



BOARD REPORT

Teacher Student Success Plan TSSA and LAND Trust

Legacy Jr - SY 2022

Principal TJ Strain

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 Legacy Junior High (LJH) is to promote the district mission of “Learning First!” academically, socially, and emotionally for all educational stakeholders. We continue to help students build their own legacy of learning.

At Legacy Jr High, students develop habits that will allow them to succeed in the world. We help students find purpose in their learning, develop an academic tenacity, establish a solid character, and create a thirst for knowledge. These habits of the pack will set them on a course to build and leave their own Legacy.

Teachers, counselors, and administrators work with students daily to personalize the learning experience. Our variety of course offerings and school-wide programs allow students to customize their educational experience while also ensuring high academic success. Differentiation for students’ academic needs ensures a challenging and engaging education program that stretches students to meet their academic and career goals.

Course offerings are then complimented by extracurricular activities and athletics, club organizations, and student support groups that elevate the academic experience with social and emotional support. Remediation programs are also provided for at-risk students, and counselors and student advocates assist with a Lunch & Learn program to provide emotional and behavioral support.

Additionally, parents and community members are encouraged to play an active role in student learning. A variety of opportunities are provided each month to involve outside stakeholders in our students' educational experiences. These outside influences allow students to visualize their academic, career, and social goals in a

real-world setting.

Description of the School

Community

Legacy Junior High school is a suburban middle school in Layton, Utah, about four miles southwest of Hill Air Force Base. Residential communities surround LJH with the majority of the students coming from Layton, Syracuse, and Clearfield neighborhoods. The students of LJH come from three different elementary schools that are in the surrounding communities including Sand Springs Elementary, Cook Elementary, and Bluff Ridge Elementary.

Student Body

Legacy Junior High currently serves 1090 students in grades 7-9. Of these, 88% identify themselves as Caucasian, 6% Hispanic/Latino, 3.5 % as Multi-racial and 1% Asian, 1% African American, and .5% Pacific Islander.

Staff

As of February 2021, Legacy Junior High has 101 employees, which includes three administrators, four counselors, one instructional coach, forty-nine support staff and fifty-one educators. All educators are considered “highly qualified” by the state of Utah to teach in their specific content areas. The average career length for teachers at Legacy Junior High is 11 years, and 37% of teachers have a Master’s Degree.

School Culture

Legacy Junior High school strives to provide purposeful learning experiences, instill academic tenacity, develop character, and create a thirst for knowledge. Our priority is to allow students to become life long learners by exploring a variety of experiences in both curricular and extra-curricular areas, which is aligned directly to middle level philosophy of meeting all student needs. We continue to move toward individualized and problem based learning opportunities.

Unique Features & Challenges

Legacy Junior High school is one of seventeen junior high schools in Davis School District. Built in 2009, the beautiful building and grounds provide students and teachers with a range of open areas for collaborative work. Mobile computer labs, built-in projections, voice amplification systems, and wireless accessibility throughout the building are used to increase student engagement in a 21st century learning environment.

One of the most unique features of Legacy Junior High is our drive for encouraging personalized education for students. In the fall of 2020 LJH 7th graders began using the Summit Learning Management System (LMS). The Summit LMS takes the Standards Based Learning philosophy to the next level but with a power LMS that allows differentiation, collaboration, targets remediation of learning, and many elements of

individualized learning including, path, pace, place, voice, and choice. The Summit LMS provides a yearlong course for students, meaning they can truly learn content and cognitive skills in an individualized manner conducive to feedback and learning. Our plan is to move all core courses into the Summit LMS during the 2021-2022 school year.

These changes have also led to some unique challenges. For over 100 years, education has remained largely the same: students come and learn, teachers come and teach. Changing this structure continues to be a challenging process, but an effective one. Using a new LMS is always a difficult process and that, combined with a change in mindset, has had various growing pains. We are on the right track, and will continue to move forward.

Additionally, as students begin to work at their own pace and on individualized paths they can sometimes begin to feel isolated from other peers. For this reason, we have instituted a mentoring program for every student. All students meet with a mentor for a "check in" at least once every two weeks. This has been very effective for students and teachers. It provides students the opportunities to make connections with a caring adult, be self-directed in their learning, and meet the social emotional needs of both students and teachers.

Additional Information

Needs Analysis

Notable Achievements

- 98.1% of our 2019-2020 students left Legacy Jr. High on track to graduate.
- Co-Taught classes have shown to benefit our students who need greater supports.
- Our 7th grade students and teachers have been using the Summit Learning Management System and are continually growing in those areas.
- We have fully implemented our Mentoring Program. We currently have 81% of all our students setting daily goals. Additionally, we have 80% of our students that have met with their mentor teachers, on average, at least one every three weeks.
- We continue to have a high number of 9th grade students enrolled in an AP, Honors, or CTE Career Pathway course.

Areas of Recent Improvement

- This past year we fully implemented a Mentoring Program focused on supporting student academic and social emotional needs.
- This year we began using the Summit Learning Management System and have seen positive results. This LMS will provide students with cognitive skills that will benefit them in their future learning experiences.
- 4.6% Increase in ELA proficiency on 2019 RISE testing data. LJH had 53.7% of students proficient, 8% higher than the state average
- LJH was at or above the state average in all growth measures on the 2019 RISE assessment

Areas of Needed Improvement

- Due to COVID-19, we have a higher number of 9th grade students who are off track. We are currently working with them to provide remediation for those credit-bearing courses.
- We need to continue to develop and strengthen teacher-student relationships. We know this can be done through an effective Mentoring Program.
- We continue to need supports for our struggling students. We have co-taught courses that have proven to be a great value to students.
- We need to improve at offering more personalized approaches to learning. We hope the Summit LMS will help us to make continued improvements in this area.

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')
Decrease the number of students scoring "below proficient" on the Reading Inventory reports by 2%.	Did not meet goal	<p>Due to COVID-19 we were not able to conduct a final end-of-year reading assessment. This limits our ability to fully report on the goal. However, we did make significant progress.</p> <p>There was an average of a 66% growth schoolwide. Additionally, we have an average Lexile growth score of 79 points.</p> <p>Overall, at the end of the 2020 school year, we had 7.4% of all students testing below proficiency. This was an increase of .025%.</p> <p>This year we have seen great growth in our students this year. Currently, we have 5.7% of students who are below basic proficiency. This is a 1.4% decrease from the end of the previous year. Additionally, we have seen an average increase of 82 points on student Lexile scores.</p>
Maintain the number of 9th grade students on track for graduation at 95.5% and increase the number of students participating in career readiness courses (AP, CTE, and Honors courses) by 2% (from 83% to 85%).	Met goal	<p>As of June 1, 2020 we had 7 students that had less than 7 credits. Only 1.9% of students had below 7 credits as they left for High School. We attribute this to the tremendous work that our teachers did to help remediate understanding. We also had a successful Lunch and Learn program where students were able to meet minimal competency standards with the aide of two student success coordinators. Counselors did a great job of tracking and monitoring student credits during this time as well.</p> <p>During the 2019-2020 school year we had 93% of our 9th grade students enrolled in AP, Honors, or CTE Career Pathway programs. Our teachers have done an outstanding job of advertising their programs to help students.</p>
Increase the numbers of students who believe they	Did not meet goal	We have made some progress in this area. According to Climate Survey Data taken in Nov. 2019, 29% of

have "personally been rewarded for good behavior" (School Climate Survey) from 28.7% to 33.7% while also increasing the number of learners who are monitoring and reflecting on their own academic progress from 2.26 to 2.54.

students have said they were personally rewarded for good behavior. (While this is an increase, we do recognize this as an area for growth. We plan to continue to do "Elbow Bump" cards, Student of the Month Breakfasts, reward behaviors in the halls, reward achievement of goals etc.

60% of parents that took the Parent Climate Survey felt that their student was rewarded for good behaviors at their school. (33% responded with Don't know.)

We did make progress in the area of students having opportunities to monitor and reflect upon their own progress. in 2018-2019 the average for the C.4 area was 2.31. In 2019-2020 the average was 2.40. Again, due to COVID-19 there were not as many data points to make a definite conclusion, but teachers were improving.

Learners will receive regular differentiated instruction as observed through P3 strand of the DSD Evaluate Davis to increase the average response rating from 2.52 to 2.72

Did not meet goal

According to Evaluate Davis Data, teachers dropped from 2.53 in 2019 to 2.52 in 2020. While COVID may have some affect on this due to a smaller number of evaluations (176 conducted in 2019 and 134 conducted in 2020) this is an area that we need to continue to improve.

We continue to look at different ways to help teachers make the content and skills more relevant to students. As we move forward, we are looking at different ways to implement Project Based Learning experiences through the use of the Summit Learning Management System. This being said, this is simply a tool, we will continue to look at ways that teachers can individualize instruction. These efforts have proven to be effective as we have seen a growth in this area from 2.52 to 2.63 in this 2020-2021 school year.

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Increase growth and proficiency for students with disabilities by 2% on the TSI indicator score from .341-.36 and decrease the number of students scoring "below proficient" on the Reading Inventory by 2%.</p>	<p>Progressing according to plan</p>	<p>Due to COVID-19 the State of Utah did not have their typical formal assessments; therefore, we were not able to collect any data related to the State mandated tests. However, we have made progress in this area.</p> <ul style="list-style-type: none"> • The majority of our special education students are enrolled in a co-taught course. This allows a general education teacher to team teach with a special education teacher to address appropriate content needs, with additional supports provided by the special education teacher. • We used .5 FTE to keep a special education teacher to support student needs. • Our RTI data has shown an improvement in students who were targeted for interventions. They have grown an average of .84 since the beginning of this school year.
<p>80% of students will set weekly academic goals that allow them to reflect on their academic progress and work with a faculty mentor to achieve academic growth.</p>	<p>Progressing according to plan</p>	<p>We have fully implemented our Legacy Mentoring Course. Every student in the school has a mentor teacher. In that course, that they have Mon.-Thurs. they set daily goals, use Self-Directed Learning time to complete homework, quizzes, and projects, and participate in check-ins with their mentor teacher. We are currently have 81% of students setting goals.</p> <p>In a student survey given in October 2020, 748 students who took the survey reported:</p> <ul style="list-style-type: none"> • 91% of students said that mentoring was an important class to have in a Jr. High School. • On a scale of 1-5, students rated the supports they received from their mentor teacher as a 4.29. • On a scale of 1-5, students rated the usefulness of their Mentoring class as a 4.12. • 74% of students said setting goals has helped them accomplish more tasks and get organized. <p>Teachers also rated the Mentoring Class as having a</p>

positive effect on students.

- On a scale of 1-5, teachers rated the effect that mentoring has had on students as a 3.91.
- On a scale of 1-5, teachers rated the important part of our school as a 3.97.
- On a scale of 1-5, teachers rated the effectiveness of check-ins with students at a 3.58.

Increase personalized opportunities provided to students to meet academic standards by offering at least one personalized learning characteristic: voice, choice, path, place, space.

Progressing according to plan

We have currently seen an increase from 2.52 to 2.67 in the P3 strand (Constructs relevant meaningful learning experiences which meet individual learning needs.) Additionally, we have improved in the C2 strand (Provides opportunities for students with diverse needs to demonstrate understanding) from 2.19 to 2.32. This is an increase but we want to continually make improvement in this area. We are making schoolwide improvements through the following actions.

1. Addressing a personalized and differentiated mindset. We have redrafted our Mission, Vision, and Value statements to address the need for personalized and differentiated teaching. We are currently training teachers on how to use the Summit LMS which will allow a more personalized and differentiated approach to student learning.
2. We continue to provide feedback to teachers on differentiation or personalization of their projects and activities. We continue to ask them to provide at least one of the five elements of personalized learning: voice, choice, path, place, or pace. Our teachers are doing much better on "pace" and "place" being that they are in a standards based mindset, but we are continually trying to improve.

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 8,544.44
TSSA SY20-21 New Funding	\$ 136,369.00
TSSA Total funding for SY20-21	\$ 144,913.44
TSSA SY20-21 Anticipated Spending	\$ 134,643.00
TSSA Expected balance carried over into SY21-22	\$ 10,270.44
TSSA Anticipated new funding for SY21-22	\$ 157,472.00
TSSA Total funding available for SY21-22	\$ 167,742.44
Describe your school's SY20-21 Progress for TSSA Spending	<p>The majority of our TSSA funds continue to address teacher and student needs. \$59,200.00 was spent on two .5 teachers, one in CTE and one in Art - Due to student demand, we needed additional teachers in these two areas. Both have been an excellent addition to our faculty.</p> <p>\$22,927.00 was for an additional 1.5 days that teachers were offered to come in and prepare for the upcoming year. This was an urgent need, especially for all of the COVID-19 related materials and training needed to help teachers start out successfully. \$20,350.00 Summit LMS Stipends - Provided as stipends for our teachers who went through the Summit Training in July. Additionally, we are offering stipends for all teachers who go through our current onboarding for the Summit LMS. \$7,700.00 Sub / June preparation time - Allocated for sub days as well as teacher work days in June of this fiscal year. \$7432.00 Canvas Preparation - For many teachers it was a big ask for them to move all of their content into the Canvas LMS. We provided some days for teachers to accomplish this. \$3000.00 Hybrid Teaching Term 3 - Stipend for teachers who were teaching an in-class and virtual class at the same time.</p>

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 8,584.87
B - Allocated new funds for SY20-21	\$ 142,565.00
C - Total Budget for SY20-21	\$ 151,149.87
D - Projected spending during SY20-21	\$ 138,781.00
E - Expected carryover from SY20-21	\$ 12,368.87
F - Projected new funding for SY21-22	\$ 138,748.80
G - Total projected funding for SY21-22	\$ 151,117.67

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Ready For Success at the Next Level
<i>Goal Statement</i>	<p>Ninety-four percent of 7th and 8th grade students, and 97% of 9th grade students will meet competency standards in all English, math, social studies, and science areas at the end of the 2022 school year.</p> <p>97% of all 9th graders will leave with sufficient credit in all core areas.</p>
<i>Measures to determine progress</i>	<p>Summit Data will provide the following information on a weekly and monthly basis.</p> <ul style="list-style-type: none">● % of students who are on / off track.● % of cognitive Skills scores below proficiency.● % of missing Projects, Focus Area Assessments, and Math Units● Student specific data that will demonstrate the concept / skill that is lacking. <p>Encore Data will provide the following information on a term by term basis.</p> <ul style="list-style-type: none">● Students who are off track in Summit will receive an "I" at the end of every term.● Those with an "I" will be provided targeted instruction throughout the term, as well as after the term ends to make sure they address the gaps in learning.
<i>Action Plan</i>	<p>Administration:</p> <ul style="list-style-type: none">● Weekly Summit Data will be pulled to monitor progress.● Data will be kept on a spreadsheet and will be separated by terms.● Weekly data-point updates will be sent to teachers to keep them in the loop.● At the end of each term, we want less than 10% of our students to be off track in the Summit LMS.● Those that are off track will have student advocates that will check their progress on a weekly basis. <p>Teachers:</p> <ul style="list-style-type: none">● Review data via Summit LMS - This can be done daily to see who is off / on track.● Bi-weekly workshops to help students with targeted instruction based on data.

- Bi-weekly Professional Learning Communities (PLCs) meetings to address gaps / learning needs.

Student advocates:

- Meet weekly to identify which students need support.
- Meet weekly with students to set goals, provide supports, and complete work based on data.
- Assist the teachers, as needed, in the classroom to provide additional support.

Budget:

TSSP -

- \$72,000.00 - 8 Full-year productivities to reduce class sizes. Productivities are additional periods that teachers can teach in order to have more sections in a course and allow for more effective targeted instruction.
- \$8,800.00 - Paper reader to provide effective and timely feedback to students in English Language Arts classes.
- \$2000.00 - Science Gizmo Subscription. This will allow students to participate in digital labs and activities in science.

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

#PCBL|#CollegeCareerReady

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Reading|Writing|Mathematics|Science|Social Studies|Technology

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

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$28,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	LIA Full year productivity	\$ 8,000.00
TSSA	Software / Technology	Math and Read	\$ 4,500.00

	Hardware < \$5000	180 Programs	
TSSA	Salaries & Benefits	Targeted Tutoring	\$ 16,000.00

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

Yes

Goal LAND Trust Expense Total - \$82,800.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	8 Full Year Productivities	\$ 72,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	Science Gizmos	\$ 2,000.00
LAND Trust Academic	Salaries & Benefits	English Paper Reader	\$ 8,800.00

Goal Short Title

Legacy Jr. High Mentoring

Goal Statement

85% of students will set weekly academic and social emotional goals with guidance from a mentor.

All students will have a mentor who they will check in with at least three times per term.

Measures to determine progress

Summit LMS will allow us to pull the following data:

- % of students who set goals.
- % of students who had a "check in" in the past two weeks.
- Number of check in's conducted with students at least *three* times per term.

Weekly SEL lesson taught during Mentoring.

- Lessons will be created for the teachers addressing the areas listed in the TSSP.

Action Plan

Administration:

- School-wide mentoring program Monday – Thursday
- Weekly social emotional discussion using school provided resources in the following areas:
 - Relationship skills
 - Responsible decision making
 - Self awareness
 - Self management
 - Social Awareness

Teachers:

- Friday Summit Workshops – Core areas only
- Conduct bi-weekly check-ins with students.

Students:

- Set weekly goals.
- Participate in bi-weekly "check-ins" with teachers.

Budget:

- TSSA
 - \$6000.00 - Schoolwide Incentives for mentoring classes.

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

#SEL|#CollegeCareerReady

District Strategic Plan Area(s)

Culture

Academic area(s) addressed by the goal

Reading|Writing|Mathematics|Fine Arts|Health|Science|Social Studies

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

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$7,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	General Supplies, Other	Grade Level Team Incentives (\$2000 per grade level.)	\$ 6,000.00
TSSA	General Supplies, Other	Career Day Activities	\$ 1,500.00

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

Yes

Goal LAND Trust Expense Total -

Funding Source Expense Category Description Item Cost

Goal Short Title

College Readiness

Goal Statement

- 95% of students in all grade levels, in core area subjects, will have Cognitive Skills and Math Units above 70% as measured in the Summit LMS.
- 95% of students in all grade levels will meet competency standards in non-core / or fine arts area subjects as measured by grade outcomes of C- or better. (Our average for the 19-20 school year was 97.5% pass rate of a C- or better. We are currently at a 93.1% pass rate of C- or better for the 20-21 school year.)

Measures to determine progress

Summit LMS:

- % of students with Cognitive Skills above 70%
- Cognitive Skills Rubrics
- % of Timely Feedback

Power BI / Encore Data:

- Term by term data pulled through Power BI to monitor non-core course progress.
- Term by term comparison to monitor progress and adapt to needs.

Action Plan

Administration:

- Provide targeted professional development to address....
 - Best practice instruction strategies
 - Workshop essentials.
 - Effective use and targets response to data.

Teachers:

- Collaboration through the summer and school year to address student gaps and needs.
- Calibration of cognitive skills ratings in core subject areas.
- Calibrate SBL ratings in non-core subject areas.
- Workshops held every Friday in Core Subject Areas.
- Effective feedback within 4 school days of submission.

Students:

- Work with teachers in workshops to address needs.
- Use Mentoring class to work on Focus Area Assessments, Projects, and Math Units.

Budget :

TSSP -

- Teacher Summer and School year collaboration - \$32,718.00

- Feedback assistance - \$8,800.00 - English paper reader. Provide feedback in ELA courses.
- Laptops - \$11,927.00 - update students laptops to access Summit and Canvas LMS
- Sound Systems - \$7,500.00 - Update sound systems in classrooms. This will allow students to hear the teacher clearly and prevent interruption from other sounds systems.
- Teacher Requests:
 - Science -
 - Science Conference to learn best practice strategies. - \$250
 - World Languages -
 - UVU Language Fair for students to apply skills. - \$1000
 - World Language Conference for Teachers to learn best practice strategies. - \$3000
 - Fine Arts
 - Orchestra - Sheet Music for all levels. \$1200
 - Choir - Sheet music for all three levels. \$311
 - Choir - Sight Singing Factory to help students learn how to read music . - \$35
 - Choir - UVU performance for students. - \$1000
 - Art - Conference for two fine arts teachers on rotating basis. - \$2000
 - Band - State festival / performance. \$800
 - Band - Elementary performances. \$475
 - Theater - Update to microphone system. \$2950
 - Theater - Live performance or Skype meet and greet. \$350
 - Special Education
 - Field experiences for students. \$1750

TSSA -

- Summit LMS Summer Training Stipends - \$12,000.00

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

#GraduationRates#CollegeCareerReady#PCBL

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Reading|Writing|Mathematics|Fine Arts|Health|Science|Social Studies|Technology|World Languages

Does this action plan include behavioral /

character education / leadership efforts?

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$87,158.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Instructional Coach	\$ 33,000.00
TSSA	Salaries & Benefits	Teacher Stipends	\$ 8,000.00
TSSA	Salaries & Benefits	Summit Summer Training	\$ 11,000.00
TSSA	Salaries & Benefits	Student Success Coordinators and Americorp Employees	\$ 35,158.00

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

Yes

Goal LAND Trust Expense Total - \$66,716.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software / Technology Hardware < \$5000	Sounds Systems (5)	\$ 7,500.00
LAND Trust Academic	Transportation/Admission/Per Diem	Science Conference	\$ 250.00
LAND Trust Academic	Transportation/Admission/Per Diem	UVU Language Fair (Admission / registration only.)	\$ 750.00
LAND Trust Academic	Transportation/Admission/Per Diem	World Language Conference	\$ 3,000.00
LAND Trust Academic	Textbooks	Orchestra Sheet Music	\$ 1,200.00

LAND Trust Academic	Textbooks	Choir Sheet Music	\$ 311.00
LAND Trust Academic	Transportation/Admission/Per Diem	Art Confrence 2 Participants(Rotating Schedule)	\$ 2,000.00
LAND Trust Academic	Transportation/Admission/Per Diem	Band - State Festival / Performace	\$ 750.00
LAND Trust Academic	Transportation/Admission/Per Diem	Field Experiences - Special Education	\$ 1,750.00
LAND Trust Academic	Transportation/Admission/Per Diem	Theatre - Live production experience	\$ 350.00
LAND Trust Academic	Software / Technology Hardware < \$5000	Microphone Combo Systems	\$ 2,950.00
LAND Trust Academic	Online Curriculum or Subscriptions	Sight Singing Factory	\$ 35.00
LAND Trust Academic	Salaries & Benefits	Teacher Collaboration - Summer and Schoolyear	\$ 32,718.00
LAND Trust Academic	Software / Technology Hardware < \$5000	CB Latitude 3190 Laptops (50)	\$ 11,927.00
LAND Trust Academic	Transportation/Admission/Per Diem	Band Elementary Performances	\$ 475.00
LAND Trust Academic	Transportation/Admission/Per Diem	Choir - UVU Competition	\$ 750.00

Additional TSSA Questions

Budget Item List

Goal Title	Funding Source	Expense Category	Description	Item Cost
College Readiness	TSSA	Salaries & Benefits	Instructional Coach	\$33,000.00
College Readiness	TSSA	Salaries & Benefits	Teacher Stipends	\$8,000.00
College Readiness	TSSA	Salaries & Benefits	Summit Summer Training	\$11,000.00
College Readiness	TSSA	Salaries & Benefits	Student Success Coordinators and Americorp Employees	\$35,158.00
Legacy Jr. High Mentoring	TSSA	General Supplies, Other	Grade Level Team Incentives (\$2000 per grade level.)	\$6,000.00
Legacy Jr. High Mentoring	TSSA	General Supplies, Other	Career Day Activities	\$1,500.00
Ready For Success at the Next Level	TSSA	Salaries & Benefits	LIA Full year productivity	\$8,000.00
Ready For Success at the Next Level	TSSA	Software / Technology Hardware < \$5000	Math and Read 180 Programs	\$4,500.00
Ready For Success at the Next Level	TSSA	Salaries & Benefits	Targeted Tutoring	\$16,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 157,472.00
2. Total projected TSSA funding for SY21-22	\$ 167,742.44
Does the school plan to add a contract day for teachers with TSSA funds?	Yes

Cost of contract day for teachers with TSSA funds	\$ 20,281.00
3. Total planned TSSA expenditures for SY21-22	\$ 143,439.00
4. Planned TSSA carryover into the SY22-23	\$ 24,303.44
Does the school plan to fund teacher leadership opportunities with TSSA funds?	

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
College Readiness	LAND Trust Academic	Software / Technology Hardware < \$5000	Sounds Systems (5)	\$7,500.00
College Readiness	LAND Trust Academic	Transportation/Admission/Diem	Science Conference	\$250.00
College Readiness	LAND Trust Academic	Transportation/Admission/Diem	UNL Language Fair (Admission / registration only.)	\$750.00
College Readiness	LAND Trust Academic	Transportation/Admission/Diem	World Language Conference	\$3,000.00
College Readiness	LAND Trust Academic	Textbooks	Orchestra Sheet Music	\$1,200.00
College Readiness	LAND Trust Academic	Textbooks	Choir Sheet Music	\$311.00
College Readiness	LAND Trust Academic	Transportation/Admission/Diem	APC Conference 2 Participants(Rotating Schedule)	\$2,000.00
College Readiness	LAND Trust Academic	Transportation/Admission/Diem	BBB - State Festival / Performace	\$750.00
College Readiness	LAND Trust Academic	Transportation/Admission/Diem	BBB Experiences - Special Education	\$1,750.00
College Readiness	LAND Trust Academic	Transportation/Admission/Diem	BBB Theatre - Live production experience	\$350.00
College Readiness	LAND Trust Academic	Software / Technology Hardware < \$5000	Microphone Combo Systems	\$2,950.00
College Readiness	LAND Trust Academic	Online Curriculum or Subscriptions	Sight Singing Factory	\$35.00
College Readiness	LAND Trust Academic	Salaries & Benefits	Teacher Collaboration - Summer and Schoolyear	\$32,718.00
College Readiness	LAND Trust Academic	Software / Technology Hardware < \$5000	CB Latitude 3190 Laptops (50)	\$11,927.00
College Readiness	LAND Trust Academic	Transportation/Admission/Diem	BBB Elementary Performances	\$475.00

College Readiness	LAND Trust Academic	Transportation/Admission Diem	Choir - UVU Competition	\$750.00
Ready For Success at the Next Level	LAND Trust Academic	Salaries & Benefits	8 Full Year Productivities	\$72,000.00
Ready For Success at the Next Level	LAND Trust Academic	Online Curriculum or Subscriptions	Science Gizmos	\$2,000.00
Ready For Success at the Next Level	LAND Trust Academic	Salaries & Benefits	English Paper Reader	\$8,800.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 138,748.80
G - Total projected funding for next year SY21-22	\$ 151,117.67
H - Total planned expenditures for next year SY21-22	\$ 149,516.00
I - Planned carryover into the following year SY22-23	\$ 1,601.67
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We will use extra funds to improve our current goals.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website
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	03/17/2021
Number who approved	14
Number who did not approve	0
Number who were absent or abstained	1