



BOARD REPORT

Teacher Student Success Plan TSSA and LAND Trust

Sunset Jr - SY 2022

Principal Brock Jackman

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 Sunset Junior High is to promote the mission of Learning First and to ensure high levels of learning for each student's success. Sunset Junior High students receive diverse and individualized learning opportunities that promote inclusiveness, respect, responsibility, and social emotional development in a safe environment. In addition, Sunset provides a full complement of academic, artistic, and athletic opportunities beyond the classroom for students.

Sunset Junior High reaches into the community to provide additional food, medical, dental, and social/emotional supports to families through our community partners.

Description of the School

Community

Sunset Junior High School is in Sunset, Utah. Sunset Junior High serves the students from Sunset, Clinton, and South Weber. We receive students from six diverse feeder elementary schools.

Student Body

The student body consists of 840 students enrolled in grades 7, 8, 9. The demographics of Sunset Junior High include 78.6% Caucasian, 13.6% Latino, 3.7% multiple races, 0.9% Asian, 1.2% Black or African American, 1.1% Pacific Islander. English Language Learners make up 3.5% of our student body, while 13.6% of our students are in Special Education classes.

Staff

Our staff is comprised of 45 highly qualified teachers, including three full-time counselors and one full-time media specialist. We also have 46 classified staff that include secretarial, custodial, and cafeteria staff, as well as teacher assistants.

School Culture

This year the changes resulting from Covid-19 were significant, but our focus on Professional Learning Communities and focusing on essential standards has helped make the changes easier for students and teachers. Our focus on collaboration to improve teaching and learning has been helpful as we have worked to help our students learn at higher levels. Our school has continued to embrace this renewed focus on collaboration and faculty and staff created the following ideas that typify the evolving culture of the school:

Mission: Learning First!

Vision: Ensure high levels of learning for each student's success

Collective Commitments

- Create an inclusive student-centered environment where all students feel safe, supported, and valued
- Support a collaborative culture focused on continuous improvement for students and adults
- Exhibit professionalism and follow group norms and expectations while working in collaborative teams
- Establish and deliver a guaranteed and viable curriculum that is relevant, engaging, and founded on our essential standards
- Seek out best practices and instructional strategies, using common assessments and data, to ensure learning for all students at high levels
- Regularly reflect, evaluate, and adjust plans based on personal experience, student mastery outcomes, and team feedback
- Provide timely and systematic supports, interventions and enrichment opportunities to increase student learning
- Generate grades that reflect student mastery of essential standards
- Provide parents with resources, strategies, and information as partners in student success

In addition there has been a continued focus on a well-defined behavioral intervention plan that assists both teachers and students in recognizing and remediating students requiring Tier I interventions. Our participation in Multi-Tiered Systems of Support (MTSS) has been an added benefit, allowing us to examine pertinent data to examine who, what, when, where, and why students are experiencing discipline issues to guide us in providing appropriate interventions.

We have AP and honors programs, while also giving attention to historically under-served student populations providing additional support and instruction. In addition, we continue to provide reading remediation and instruction through our Read 180 curriculum. In addition, Sunset Junior uses the Math 180 program to better assist students whose quantile is two or more grade levels deficient. We provide a late bus two days per week, enabling students to stay late and receive remediation and/or augmentation to the curriculum, and participate in co-curricular activities.

Unique Features & Challenges

The challenges for Sunset include providing for the needs of our community of students. Many students come to school with a wide variety of both educational and social needs. One issue is the diversity of reading ability among our students. We offer Read 180, while also offering honors classes and AP Human Geography.

Last year Sunset Junior High moved to a 4 X 4 block schedule with a 35 minute intervention/advisory period (Reading and Academic Progress), Monday-Thursday. This new intervention period is helping provide students with opportunities to have an assigned advisor, time for homework completion, intervention and reteaching time, as well as individual reading time. It also provides core teachers with some additional collaboration time to help facilitate improved learning and teaching.

Sunset Junior High is moving forward rapidly to include blended learning models that will offer students more personalization of instruction and provide for self-motivated students to engage in advanced digital curriculum. Sunset has experienced a large amount of staff turnover due to retirements in key academic areas including Math, English, Instrumental Music, and Social Studies. These retirements provide both the challenge and opportunity that comes with hiring new, highly qualified teachers.

Of course the underlying challenge for everyone this year has been Covid-19 and the resulting impacts on our students and teachers. As a whole our school has navigated these challenging times very well, but there are lingering issues and concerns. As a result of changing district schedule we have about 120 fewer students this year. Some of them have moved to the district Davis Connect Online school and others we have not been able to find. Another concern we have is the amount of lost instructional time. Our teachers have utilized our Remote Learning Fridays, but there is still a large loss of instructional time for all of our students. We hope that our emphasis on essential standards in our collaborative teams as well as our intervention period will help to minimize the potential learning loss that might occur.

Additional Information

Needs Analysis

Notable Achievements

- Implementing a successful transition to a 4 X 4 Block schedule with an intervention/advisory period. This has resulted in an increase in students being able to increase their learning through reteaching time at the end of each day.
- Teachers embraced working collaboratively through a PLC to improve teaching and learning.
- Students improved their proficiency in math as is evidenced by increasing proficiency by double digit growth (based on our Math 180 math inventory scores). Math Inventory scores from the beginning of the year and measured again in January showed student proficiency increased by 26.64 quantiles (7th grade), 65.31 quantiles (8th grade), and 29.83 quantiles (9th grade).

Areas of Recent Improvement

Students improved their proficiency in math as is evidenced by increasing proficiency by double digit growth based off of the Math Inventory assessment. Math Inventory scores from the beginning of the year and measured again in January showed student proficiency increased by 26.64 quantiles (7th grade), 65.31 quantiles (8th grade), and 29.83 quantiles (9th grade).

Areas of Needed Improvement

As a school we need to continue to grow in each core area until we are at state averages in Math, Language Arts, and Science. Based on the end of level test scores of 2019 we are below state proficiency averages in all three areas by the following percentiles:

- Language Arts (-5%)
- Mathematics (-5.4%)
- Science (-7%)

We also show a need to improve learning among students that are Latino, students that are multi-racial, students that are learning English as well as students with disabilities.

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>Sunset students will demonstrate a 3% increase in both proficiency and growth in Mathematics across all grade levels for 2019-2020 academic year.</p>	Met goal	<p>Although our key measurement of comparing growth scores based on the end of level Rise scores were not available as a result of no end of level state testing due to Covid-19, internal measurements based on our Math 180 Inventory scores show that 3% percent growth was achieved. Math Inventory scores from the beginning of the year and measured again in January, showed student proficiency increased by 26.64 quantiles (7th grade), 65.31 quantiles (8th grade), and 29.83 quantiles (9th grade).</p> <p>Student growth increased as a result of our focus on identifying essential standards, re-teaching non-proficient students in our daily intervention period, and collaborating within our PLC teams to improve teaching and learning.</p>
<p>Suicidal Ideation among Sunset students will decline by 5% for 2019-2020 through receiving additional academic and social/emotional supports through early identification of students at risk, referral to appropriate school and outside resources, and continuous followup.</p>	Met goal	<p>Internal measurements indicate we met this goal, but this may not be completely accurate. If we had not gone into soft closure for 4th quarter we may have received more suicidal ideation referrals. Despite this, we continued to reach out to all students in an effort to help with their physical and mental needs. According to our data we met our goal.</p>
<p>Sunset Junior will reduce class size by 3% in targeted academic areas based on need.</p>	Did not meet goal	<p>With the transition to a 4 X 4 period block schedule from a 5 X 5 block we were unable to decrease class sizes. A transition to a 4 X 4 block results in higher class sizes when compared to a 5 X 5 block. We did allocate resources to provide productivity periods to reduce class sizes. Our efforts to implement an advisory period with intervention time also helped to mitigate the impacts of increased class sizes.</p>

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments																								
Increase student growth scores in the areas of English Language Arts, Mathematics, and Science by an average of two points per state tested area when comparing 2021 scores to 2019	Progressing according to plan	We are following the action steps as outlined.																								
Reduce the percentage of students in the class of 2023-2024 who fail a class by 3% when compared to their 8th grade year.	Progressing according to plan	We are following our action plan as previously listed. Because of Covid related issues we know this is not as good of a measurement as we had previously hoped. Our data with our current 9th grade class shows the following number of F's were received:																								
<table border="0"> <thead> <tr> <th data-bbox="751 890 829 919">Term</th> <th data-bbox="850 890 980 957">2019-2020 2020-2021</th> <th data-bbox="1049 890 1182 919">2019-2020</th> <th data-bbox="1208 926 1338 957">% Change</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 989 797 1018">1st</td> <td data-bbox="899 1024 932 1054">93</td> <td data-bbox="1049 989 1094 1018">271</td> <td data-bbox="1247 1024 1338 1054">-291%</td> </tr> <tr> <td data-bbox="751 1087 805 1117">2nd</td> <td data-bbox="878 1123 932 1152">120</td> <td data-bbox="1049 1087 1094 1117">283</td> <td data-bbox="1247 1123 1338 1152">-236%</td> </tr> <tr> <td colspan="4" data-bbox="751 1251 932 1281">Whole School</td> </tr> <tr> <td data-bbox="751 1314 797 1344">1st</td> <td data-bbox="883 1350 932 1379">409</td> <td data-bbox="984 1314 1159 1379">488 (834 students)</td> <td data-bbox="1159 1314 1507 1344">(Population of 962 students)</td> </tr> <tr> <td data-bbox="751 1413 867 1478">2nd students)</td> <td data-bbox="1008 1413 1057 1442">621</td> <td data-bbox="1008 1442 1057 1472">428</td> <td data-bbox="1105 1413 1390 1478">(Population of 957 (844 students))</td> </tr> </tbody> </table>			Term	2019-2020 2020-2021	2019-2020	% Change	1st	93	271	-291%	2nd	120	283	-236%	Whole School				1st	409	488 (834 students)	(Population of 962 students)	2nd students)	621	428	(Population of 957 (844 students))
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TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 0.00
TSSA SY20-21 New Funding	\$ 112,611.00
TSSA Total funding for SY20-21	\$ 112,611.00
TSSA SY20-21 Anticipated Spending	\$ 112,611.00
TSSA Expected balance carried over into SY21-22	\$ 0.00
TSSA Anticipated new funding for SY21-22	\$ 120,248.00
TSSA Total funding available for SY21-22	\$ 120,248.00

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

Classroom Libraries - Funds were used to purchase magazines and reading materials for our advisory/intervention classes to promote reading SEL Curriculum - Some TSSA monies were used to purchase the Second Step social emotional learning curriculum. Surveys and school discipline data indicate initial success with this intervention. Technology - Funds have been purchased to enhance classroom technologies such as webcams, iPads, additional laptops, projectors, etc. Planning Day - teachers benefitted from an additional paid planning day to prepare for the school year. Productivity - TSSA funds paid for multiple productivity periods to help decrease class sizes. Mentoring Program - Our provisional teacher program benefitted from monthly training to assist new teachers. Online Learning Programs - Our students and teachers benefitted from access to multiple online learning programs as a result of these funds Academic Trackers - our students benefitted from additional academic and SEL support through our academic and support staff that were added through TSSA monies. Homework Club Salaries - student access to math tutors was available through TSSA monies. Professional Development - Money provided to teachers for give them stipends for trainings as well as purchasing training opportunities. Club Advisors - Teachers were paid to provide club activities. Transportation - An after school bus provided students transportation from tutoring and clubs twice a week.

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 0.00
B - Allocated new funds for SY20-21	\$ 117,968.00
C - Total Budget for SY20-21	\$ 117,968.00
D - Projected spending during SY20-21	\$ 117,968.00
E - Expected carryover from SY20-21	\$ 0.00
F - Projected new funding for SY21-22	\$ 105,951.30
G - Total projected funding for SY21-22	\$ 105,951.30

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Academic Learning Goal
<i>Goal Statement</i>	Increase the percent of students scoring proficient in the areas of English language arts, mathematics, and science by 2% as measured by the 2022 state end of level assessment.
<i>Measures to determine progress</i>	End of level state assessments (RISE)
<i>Action Plan</i>	<ul style="list-style-type: none"> • Prioritize professional development to improve our collaboration efforts within our Davis Collaborative Teams to improve teaching and learning. • Provide common preparation periods for core subject areas to increase collaboration through our Davis Collaborative Teams and improve teaching and learning • Implement quarterly department/district collaboration planning days to develop and analyze common assessments and data within our Davis Collaborative Teams • Use Davis Collaborative Teams to identify non-proficient students on formative assessments and re-teach during weekly intervention period • Increase the efficacy of our intervention/advisory period (RAP) by providing structure, maintaining the integrity of Silent Sustained Reading, improving our social and emotional learning lessons, and allowing opportunities for personalization, intervention, and/or work completion • Identify Targeted Students for Intervention and assign them to an advisor who is regularly checking on their academic performance and encouraging their success • Dedicate FTE and productivity resources to reduce class size • Schedule struggling students in appropriate intervention classes • Implement a Lunch and Learn Program to assist students with work completion and provide re-testing opportunities. • Provide academic trackers, tutors, and classroom support to increase intervention opportunities (\$45,000 for three academic trackers and additional office hours for two office aids) • Promote positive academic and social behaviors through PBIS including student incentives and recognition • Maintain provisional teacher support programs and assign teacher mentors • Provide online learning program access • Provide STEM equipment, opportunities, and support • Provide an additional contract day for teachers to prepare for the beginning of the year
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL #TeacherLeaders #CollegeCareerReady #PD
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Fiscal Responsibility Culture
<i>Academic area(s) addressed by the goal</i>	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 - \$37,287.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Collaborative Planning Days	\$ 16,987.00
TSSA	General Supplies, Other	Lunch and Learn Program Incentives and Supplies	\$ 500.00
TSSA	Software / Technology Hardware < \$5000	Classroom and Teacher Technology	\$ 10,000.00
TSSA	General Supplies, Other	Student Incentives and Recognition for PBIS system	\$ 3,500.00
TSSA	General Supplies, Other	Mentoring Program Supplies	\$ 800.00
TSSA	Salaries & Benefits	Mentoring Stipends	\$ 500.00
TSSA	Online Curriculum or Subscriptions	Online Learning Programs Access	\$ 5,000.00

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

Yes

Goal LAND Trust Expense Total - \$44,951.30

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Academic Trackers and Support Staff	\$ 44,951.30

<i>Goal Short Title</i>	Graduation Goal
<i>Goal Statement</i>	Increase the number of students in the class of 2025 that are on track to graduate by reducing the number of classes failed by 3% when compared to their 8th grade year.
<i>Measures to determine progress</i>	School data through the Encore Grade Distribution report
<i>Action Plan</i>	<ul style="list-style-type: none"> • Identify failing/credit deficient students from the graduating class of 2025 • Identify and place students in appropriate intervention classes based on data. • Identify non-proficient students using formative assessments and re-teach during weekly intervention period • Implement a Lunch and Learn Program to assist students with work completion and provide retesting opportunities. • Assign productivity to decrease class sizes in targeted classrooms (\$60,000) • Assign targeted students for improvement to teacher mentors to support increased achievement and build social-emotional resiliency • Meet weekly with Local Case Management to identify students that need tiered academic and behavioral interventions and provide support • Administrators, counselors, and academic trackers will work with grade level at-risk students to improve academics, attendance, and promote student recognition (for three academic trackers and additional office hours for two office aids) • Professional development training for academic trackers to implement systematic intervention supports • Increase access to classroom technology (\$1,000) • Distribute weekly grade reports in RAP classes • Provide timely professional development to faculty to implement SEL in their classes and our RAP/advisory period • RAP teachers work with their advisory students to encourage academic and social emotional success • Provide SEL resources to our parents and community • Maintain the after-school Homework Club, which provides supervision and free tutoring to students in math • Meet regularly as a Behavior Team to discuss Social Emotional Learning, behaviors, and equity issues within the school to increase academic success • Provide professional development opportunities and literature for teachers to improve their teaching effectiveness • Fund club advisors to supervise and encourage students in afterschool clubs and activities • Provide an after-school bus multiple times a week to allow students to attend after school tutoring (homework club) and other activities • Provide an additional contract day for all teachers prior to school
<i>This goal can be categorized as... (choose all that apply)</i>	#GraduationRates#CollegeCareerReady
<i>District Strategic Plan Area(s)</i>	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 - \$44,900.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Productivity	\$ 4,000.00
TSSA	Salaries & Benefits	Local Case Management Stipend	\$ 7,000.00
TSSA	Salaries & Benefits	Substitutes for Professional Development Classes	\$ 5,000.00
TSSA	Transportation/Admission/Per Diem	Transportation/Admission/Per Diem for Professional Development Trainings	\$ 10,000.00
TSSA	Salaries & Benefits	Club Advisors	\$ 2,400.00
TSSA	Transportation/Admission/Per Diem	After School Tutoring Bus	\$ 8,000.00
TSSA	General Supplies, Other	Homework Club Supplies	\$ 500.00
TSSA	Salaries & Benefits	Homework Club Salaries	\$ 3,000.00
TSSA	General Supplies, Other	Professional Learning Supplies	\$ 2,000.00
TSSA	Online Curriculum or Subscriptions	Second Step SEL Online Curriculum Subscription	\$ 3,000.00

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

Yes

Goal LAND Trust Expense Total - \$61,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Productivity to decrease class sizes	\$ 60,000.00
LAND Trust	Software / Technology	Classroom technology	\$ 1,000.00

	Academic	Hardware < \$5000		
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<i>Goal Short Title</i>									
<i>Goal Statement</i>									
<i>Measures to determine progress</i>									
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<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust 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>				
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Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Academic Learning Goal	TSSA	Salaries & Benefits	Collaborative Planning Days	\$16,987.00
Academic Learning Goal	TSSA	General Supplies, Other	Lunch and Learn Program Incentives and Supplies	\$500.00
Academic Learning Goal	TSSA	Software / Technology Hardware < \$5000	Classroom and Teacher Technology	\$10,000.00
Academic Learning Goal	TSSA	General Supplies, Other	Student Incentives and Recognition for PBIS system	\$3,500.00
Academic Learning Goal	TSSA	General Supplies, Other	Mentoring Program Supplies	\$800.00
Academic Learning Goal	TSSA	Salaries & Benefits	Mentoring Stipends	\$500.00
Academic Learning Goal	TSSA	Online Curriculum or Subscriptions	Online Learning Programs Access	\$5,000.00
Graduation Goal	TSSA	Salaries & Benefits	Productivity	\$4,000.00
Graduation Goal	TSSA	Salaries & Benefits	Local Case Management Stipend	\$7,000.00
Graduation Goal	TSSA	Salaries & Benefits	Substitutes for Professional Development Classes	\$5,000.00
Graduation Goal	TSSA	Transportation/Admission/Per Diem	Transportation/Admission/Per Diem for Professional Development Trainings	\$10,000.00
Graduation Goal	TSSA	Salaries & Benefits	Club Advisors	\$2,400.00
Graduation Goal	TSSA	Transportation/Admission/Per Diem	After School Tutoring Bus	\$8,000.00
Graduation Goal	TSSA	General Supplies, Other	Homework Club Supplies	\$500.00
Graduation Goal	TSSA	Salaries & Benefits	Homework Club Salaries	\$3,000.00
Graduation Goal	TSSA	General Supplies, Other	Professional Learning Supplies	\$2,000.00
Graduation Goal	TSSA	Online Curriculum or Subscriptions	Second Step SEL Online Curriculum Subscription	\$3,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22 \$ 120,248.00

2. Total projected TSSA funding for SY21-22	\$ 120,248.00
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 18,701.00
3. Total planned TSSA expenditures for SY21-22	\$ 100,888.00
4. Planned TSSA carryover into the SY22-23	\$ 19,360.00
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
Academic Learning Goal	LAND Trust Academic	Salaries & Benefits	Academic Trackers and Support Staff	\$44,951.30
Graduation Goal	LAND Trust Academic	Salaries & Benefits	Productivity to decrease class sizes	\$60,000.00
Graduation Goal	LAND Trust Academic	Software / Technology Hardware < \$5000	Classroom technology	\$1,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 105,951.30
G - Total projected funding for next year SY21-22	\$ 105,951.30
H - Total planned expenditures for next year SY21-22	\$ 105,951.30
I - Planned carryover into the following year SY22-23	\$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any leftover money will be used to enhance the existing goals.
Plan for sharing the school LANDTrust plan with the community	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	02/25/2021
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	5