <table border="1" data-bbox="456 1850 1487 2018"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Online Curriculum or Subscriptions</td> <td>IXL 5th/6th</td> <td>\$ 3,300.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Online Curriculum or Subscriptions	IXL 5th/6th	\$ 3,300.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>								
LAND Trust Academic	Online Curriculum or Subscriptions	IXL 5th/6th	\$ 3,300.00								

	LAND Trust Academic	Software / Technology Hardware < \$5000	Dock/Laptops	\$ 8,516.00
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<p><i>Goal Short Title</i></p>	<p><b>STEAM</b></p>																
<p><i>Goal Statement</i></p>	<p>Every student in every grade level will engage and participate in a comprehensive STEAM learning curriculum.</p>																
<p><i>Measures to determine progress</i></p>	<p>Educators will report on student participation in a STEAM experience or project in conjunction with SEEdS storylines. Students will also present a project or assessment demonstrating knowledge of 17-Sustainable Development Goals.</p>																
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> <li>• Each student will engage in a SEEdS storyline science module.</li> <li>• Every student in grades 4-6 will participate in the VEX IQ 5-wheel classroom training module during STEM prep.</li> <li>• Each grade level will create a unit incorporating the 17-Sustainable Development Goals as well as providing real world application across any core subject areas.</li> <li>• Staff and students will continue implementing 5-year Platinum STEM Designation.</li> <li>• Meet the Masters Program continued.</li> </ul>																
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PCBL #TeacherLeaders #CollegeCareerReady #Tech</p>																
<p><i>District Strategic Plan Area(s)</i></p>	<p>Culture Parent &amp; Community Connections</p>																
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Mathematics Fine Arts Science Technology Social Studies</p>																
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>Yes</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="454 1375 1201 1417"> <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> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>												
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<p><i>Will LANDTrust funds be used to support the implementation of this goal?</i></p>	<p>Goal LAND Trust Expense Total - \$5,900.00</p> <table border="1" data-bbox="454 1606 1485 1974"> <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>General Supplies, Other</td> <td>17- Sustainable Goals (500 x 7)</td> <td>\$ 3,500.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>General Supplies, Other</td> <td>SEEds Storyline Supplies (200 x 7)</td> <td>\$ 1,400.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>General Supplies, Other</td> <td>Meet the Masters Program Supplies</td> <td>\$ 1,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	General Supplies, Other	17- Sustainable Goals (500 x 7)	\$ 3,500.00	LAND Trust Academic	General Supplies, Other	SEEds Storyline Supplies (200 x 7)	\$ 1,400.00	LAND Trust Academic	General Supplies, Other	Meet the Masters Program Supplies	\$ 1,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>														
LAND Trust Academic	General Supplies, Other	17- Sustainable Goals (500 x 7)	\$ 3,500.00														
LAND Trust Academic	General Supplies, Other	SEEds Storyline Supplies (200 x 7)	\$ 1,400.00														
LAND Trust Academic	General Supplies, Other	Meet the Masters Program Supplies	\$ 1,000.00														

<i>Goal Short Title</i>	<b>Social Emotional Learning</b>
<i>Goal Statement</i>	<p>Academic achievement will improve as outlined in goals 1 and 2 (see below) with the direct teaching and support of Social Emotional Learning skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students and adults will use grit, resiliency, and citizenship through healthy activities to create a positive school climate, demonstrate proficiency in the Social Emotional Learning Competencies, and enhance student learning.</p> <p>1. Literacy Goal:</p> <p>Eighty percent of students in grades K-3 will show “typical” or higher progress on the end of year Acadience Pathways to Progress report.</p> <p>Eighty-seven percent of students in grades 4-6 will score at or above benchmark on the end of year Acadience proficiency assessment.</p> <p>2. Mathematic Instruction Goal:</p> <p>Eighty percent of students will show proficiency determined by a rubric created by the team during the unit planning process.</p>
<i>Measures to determine progress</i>	<p>Academic and SEL components will be measured by:</p> <ul style="list-style-type: none"> <li>• Acadience Pathways to Progress Report</li> <li>• Acadience Proficiency Report</li> <li>• Mathematics rubric created by the team during the unit planning process.</li> <li>• 85% of K-6 students will show an increase in their positive feelings about attending school at Windridge and in their positive interactions with peers.</li> <li>• 85% of students will report that they use mindfulness techniques to help them more positively navigate the stresses in their day.</li> <li>• Pre-post survey data on all students.</li> <li>• 100% teacher participation in a book study. (community council included)</li> </ul>
<i>Action Plan</i>	<ul style="list-style-type: none"> <li>• Hire trained personnel to provide coordinated curriculum options for students to participate in educational and structured activities that will translate into mindfulness practices in the classrooms.</li> <li>• Mindfulness trainer for Professional Development.</li> <li>• Provide monetary incentives for teachers SEL courses.</li> <li>• Write and disperse a weekly newsletter to parents and detailing the school’s plans regarding the action items listed above.</li> <li>• Provide a focused “Wellness Week” for teachers and students.</li> <li>• Engage faculty and community council in a book study on a mindfulness topic.</li> <li>• Oversee student council activities that relate to SEL for students.</li> </ul>
<i>This goal can be</i>	#SEL #TeacherLeaders #GraduationRates #PD

*categorized as... (choose all that apply)*

*District Strategic Plan Area(s)*

Empowered Employees|Safety & Security|Parent & Community Connections|Culture

*Academic area(s) addressed by the goal*

Reading|Writing|Mathematics|Health|Science|Technology

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

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

Goal TSSA Expense Total - \$43,046.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	School Counselor	\$ 31,500.00
TSSA	Salaries & Benefits	Aide Implement SEL/Culture Diversity	\$ 4,546.00
TSSA	Salaries & Benefits	Academic Health Coach	\$ 7,000.00

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

Goal LAND Trust Expense Total - \$5,050.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Professional and Technical Services	Development and distribution of digital tools for at home use	\$ 1,750.00
LAND Trust Academic	Textbooks	SEL/PCBL books	\$ 1,300.00
LAND Trust Academic	General Supplies, Other	Insentives for SEL/Wellness Week	\$ 2,000.00



# Additional TSSA Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Mathematic Instruction	TSSA	Salaries & Benefits	Professional Development Incentives (Microcredentials)	\$7,000.00
Social Emotional Learning	TSSA	Salaries & Benefits	School Counselor	\$31,500.00
Social Emotional Learning	TSSA	Salaries & Benefits	Aide Implement SEL/Culture Diversity	\$4,546.00
Social Emotional Learning	TSSA	Salaries & Benefits	Academic Health Coach	\$7,000.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 73,283.00
2. Total projected TSSA funding for SY21-22	\$ 73,283.00
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 10,909.64
3. Total planned TSSA expenditures for SY21-22	\$ 60,955.64
4. Planned TSSA carryover into the SY22-23	\$ 12,327.36
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
Increase Student Literacy	LAND Trust Academic	Salaries & Benefits	Reading Tutor Salaries	\$44,486.00
Increase Student Literacy	LAND Trust Academic	Online Curriculum or Subscriptions	ESGI (Kindergarten data analysis program)	\$640.00
Mathematic Instruction	LAND Trust Academic	Online Curriculum or Subscriptions	IXL 5th/6th	\$3,300.00
Mathematic Instruction	LAND Trust Academic	Software / Technology Hardware < \$5000	Dock/Laptops	\$8,516.00
Social Emotional Learning	LAND Trust Academic	Professional and Technical Services	Development and distribution of digital tools for at home use	\$1,750.00
Social Emotional Learning	LAND Trust Academic	Textbooks	SEL/PCBL books	\$1,300.00
Social Emotional Learning	LAND Trust Academic	General Supplies, Other	Incentives for SEL/Wellness Week	\$2,000.00
STEAM	LAND Trust Academic	General Supplies, Other	17- Sustainable Goals (500 x 7)	\$3,500.00
STEAM	LAND Trust Academic	General Supplies, Other	SEEDs Storyline Supplies (200 x 7)	\$1,400.00
STEAM	LAND Trust Academic	General Supplies, Other	Meet the Masters Program Supplies	\$1,000.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 64,570.08
G - Total projected funding for next year SY21-22	\$ 67,934.58
H - Total planned expenditures for next year SY21-22	\$ 67,892.00
I - Planned carryover into the following year SY22-23	\$ 42.58

J - Is planned carryover more than 10% of projected new funds?

No

Plan for carryover in excess of 10%

Carry over will be used to enhance existing goals.

Plan for sharing the school LANDTrust plan with the community

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	
Number who approved	13
Number who did not approve	0
Number who were absent or abstained	0