



BOARD REPORT

Teacher Student Success Plan TSSA and LAND Trust

Fairfield Jr - SY 2022

Principal Tiffany Midgley

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

Fairfield Junior High (FFJH) promotes the mission of learning first for all students by creating an environment of belonging where each student can grow and flourish. We believe that the purpose of school is learning, not earning points, and that grades should reflect the standards and concepts students have mastered, not how many points they have earned. We believe that every child is capable of high levels of learning and that it is our responsibility to provide opportunities that help students reach their highest ability. Curriculum department teams focus on determining what students need to learn, create formative assessments that allow students to demonstrate their learning, and create intervention and enrichment opportunities to support students on a personalized level. Grade level teams focus on creating cross-curricular interventions for students who are not demonstrating adequate levels of academic and behavioral learning progress. Our intervention program, following the Response to Intervention (RTI) model, assures all students have multiple opportunities to master priority standards and reach learning goals. We utilize teaching and learning strategies that prepare all students for advanced courses and provide opportunities for every student to earn the honors designation in core classes. All courses and activities are reviewed and screened through the "Learning First" filter.

We believe that social and emotional learning is as important as academic learning and are committed to supporting the whole child teaching students the personal and social attitudes, behaviors, and skills necessary to understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. lead happy and fulfilling lives. We provide time in each class and during our Falcon Focus mentoring period for students to engage in mindfulness activities, anti-bias training and the five core competencies of social and emotional learning.

The diversity of our school community is valued and celebrated and we strive to create a place of belonging for every student, staff member, parent and community member. We do this by increasing representation, utilizing restorative and trauma sensitive practices and through adult anti-bias and equity training.

Description of the School

Community

Fairfield Junior High draws students from the suburban communities of Kaysville, Fruit Heights and Layton. The geographical area we serve is primarily residential, with the majority being single-family residences. Fairfield is in at 951 North Fairfield Road, Kaysville, Utah, near the border of Layton.

Student Body

The following are based on fall enrollment demographics reported by USBE. The demographic breakdown is as follows: 83% Caucasian, 13% Hispanic, 1% African American/Black, .6% Asian, .3% American Indian, .2% Pacific Islander. Twenty percent of our students live in low income families, 3% are English Language Learners, 12% have a disability and 23% are homeless. Of the enrollment of 955 students, 335 are 7th graders, 342 are 8th graders, and 278 are 9th graders. Gender enrollment is 484 females and 471 males.

Staff

Fairfield Jr. High staff consists of 51 certified educators, including 3 administrators, 3 counselors and 1 librarian of whom 76% are female and 24% are male. Forty-five percent of all certified teachers have a Master's degree or beyond, and 35% are ESL (English as a Second Language) certified. Sixty-seven percent of certified educators hold career status, 33% are provisional in Davis School District. We are served by 6 related servers employed by Davis School District including a speech language pathologist, a school psychologist, an adaptive PE teacher, a physical therapist, a hearing teacher, and an occupational therapist.

Fairfield employs 51 classified staff members including secretaries, custodians, nutrition service workers, aides and coaches.

School Culture

We believe

- that every student deserved to feel cared for, respected and have a sense of belonging.
- that every student is capable of engaging in rigorous, deep, inquiry-based learning.
- that every student deserves to be challenged in an engaging learning environment.
- that the students we serve are capable of growth.
- that the teachers of Fairfield are exceptional educators with the skills, aptitudes and attitudes required to support personalized learning.

We continue to maintain a laser-like focus on student learning by engaging in collaboration in grade-level and department team collaboration, developing common formative assessments that drive personalized instruction, by providing successive opportunities for students to master priority standards, and by following standards-based teaching and learning philosophies. We continually focus on three goals: (1) students will read and write at or above grade level, (2) 85% of students will master identified priority standards, allowing students to perform above district average on summative tests, (3) students will gain positive social and emotional skills, attitudes, and behavior.

Unique Features & Challenges

We are developing a strong STEM (Science, Technology, Engineering, Math) program including Hacking STEM, Recreational Math, Engineering Tech, coding and computer science courses. Our Science Olympiad team boasts the

accomplishment of earning the state championship title for 26 uninterrupted years.

We stage 3 theater performances each year including An Evening with Elizabeth, Shakespeare, and a musical. Our art department presents two art shows each year and our music department performs in many productions and competitions throughout the year. We host a jazz band, a show choir and an advanced orchestra.

Our CTE (Career an Technical Education) department offers courses including outdoor sewing, engineering, coding, computer science, business and foods, providing lifelong skills.

We offer many after school curricular and non-curricular clubs and activities including a VEX robotics club, a GSA (Gender and Sexuality Alliances) club, a debate team, National Honors Society and National Academic League (NAL), a girls' volleyball team, boys' and girls' basketball teams, a co-ed wrestling team, a track and field team, a competitive color-guard team and a cheer squad.

Students have service opportunities in our Latinos in Action (LIA) program, our Peer Support class, on our Hope Squad and as members of our student government.

We offer Advanced Placement Geography, DLI French (language immersion), Biology and Accelerated Math courses.

We are addressing access and achievement gaps evident in assessment data and enrollment numbers in our advanced and honors courses by preparing all students for advanced coursework and by identifying and encouraging students who are candidates for the honors designation and AP/advanced courses. We are learning to increase rigor and relevance in teaching and learning across departments.

Additional Information

Needs Analysis

Notable Achievements

In 2020, 58 students took AP tests in Geography or French with an 86% pass rate, which is the highest pass rate of all DSD junior high schools and 12% higher than the district pass rate of 74%.

The FFIJH Science Olympiad team won the 2021 State Championship making them the undisputed champions for 26 years running.

Student proficiency results between 2014 and 2019 show an increase of 5.5% in Language Arts, 6.3% in Math and of 3% in Science.

Student grade data in 2020 showed the impact of COVID and remote learning with 2019-2020 1st term mid-term average GPA at 3.086 and the 2020-2021 1st term mid-term average GPA at 2.306. Over the course of the 2020-2021 year the average GPA rose to 3.149 by the end of 3rd term.

According to 2019 student grade data, 78% of all grades distributed are B or above, 5% of all grades issued are F's.

Fairfield students continue to perform well in the arts, receiving high honors in band, art, and choir.

Areas of Recent Improvement

Student proficiency results between 2014 and 2019 show an increase of 5.5% in Language Arts, 6.3% in Math and of 3% in Science. Median growth percentile scores in 2019 were 61 in Language Arts, 65 in Math and 53 in Science.

100% of Fairfield teachers have received anti-bias and equity training over the past two years.

Areas of Needed Improvement

We will focus on supporting student learning and growth that were impacted by Covid school closures and emergency hybrid learning. We will continue to educate teachers, students and the community about personalized competency based learning and the strategies that support Personalized Competency Based Learning (PCBL). As we improve in these areas we will utilize social emotional learning and anti-bias training to address the whole child and create a culture of belonging.

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>All students will read and write at grade level.</p> <p>Increase of 3% proficiency on 7 th Grade RISE Interim, 8 th Grade RISE Summative and 9 Grade Airways.</p>	Did not meet goal	We were unable to measure the success of this goal due to the cancellation of RISE testing due to Covid closures. The action plan was completed with teachers receiving training in writing strategies and students completing writing in all courses.
80% of students will master 80% of the curriculum in all courses	Did not meet goal	Student achievement dropped in 2020. We attribute this to the school closures that were necessary due to Covid.
RISE median growth percentile scores will be at 57 or higher in Language Arts and 60 or higher in math and science.	Did not meet goal	We were not able to measure this goal as RISE testing was cancelled due to Covid.
Close achievement gaps between the SES group and all students by 3% in all tested areas.	Did not meet goal	We were unable to measure this goal due to the cancellation of RISE testing due to Covid.

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
All students will read and write at grade level.	Progressing according to plan	Students are completing one writing assignment each term in every course. Teachers have completed training in implementing the RACE writing strategy and using a common rubric. We do not plan on using end of level assessments to evaluate this goal based on guidance from USBE that the assessments should be used as baseline guides following Covid.
Eighty-five percent of students will master priority standards in each content area as measured by common rubrics.	Progressing according to plan	<p>At term 1 with 91% of teachers reporting the data shows that 61% of students were reaching the mastery milestone and 18% were reaching the proficiency milestone, with a total of 79% of students mastering identified priority standards.</p> <p>At term 2 with 68% of teacher reporting, the data shows that 65% of students reached the mastery milestone and 18% reached the proficiency milestone, with a total of 83% of students mastering identified priority standards.</p>
Growth percentile scores as reported on USBE Report Card will increase by 3% in each tested area and for each reported sub-group, including top 15% of students.	Progressing according to plan	This goal was eliminated from the school plan with approval by the Community Council and the DSD School Board. The goal was eliminated due to the lack of access to USBE report card. The action plan items were attached to goal #2.
Improve student and staff capacity to integrate skills, attitudes and behavior to deal effectively and ethically with daily tasks and challenges.	Progressing according to plan	<p>The CASEL (Collaborative for Academic, Social, and Emotional Learning) school walk through was completed in the fall and will be completed again this spring.</p> <p>Students have been engaged in daily SEL (Social and Emotional Learning) work in their mentoring (Falcon Focus) class.</p> <p>Ninety-five percent of teachers completed "5 Shifts to Co-Equity" training through the DSD Educational Equity Department and "Supporting LTBTQIA+ Students" through USBE (Utah State Board of Education).</p> <p>Students will begin the "Empowering Students and Challenging Bias" curriculum in their 4th term social studies classes.</p>

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 1,857.94
TSSA SY20-21 New Funding	\$ 124,490.00
TSSA Total funding for SY20-21	\$ 126,347.94
TSSA SY20-21 Anticipated Spending	\$ 125,000.00
TSSA Expected balance carried over into SY21-22	\$ 1,347.94
TSSA Anticipated new funding for SY21-22	\$ 138,859.00
TSSA Total funding available for SY21-22	\$ 140,206.94

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

An extra contract day for teachers was funded. Four literacy coaches have provided writing feedback to students and allowed an increase in feedback on student writing. Departments have engaged in extended collaboration to create curriculum, update Canvas courses and evaluate common formative assessments. Grade level PLC (Professional Learning Communities) have supported students with targeted interventions. Grade level leaders have received stipends for their work. Stipends to pay for personalized professional development (goal 2) has been shifted to be payed from LandTrust funds as there was an overage due to lower than expected enrollment, meaning fewer productivity periods were required. These funds will instead be used for tech and supplies to support goal #2, as well as stipends for coaches to support our Science Olympiad program. (Approved by the Community Council on March 2, 2021.)

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 453.38
B - Allocated new funds for SY20-21	\$ 121,517.00
C - Total Budget for SY20-21	\$ 121,970.38
D - Projected spending during SY20-21	\$ 120,000.00
E - Expected carryover from SY20-21	\$ 1,970.38
F - Projected new funding for SY21-22	\$ 122,350.05
G - Total projected funding for SY21-22	\$ 124,320.43

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Reading & Writing								
<i>Goal Statement</i>	All students will read and write at grade level.								
<i>Measures to determine progress</i>	Reading Inventory proficiency increase of 1% from 2021.								
<i>Action Plan</i>	<ul style="list-style-type: none"> • Hire four literacy coaches to provide feedback on student writing. Estimated cost \$20,000. LAND Trust funds will be used to pay for them • Each student will complete at least one writing assignment per term in each course. Writing will be assessed using the RACE (Restate, Answer, Cite, Explain) Writing rubric. • Teachers will engage in professional development in reading comprehension strategies and writing strategies. 								
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #PCBL #CollegeCareerReady								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees								
<i>Academic area(s) addressed by the goal</i>	Reading Writing								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>									
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total -</p> <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>				
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$20,000.00</p> <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>Literacy Coaches</td> <td>\$ 20,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	Literacy Coaches	\$ 20,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
LAND Trust Academic	Salaries & Benefits	Literacy Coaches	\$ 20,000.00						

<p><i>Goal Short Title</i></p>	<p>Personalized Competency Based Learning</p>
<p><i>Goal Statement</i></p>	<p>Eighty-five percent of students will master identified priority standards in each content area.</p>
<p><i>Measures to determine progress</i></p>	<p>Quarterly data report of student mastery of priority standards as assessed by DSD rubrics and student grades.</p>
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> • Professional Learning Communities will engage as department and grade-level teams to identify students who need intervention or enrichment and will plan to systematically provide support utilizing personalized, competency-based strategies. Pay stipend for grade level leaders. Estimated cost \$4,000. • Support quarterly extended collaboration (½ day each quarter) for grade level teams to plan, implement and report on mastery of priority standards. Pay subs to cover classes. Estimated cost \$9,000. LAND Trust funds will be used to fund this. • Provide technology training to support personalized, competency-based instruction as needed by teams, individuals and faculty. Pay stipend to 4 members of PCBL Tech/Canvas training team. Estimated cost \$4,000. • Pay stipends to teachers for personalized PD to support school, department and teacher goals. \$25 for each quarter USBE credit, 2 relicensure hours or 7 hours of Microsoft Educator courses. \$250/quarterly for PCBL evident in Canvas courses. Estimated cost \$50,000. • Purchase technology tools/supplies to support personalized learning including iPads for coding courses, student music software, supplemental math software and supplies. Estimated cost \$20000. • Fund teacher productivity periods to reduce class sizes with LAND Trust monies, provide Math and English lab classes and additional science courses. Estimated cost \$95,000. • Hire TA to support teacher prep. Estimated cost \$6,000
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PD #Tech #PCBL #CollegeCareerReady</p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees Culture</p>
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing Mathematics Fine Arts Health Science Social Studies Technology World Languages</p>
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p></p>
<p><i>Will TSSA funds be used</i></p>	<p>Goal TSSA Expense Total - \$86,200.00</p>

to support this goal?

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Professional Development Stipends	\$ 50,000.00
TSSA	Software / Technology Hardware < \$5000	Software and hardware.	\$ 10,000.00
TSSA	General Supplies, Other	Supplies to support department needs.	\$ 10,000.00
TSSA	Salaries & Benefits	Coaching stipends for Science Olympiad head and assistant coaches.	\$ 2,200.00
TSSA	Salaries & Benefits	Stipend for members of PCBL/Canvas leadership team.	\$ 4,000.00
TSSA	Salaries & Benefits	TA to support teacher prep.	\$ 6,000.00
TSSA	Salaries & Benefits	Stipend for Grade Level PLC leaders.	\$ 3,000.00
TSSA	Salaries & Benefits	Science Olympiad TA (2 hours each class day-1.5 teaching, .5 prep)	\$ 1,000.00

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

Yes

Goal LAND Trust Expense Total - \$104,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Subs for extended collaboration.	\$ 9,000.00
LAND Trust Academic	Salaries & Benefits	Productivity periods to provide LA and math labs and reduce class sizes.	\$ 95,000.00

<i>Goal Short Title</i>	Graduation Rate
<i>Goal Statement</i>	Nintey-five percent of 9th graders will earn six or more credits toward high school graduation, including all core credits.
<i>Measures to determine progress</i>	Graduation summary report.
<i>Action Plan</i>	<ul style="list-style-type: none"> • Classroom intervention (tier 1). This is a preventative, proactive, universal intervention for all students. Examples include blended learning models, differentiated teaching and learning strategies and motivation techniques. Professional Development will be provided. • Lunch and Learn (tier 2). Extra time to complete work when student has missing assignments or failing grades during the term. Referred by teacher, grade level team or Local Case Management Team. Hire Lunch and Learn TA. • Tutoring Time (tier 2). Student and parent-initiated opportunity for teacher help after school one day per week. This will align with activity bus. • End of term remediation opportunity (tier 1). Teachers will provide additional time and assessment opportunities for students to show mastery of concepts taught during the term. • Falcon Academy (tier 2). This is a preventative course providing early intervention and support to identified students in 9th grade. • Remediation course (tier 3). Student will drop an elective class and enroll in a remediation course to master priority standards that were not learned during previous semester as identified by the referring teacher who assigned the F. Add remediation courses for each grade level. • AP Research Course (tier 2). Provide support for students in AP French, AP Geography and Biology to prepare them for success on AP tests and for future learning. • Summer School (tier 3) Summer course providing opportunity to master priority standards identified by teacher who assigned the F.
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #PCBL #GraduationRates #CollegeCareerReady
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Culture
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Health Science Social Studies Technology
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total -

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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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>	SEL & Equity																
<i>Goal Statement</i>	Improve student and staff capacity to integrate skills, attitudes and behavior to deal effectively and ethically with daily tasks and challenges.																
<i>Measures to determine progress</i>	<ul style="list-style-type: none"> • DSD SEL School Walk-through data. • Climate survey data. 																
<i>Action Plan</i>	<ul style="list-style-type: none"> • SEL/PBIS (Positive Behavioral Interventions and Supports) team will continue to develop student and adult SEL learning opportunities. Pay stipend to team. • Continue Fabulous Falcons program. Fund student rewards for Fabulous Falcons board. • PD on restorative justice at the admin and counseling levels. • Continue implementation of "Circle Forward" curriculum at the faculty level. • SEL training in Falcon Focus classes. 																
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #SEL #CollegeCareerReady																
<i>District Strategic Plan Area(s)</i>	Empowered Employees Safety & Security Culture Student Growth & Achievement																
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Health Science Social Studies Technology World Languages																
<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 - \$8,400.00</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>MTSS program student rewards.</td> <td>\$ 2,000.00</td> </tr> <tr> <td>TSSA</td> <td>Professional and Technical Services</td> <td>Restorative Justice PD course for admin and counseling teams.</td> <td>\$ 2,400.00</td> </tr> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Stipend for MTSS/SEL Leadership Team</td> <td>\$ 4,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	General Supplies, Other	MTSS program student rewards.	\$ 2,000.00	TSSA	Professional and Technical Services	Restorative Justice PD course for admin and counseling teams.	\$ 2,400.00	TSSA	Salaries & Benefits	Stipend for MTSS/SEL Leadership Team	\$ 4,000.00
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TSSA	General Supplies, Other	MTSS program student rewards.	\$ 2,000.00														
TSSA	Professional and Technical Services	Restorative Justice PD course for admin and counseling teams.	\$ 2,400.00														
TSSA	Salaries & Benefits	Stipend for MTSS/SEL Leadership Team	\$ 4,000.00														

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

Yes

Goal LAND Trust Expense Total -

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

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Personalized Competency Based Learning	TSSA	Salaries & Benefits	Professional Development Stipends	\$50,000.00
Personalized Competency Based Learning	TSSA	Software / Technology Hardware < \$5000	Software and hardware.	\$10,000.00
Personalized Competency Based Learning	TSSA	General Supplies, Other	Supplies to support department needs.	\$10,000.00
Personalized Competency Based Learning	TSSA	Salaries & Benefits	Coaching stipends for Science Olympiad head and assistant coaches.	\$2,200.00
Personalized Competency Based Learning	TSSA	Salaries & Benefits	Stipend for members of PCBL/Canvas leadership team.	\$4,000.00
Personalized Competency Based Learning	TSSA	Salaries & Benefits	TA to support teacher prep.	\$6,000.00
Personalized Competency Based Learning	TSSA	Salaries & Benefits	Stipend for Grade Level PLC leaders.	\$3,000.00
Personalized Competency Based Learning	TSSA	Salaries & Benefits	Science Olympiad TA (2 hours each class day-1.5 teaching, .5 prep)	\$1,000.00
SEL & Equity	TSSA	General Supplies, Other	MTSS program student rewards.	\$2,000.00
SEL & Equity	TSSA	Professional and Technical Services	Restorative Justice PD course for admin and counseling teams.	\$2,400.00
SEL & Equity	TSSA	Salaries & Benefits	Stipend for MTSS/SEL Leadership Team	\$4,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 138,859.00
2. Total projected TSSA funding for SY21-22	\$ 140,206.94
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for	\$ 18,000.00

teachers with TSSA funds	
3. Total planned TSSA expenditures for SY21-22	\$ 112,600.00
4. Planned TSSA carryover into the SY22-23	\$ 27,606.94
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
Personalized Competency Based Learning	LAND Trust Academic	Salaries & Benefits	Subs for extended collaboration.	\$9,000.00
Personalized Competency Based Learning	LAND Trust Academic	Salaries & Benefits	Productivity periods to provide LA and math labs and reduce class sizes.	\$95,000.00
Reading and Writing	LAND Trust Academic	Salaries & Benefits	Literacy Coaches	\$20,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 122,350.05
G - Total projected funding for next year SY21-22	\$ 124,320.43
H - Total planned expenditures for next year SY21-22	\$ 124,000.00
I - Planned carryover into the following year SY22-23	\$ 320.43
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any additional funds will be used to enhance current goals as needed.
Plan for sharing the school LANDTrust 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	04/06/2021
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	2