



BOARD REPORT

Teacher Student Success Plan

TSSA and LAND Trust

Mueller Park Jr - SY 2022

Principal Kellie Mudrow

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 Mueller Park Junior High is to create a positive culture and promote learning first for all. To accomplish our purpose, we promote a growth mindset by focusing on habits of success and cognitive skills in our teaching and learning. We use course content to develop college and career readiness skills, while giving specific attention to the needs of students who fall below academic proficiency levels. We are committed to achievement, civility, empowerment, and academic mastery. We create a safe and welcoming culture by maintaining high expectations of positive collaboration, equity, and responsible citizenship wherein EVERYONE has value and contributes to our overall success.

Description of the School

Community

Located north of Salt Lake City, Mueller Park Junior High School is in a residential suburban neighborhood at 955 East 1800 South in Bountiful, Utah. The school is in a middle-income residential neighborhood but serves students from a wide variety of socioeconomic situations. Our boundaries include two noncontiguous neighborhoods. Most of the students come from families with supportive parents who value education. Over 90% of the College/Career Readiness (CCR) conferences with the guidance counselors include parent participation, and there is a high level of parent participation in our School Community Council and Parent Teacher Organization.

Student Body

Mueller Park Junior High School has a student population of 1050 with a projected 2021-2022 enrollment of 1071 students in grades seven through nine. Our student enrollment is comprised of an ethnic minority population of 18%, including: >1% American Indian or Alaskan Native, 2% Asian, 1% Black or African/American, 10% Hispanic/Latino, 3% Multiple Races, and 2% Native Hawaiian or Other Pacific Islander. Other school metrics include: 19% economically disadvantaged and 4% English Language Learners.

Staff

Mueller Park Junior High School has one principal, two assistant principals, forty certified staff, three full-time counselors, three full- and three part-time secretaries, one shared school technology specialist, one part-time school resource officer, two full-time custodians with four part-time crew members, six cooks, three related servers, and five part-time teacher assistants.

School Culture

Mueller Park Junior High School has a long-standing tradition of academic excellence. Honors classes are taught in each core area on all three grade levels. Exploring Computer Science, Engineering, Creative Coding, and Advanced Placement Human Geography, French, and Chinese courses are offered. We support 2 Dual Language Immersion programs (French and Chinese). Parents/Guardians are involved in their students' education, communicate freely with teachers, and volunteer in a myriad of ways. Teachers work in collaborative teams called professional learning communities (PLCs) and use technology to increase student access and achievement. All students have individual laptop computers to utilize at home and on campus throughout the school year. In addition, Mueller Park Junior High has a strong tradition of student leadership including, Student Government, Latinos in Action, National Junior Honor Society, and HOPE Squad.

Unique Features & Challenges

Unique offerings that address strengths and challenges of Mueller Park Junior High include: 1) an internal credit recovery program wherein ninth grade students who fall behind in proficiency and fail a course have an opportunity to recover high school credit, 2) a mentoring period wherein students engage in personalized learning and meet with teachers for academic and SEL support, 3) Dual Language French Immersion and Dual Language Chinese Immersion programs, 4) Engineering courses, 5) an extra-curricular Vex Robotics team, 6) industry standard courses offered through Career Technical Education, 7) math labs to support instruction in mathematics, 8) Lunch and Learn tutoring and remediation support, and 9) a sixth grade open house presented by the faculty for incoming students and their parents.

A challenge unique to Mueller Park Junior High is the non-contiguous boundary. A significant portion of our student body travels 10+ miles outside of their neighborhood to get to the school. This makes participation in extra-curricular activities, after-school tutoring, and clubs a challenge for that portion of our students.

Additional Information

We offer a variety of interventions including: Read 180-Next Generation, Study Skills, Credit Recovery, and after-school tutoring with a bus provided. Counselors track grades and meet regularly with at-risk students to support academic achievement. Individual College and Career Readiness (CCR) meetings with counselors, parents, and students are held at the rate of over 90% for 8th and 9th grade students. Small group CCR meetings are held for 7th grade students.

Our celebrations include: Panther Pride, Students of the Month, Outstanding Improvement, 9th Grade Recognition, academic contests, and goal-reaching rewards.

Needs Analysis

Notable Achievements

- Dual Language Immersion scores have risen on the American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPPL) in both French and Chinese over the last two years.
- Advanced Placement (AP) test scores have increased, as has student enrollment in AP courses.

Areas of Recent Improvement

- AP test scores have increased, as has student enrollment. Our 2017 data showed 57.89% pass rate with 76 students taking tests, while 2020 showed 73.08% pass rate and 130 students tested.
- The French AP test was given for the first time in 2020 with 27/28 students passing (96.43%).
- Introduced a second Dual Immersion Program, Chinese.
- Increased accessibility to course content and teacher support through digital platforms.
- Increased course offerings in CTE to complete junior high digital literacy pathway.
- Increased personalized learning through online course offerings to 9th graders for high school credits in the areas of financial literacy, US government, health, and physical education.

Areas of Needed Improvement

- The subpopulation of students served in Special Education as well as the subpopulation of students identified as English Language Learners (ELL) fell below the bottom 5% state-wide according to the Targeted Support and Improvement (TSI) report from 2019.
- Students in various ethnic and socioeconomic subpopulations demonstrate passing grade rates from 85.66% - 96.2% while our students in the largest Caucasian population demonstrate passing rates of 96.8%.
- Passing grade rates have declined school-wide over the last five years.
- Access to extracurricular activities is challenging for many students in our noncontiguous boundaries as they are more than ten miles away from the school building. Picking up students after these activities can be difficult for many parents/guardians.

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>Student Reading Inventory (RI) Lexile scores will increase 2% from the baseline test in the fall of 2019 to the posttest in spring 2020.</p>	<p>Did not meet goal</p>	<p>While we were unable to administer the spring Reading Inventory due to the soft closure resulting from the Coronavirus pandemic, our semester scores showed progress toward our goal. Of the 878 students tested midyear, before the soft closure, 86.2% were at or above grade level proficiency.</p> <p>We purchased and utilized technology and software to enhance student engagement and provide personalized learning opportunities. Students worked on a digital program, <i>Membean</i>, to work at their own pace to build vocabulary skills. We hired a teacher's aide and implemented a Base Camp class for ninth graders to facilitate skills, content, and credit remediation. Our teachers participated in Professional Learning Communities (PLCs) to implement student data discussions and common assessments to identify areas of need and work together to improve engagement and student support. This collective commitment allowed educators' strengths to be shared for student improvement across the team. Substitutes were paid through Trustlands. We served approximately 30 students through Saturday School twice during the year to help students fill knowledge gaps and reclaim lost credit. Teachers were funded through Trustlands. Many of our teachers attended professional development conferences, especially over the summer to increase student engagement. We used incentives to celebrate student success at the end of the first two terms.</p>
<p>In the area of whole school growth in Mathematics, the 7th and 8th grade median statewide student growth percentile (MGP) rank will be increased by 3 points.</p>	<p>Did not meet goal</p>	<p>We were unable to administer the RISE assessment due to the soft closure caused by the Coronavirus.</p> <p>We hired a Math Lab teacher to provide math lab support to all 8th grade students through math lab. Technology tools were purchased and used with/by students to support engagement. Base Camp supported credit and skills recovery for 9th graders. Math PLCs worked to identify areas of need and support student learning. Professional development supported teacher learning to enhance student learning. Our Panthers Succeed activities allowed teachers time to support struggling students.</p> <p>Teachers were able to serve an average of 94 students during each of two Panthers Succeed activities, keeping them from failing courses. An average of 238 standards were demonstrated each time through assignment completion during the hour activity at the end of first and second terms.</p>
<p>In the area of whole school growth in Science, the 7th and 8th grade median statewide student growth percentile</p>	<p>Did not meet goal</p>	<p>We were unable to administer the RISE assessment due to the soft closure caused by the Coronavirus.</p> <p>Our science teachers worked in PLCs to identify what students needed to know, how they would demonstrate learning, how needs</p>

(MGP) rank will be increased by 3 points.

would be addressed, and implementations of curriculum enhancements as needed by advanced level learners. Experiment materials and technology tools were purchased and used by students to support project-based/hands-on learning and student engagement. Professional development supported teacher learning to enhance student learning. Our Panthers Succeed activities allowed teachers time to support struggling students. Teachers reviewed student data to determine areas of need and offered reteaching and interventions.

Teachers were able to serve an average of 94 students during each of two Panthers Succeed activities, keeping them from failing courses. An average of 238 standards were demonstrated each time through assignment completion during the hour activity at the end of first and second ter

80% of students enrolled in Chinese Dual Language Immersion courses will show proficiency of Intermediate Low for 7th grade and Intermediate Mid for 8th grade.

Did not meet goal

Students did not reach proficiency required by the goal.

We funded a *Hanban* teacher for the Chinese Dual Language Immersion courses. We provided a language lab and the teacher delivered instruction using an integrated approach. Students were served in a full-year Chinese language course and a half-year Chinese culture course.

Increase participation and achievement in district-wide and state-wide music festivals.

Did not meet goal

The spring festivals were canceled but we increased our fall festival participation by 3%.

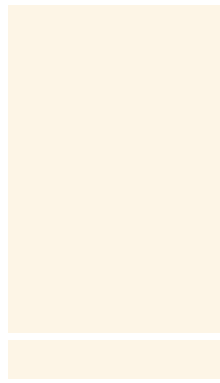
Our orchestra teacher provided whole-class, small group, and individual instruction for students. We held fall and winter concerts to provide performance experiences for student growth. We provided quality instruments to students which provided greater access to music.

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
7th grade students will increase their math proficiency as demonstrated by an average score increase of 2% from a pre-test common assessment given at the beginning of the school year to a post-test common assessment given at the end of first semester.	Progressing according to plan	7th grade students increased their math proficiency as demonstrated by an average score increase of 7.25% on the common assessment from the beginning of the year to midyear.
8th grade students will increase their math proficiency as demonstrated by an average score increase of 2% from a pre-test common assessment given at the beginning of the school year to a post-test common assessment given at the end of first semester.	Progressing according to plan	8th grade students raised their math proficiency as demonstrated by an average score increase of 8.52% on the common assessment from the beginning of the year to the midyear test.
Students identified as English Language Learners (ELL) in grades 7, 8, & 9 will increase their reading proficiency by an average of 2% as demonstrated by their Lexile scores from a baseline test administered at the beginning of the year to the same test given midyear.	Progressing according to plan	Students identified as English Language Learners scored an average of 25 points higher on the midyear Reading Inventory test over the beginning of the year assessment, yielding a 3% growth.
75% of 8th grade students enrolled in Chinese Dual Language Immersion courses will show proficiency of Intermediate Mid in all areas (Reading, Speaking, and Writing) of the AAPPL test.	Not progressing according to plan	76% of 7th graders scored Intermediate Low. 8th graders demonstrated proficiency at Intermediate Mid as follows: 32% in Writing, 38% in Reading, and 65% in Listening We continue working to bring students up to proficiency. Providing the same teacher for two years has created stability and student growth. We continue to increase access to curriculum through instructional strategies and technology resources.
Students in grade 9 will increase their science proficiency through collaboration, academic	Progressing according to plan	Students in grade 9 raised their science proficiency as demonstrated by an average score increase of 8.9% from the beginning of the year to the midyear common assessment.

fortitude, and social emotional skills, as demonstrated by an average score increase of 2% from a pre-test common assessment given at the beginning of the school year to a post-test common assessment given at the end of first semester.



TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 3,947.91
TSSA SY20-21 New Funding	\$ 133,755.00
TSSA Total funding for SY20-21	\$ 137,702.91
TSSA SY20-21 Anticipated Spending	\$ 117,000.00
TSSA Expected balance carried over into SY21-22	\$ 20,702.91
TSSA Anticipated new funding for SY21-22	\$ 150,928.00
TSSA Total funding available for SY21-22	\$ 171,630.91

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

We were able to fund teacher professional development as well as substitute teachers to cover classes, teacher assistants to help address the gaps in learning as a result of the pandemic as well as to help with the launch of the new Summit Learning platform, and computer refresh program to prepare for the upcoming year. We provided education to students live and remotely Monday-Friday. Students accessed academic materials through two platforms (Canvas and Summit Learning, a personalized competency and project-based model). Our teacher PLCs met weekly in each content area identifying essential skills and standards to meet student needs, taught to those standards, provided interventions, remediated, accelerated, mentored students in 16 Habits of Success, and provided SEL support. Our teachers have attended professional development in the areas of: equity, mentoring, reviewing data, and providing timely/targeted interventions/workshops. We have implemented a school-wide mentoring period wherein we provide both SEL and academic supports for all students. We provided educational supports on Fridays both remotely and live through the following services: live teacher access 9:00 a.m.-1:00 p.m., online teacher office hours 8:00 a.m.- 2:00 p.m., work/test lab with supports through paraprofessional student advocates, and a bus to transport all bus eligible students. Our CBAs showed the following mid-year growth: 9th grade Science growth from beginning to midyear test showed an 8.9% average increase, RI growth from beginning to mid-year test indicated 51 points average growth and showed 73.57% of students at or above proficiency level. Math growth from beginning to midyear test showed an increase in the 7th grade scores of 7.25% while 8th grade students increased their scores by 8.52% overall, and 9th grade students raised their overall average score by 21.03%. We set our progress to be reviewed mid-year rather than end-of-year so we could review the data and adjust as needed due to the anticipated gaps resulting from the pandemic. Adjustments were made, at-risk subpopulations were identified, additional supports were given through teachers and counselors, and we continued to measure progress.

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 0.00
B - Allocated new funds for SY20-21	\$ 138,282.00
C - Total Budget for SY20-21	\$ 138,282.00
D - Projected spending during SY20-21	\$ 131,000.00
E - Expected carryover from SY20-21	\$ 7,282.00
F - Projected new funding for SY21-22	\$ 132,983.62
G - Total projected funding for SY21-22	\$ 140,265.62

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Math Goal								
<i>Goal Statement</i>	Students in grades 7-9 will increase their math proficiency as demonstrated by an average score increase of 2% on the RISE and ASPIRE+ tests.								
<i>Measures to determine progress</i>	Rise and Aspire+								
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Teachers will participate in Professional Learning Communities (PLCs) to identify essential skills and standards for content, assess student proficiency of core standards, and determine best practices to support student learning, with a focus on checking for understanding and feedback. 2. We will maintain math labs for students in grades 7-9 non-honors courses. 3. We will utilize Panther Success time to mentor students on the 16 Habits of Success to promote personalized learning and SEL skills. 4. Add full or part-time teachers and teacher productivities as needed in various curricular areas to reduce class sizes and make math lab class periods available for students, funded by LAND Trust money. 5. We will provide tutoring weekly, either before or after school, funded by LAND Trust money (listed in Goal #2). 6. Attention will be given to help students master 36 Cognitive Skills and 16 Habits of Success to support personalized learning and increase their understanding of the learning process to support student ownership of academic growth. 7. Eighth grade teachers will attend a 4-day summer institute offered through Summit Learning. 8. We will hire a student advocate to track failing grades and review subpopulation data to determine need and offer support to identified students at-risk for failure. 9. Student and teachers will utilize a variety of resources available along with effective classroom instruction to master and demonstrate competency of mathematical concepts. 								
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBL#GraduationRates#CollegeCareerReady								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Parent & Community Connections Culture								
<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 - <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</i>	Yes								

used to support the implementation of this goal?

Goal LAND Trust Expense Total - \$122,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Fund additional educators (full or part time as needed) to reduce class sizes	\$ 122,000.00

<i>Goal Short Title</i>	Reading Goal								
<i>Goal Statement</i>	Students in grades 7-9 will increase their reading proficiency by an average of 2% as demonstrated by their Lexile scores on a Reading Inventory (RI) test administered from the beginning of the year to the end of the year assessment.								
<i>Measures to determine progress</i>	Reading Inventory (RI)								
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Teachers will participate in Professional Learning Communities (PLCs) to identify essential skills and standards for content, identify and assess student proficiency of core standards, and determine best practices to support student learning, with a focus on checking for understanding and giving feedback. 2. Student and teachers will utilize a variety of learning platforms and resources available along with effective classroom instruction to master and demonstrate competency of English Language Arts (ELA) concepts. 3. Personalized attention will be given by a student success coordinator and counselors to students identified as English Language Learners (ELL) to help close learning gaps. 4. Data (RI scores, grades, RISE, etc.) specific to sub-populations will be collected and reviewed to determine need and develop plans for individual student success. 5. Eighth grade teachers will attend a 4-day summer institute offered through Summit Learning. 6. We will maintain Read 180 courses for at-risk learners as identified through the RI data. 7. Professional development will be provided for faculty in the areas of reading interventions, Personalized Competency-Based Learning (PCBL), and high-effect size teaching strategies. 8. Attention will be given to help students master 36 Cognitive Skills and 16 Habits of Success to support personalized learning and increase their understanding of the learning process to support student ownership of academic growth. 9. We will utilize Panther Success time to mentor students on Habits of Success to promote personalized learning and SEL skills. 10. Add full or part-time teachers and teacher productivities as needed, funded by LAND Trust money (listed in Goal #1), in various curricular areas to reduce class sizes. 11. We will provide twice/week after-school tutoring as well as a bus to transport bus-eligible students home afterward. Additional faculty salaries and the bus will be funded by LAND Trust money. 								
<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 Culture Empowered Employees								
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Fine Arts Health Science Social Studies World Languages Technology								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes								
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$104,350.00</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"><u>Funding</u></th> <th style="width: 25%;"><u>Expense</u></th> <th style="width: 40%;"><u>Description</u></th> <th style="width: 10%;"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	<u>Funding</u>	<u>Expense</u>	<u>Description</u>	<u>Item Cost</u>				
<u>Funding</u>	<u>Expense</u>	<u>Description</u>	<u>Item Cost</u>						

<u>Source</u>	<u>Category</u>		
TSSA	Salaries & Benefits	Hire & fund teacher assistants to support instruction and offer interventions as needed in core classes.	\$ 40,000.00
TSSA	Salaries & Benefits	Fund educator stipends, salaries, training, and substitute teachers to provide professional development in the areas Personalized Competency Based Learning (PCBL).	\$ 46,350.00
TSSA	Salaries & Benefits	Fund teacher productivities to reduce class sizes.	\$ 18,000.00

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

Yes

Goal LAND Trust Expense Total - \$18,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Transportation/Admission/Per Diem	We will fund a bus to transport bus eligible students home from after-school tutoring, credit recovery, or special events designed to support at-risk students.	\$ 8,000.00
LAND Trust Academic	Salaries & Benefits	Pay core teachers and student advocates to provide structured after-school tutoring for students in need twice/week. Fund elective teachers as needed.	\$ 10,000.00

<p><i>Goal Short Title</i></p>	<p>Science & SEL Goal</p>
<p><i>Goal Statement</i></p>	<p>Students in grades 7-9 will increase science proficiency through collaboration, academic fortitude, and social emotional skills, as demonstrated by an average score increase of 2% on the RISE and ASPIRE tests.</p>
<p><i>Measures to determine progress</i></p>	<p>Rise and Aspire+</p>
<p><i>Action Plan</i></p>	<ol style="list-style-type: none"> 1. Teachers will continue to provide instruction in Science as a collaborative process requiring cooperative, hands-on participation and critical thinking; thus, building academic capacity through a systematic approach within a personalized learning environment. 2. We will focus on empowering students to engage in challenging, creative, and rigorous learning experiences that are grounded in clearly defined content standards. 3. We will implement Social Emotional Learning (SEL) strategies with students and teachers to improve student growth and academic achievement and build school culture. 4. The school counselors will evaluate SEL survey and Evaluate Davis data to identify areas of need and further the implementation of the 16 Habits of Success through school-wide activities to promote independence and sustainability by enhancing “sense of purpose.” 5. We will implement the DSD SEL Teacher Toolkit using content and school strategies to promote self-regulation, executive functioning, and growth mindset. 6. Teachers will participate in a PLC to identify essential skills and standards for content, identify and assess student proficiency of core standards, and determine best practices to support student learning, with a focus on checking for understanding and feedback. 7. Student and teachers will utilize a variety of learning platforms and resources available along with effective classroom instruction to master and demonstrate competency of English Language Arts (ELA) concepts. 8. Eighth grade teachers will attend a 4-day summer institute offered through Summit Learning. 9. Add full or part-time teachers and teacher productivities as needed, funded by LAND Trust money (listed in Goal #1), in various curricular areas to reduce class sizes. 10. Attention will be given to help students master 36 Cognitive Skills and 16 Habits of Success to support personalized learning and increase their understanding of the learning process to support student ownership of academic growth. 11. We will evaluate items on the Student Survey of School, paying attention to items 1 & 2 to determine areas of need and we will address them. 12. We will utilize Panther Success time to mentor students on Habits of Success to promote personalized learning and SEL skills. 13. We will provide tutoring weekly, either before or after school, funded by LAND Trust money (listed in Goal #2).. 14. We will continue to build student leadership within our student government, Latinos In Action, Culture Club, and HOPE Squad to support a positive culture by promoting social awareness, sense of belonging, growth mindset, and resilience.
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PD #PCBL #SEL #CollegeCareerReady #Tech</p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Safety & Security Parent & Community Connections Culture Empowered Employees</p>
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Science</p>

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

Yes

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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<p><i>Goal Short Title</i></p>	<p>Passing Rates</p>										
<p><i>Goal Statement</i></p>	<p>Students in grades 7-9 will reach an average passing rate of 97%.</p>										
<p><i>Measures to determine progress</i></p>	<p>Term grades and graduation credit report in Encore</p>										
<p><i>Action Plan</i></p>	<ol style="list-style-type: none"> 1. We will hire a tracker to support students with attendance, equitable access for students identified in underserved subpopulations, academic performance, and Habits of Success. 2. We will track data by subpopulation and intervene as needed with individual students through teachers, counselors, administrators, and a student success coordinator. 3. We will repurpose a current classified position to create greater student support, equity, and access. 4. We will increase our number of faculty members that have an ESL endorsement. 5. We will hire teacher assistants to support instructional interventions. 6. Student and teachers will utilize a variety of learning platforms and available resources along with effective classroom instruction to master and demonstrate competency in all content areas. 7. Teachers will participate in a PLC to identify essential skills and standards for content, identify and assess student proficiency of core standards, and determine best practices to support student learning, with a focus on checking for understanding and feedback. 8. Attention will be given to help students master 36 Cognitive Skills and 16 Habits of Success to support personalized learning and increase their understanding of the learning process to support student ownership of academic growth. 9. We will utilize Panther Success time to mentor students on Habits of Success to promote personalized learning and SEL skills. 10. Add full or part-time teachers and teacher productivities as needed, funded by LAND Trust money (listed in Goal #1), in various curricular areas to reduce class sizes. 11. We will offer weekly tutoring from content area teachers outside of the school day funded by LAND Trust money (listed in Goal #2). 12. We will continue interventions for 9th grade students through Lunch & Learn. 13. We will offer credit recovery/remediation for all 9th grade students that fail a class. 14. We will administer an American College Testing (ACT) Practice Test for our 9th graders. 										
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PD #PCBL #SEL #GraduationRates #CollegeCareerReady</p>										
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees Parent & Community Connections Culture Safety & Security</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 to support this goal?</i></p>	<p>Goal TSSA Expense Total - \$26,500.00</p> <table border="1" data-bbox="456 1906 1487 2018"> <thead> <tr> <th data-bbox="456 1906 573 1976"><u>Funding Source</u></th> <th data-bbox="573 1906 813 1976"><u>Expense Category</u></th> <th data-bbox="813 1906 1305 1976"><u>Description</u></th> <th data-bbox="1305 1906 1487 1976"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1976 573 2018"></td> <td data-bbox="573 1976 813 2018"></td> <td data-bbox="813 1976 1305 2018"></td> <td data-bbox="1305 1976 1487 2018"></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>								

TSSA	Software / Technology Hardware < \$5000	Fund computer refresh (student laptops)to ensure students have needed technology and learning tools.	\$ 20,000.00
TSSA	Salaries & Benefits	Fund a teacher to provide credit recovery for 9th grade students who failed courses.	\$ 3,000.00
TSSA	Online Curriculum or Subscriptions	Fund the Practice ACT.	\$ 3,500.00

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

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
New Blank Goal	TSSA	Salaries & Benefits	Hire & fund teacher assistants to support instruction and offer interventions as needed in core classes.	\$40,000.00
New Blank Goal	TSSA	Salaries & Benefits	Fund educator stipends, salaries, training, and substitute teachers to provide professional development in the areas Personalized Competency Based Learning (PCBL).	\$46,350.00
Passing Rates	TSSA	Software / Technology Hardware < \$5000	Fund computer refresh (student laptops)to ensure students have needed technology and learning tools.	\$20,000.00
Passing Rates	TSSA	Salaries & Benefits	Fund a teacher to provide credit recovery for 9th grade students who failed courses.	\$3,000.00
Passing Rates	TSSA	Online Curriculum or Subscriptions	Fund the Practice ACT.	\$3,500.00
Reading Goal 7-9	TSSA	Salaries & Benefits	Fund teacher productivities to reduce class sizes.	\$18,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 150,928.00
2. Total projected TSSA funding for SY21-22	\$ 171,630.91
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 16,000.00
3. Total planned TSSA expenditures for SY21-22	\$ 146,850.00
4. Planned TSSA carryover into the SY22-23	\$ 24,780.91
Does the school plan to fund teacher leadership opportunities	No

with TSSA funds?

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
7-9 Math Goal	LAND Trust Academic	Salaries & Benefits	Fund additional educators (full or part time as needed) to reduce class sizes	\$122,000.00
Reading Goal 7-9	LAND Trust Academic	Transportation/Admission/Diem	We will fund a bus to transport bus eligible students home from after-school tutoring, credit recovery, or special events designed to support at-risk students.	\$8,000.00
Reading Goal 7-9	LAND Trust Academic	Salaries & Benefits	Pay core teachers and student advocates to provide structured after-school tutoring for students in need twice/week. Fund elective teachers as needed.	\$10,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 132,983.62
G - Total projected funding for next year SY21-22	\$ 140,265.62
H - Total planned expenditures for next year SY21-22	\$ 140,000.00
I - Planned carryover into the following year SY22-23	\$ 265.62
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We will use any additional funds to enhance our existing 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.	Social Media

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/30/2021
Number who approved	14
Number who did not approve	0
Number who were absent or abstained	0