



**Teacher Student Success Act  
TSSA Budget only**

**Fremont Elementary - SY 2024**

Principal Adell Arvidson

# **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**

# **Description of the School**

## **Community**

## **Student Body**

## **Staff**

## **School Culture**

## **Unique Features & Challenges**

## **Additional Information**

# **Needs Analysis**

## **Notable Achievements**

## Areas of Recent Improvement

## Areas of Needed Improvement

## TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 25,786.58
TSSA Current Year SY22-23 New Funding	\$ 115,492.00
TSSA Total funding for Current Year SY22-23	\$ 141,278.58
TSSA Current Year SY22-23 Anticipated Spending	\$ 70,000.00
TSSA Expected balance carried over into Next Year SY23-24	\$ 71,278.58
TSSA Anticipated new funding for Next Year SY23-24	\$ 115,898.00
TSSA Total funding available for Next Year SY23-24	\$ 187,176.58
Describe your school's Current Year SY22-23 Progress for TSSA Spending	

## SEL Goals and Planned Actions / Resources

## Goals and Planned Actions / Resources

## Additional TSSA Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen Adult SEL	TSSA	Professional and Technical Services	DBH therapist - 4x week	\$22,000.00
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen Adult SEL	TSSA	Salaries & Benefits	Stipends for Teacher Leaders	\$20,000.00
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen	TSSA	Salaries & Benefits	Student Success Coaches	\$40,000.00

Adult SEL				
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen Adult SEL	TSSA	Salaries & Benefits	Games Coach	\$13,000.00
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen Adult SEL	TSSA	Online Curriculum or Subscriptions	Move This World curriculum	\$3,500.00
Building Foundational Knowledge and Capacity Promote SEL for Students. Strengthen Adult SEL	TSSA	General Supplies, Other	Staff SEL/Morale supplies (eg. THE free pop machine)	\$5,000.00
Mathematics growth	TSSA	Salaries & Benefits	#2 - Three paraprofessionals	\$39,000.00
Mathematics growth	TSSA	General Supplies, Other	#1 - Acadience Math grades 4-6	\$1,500.00
Mathematics growth	TSSA	General Supplies, Other	#2 - Bridges in Mathematics intervention materials	\$2,500.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 115,898.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 187,176.58
Does the school plan to add a contract day for teachers with TSSA funds?	
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 11,640.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 158,140.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 29,036.58
Does the school plan to fund teacher leadership opportunities with TSSA funds?	

## Additional Items for Title I Schools

1. Comprehensive Needs Assessment See 'Needs Analysis' section above.

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?

*District-wide assessment practices include the following:*

- Acadience Reading and Math*
- PASS Assessment*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
  - RISE*
  - DLM*
  - WIDA*
- District assessments*
  - Kindergarten Readiness Inventory*
  - Kindergarten Inventory of Skills*
  - 1st and 2nd Grade Language Arts CRTs*
  - 1st and 2nd Grade Math CRTs*
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.*
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.*
- Teachers work with instructional coaches to identify or develop assessments to evaluate effective instruction and identify low performing students.*

*Additional schoolwide practices for assessment include the following:*

1. SIPPS structured intervention program.
2. Lexia adaptive reading software.
3. PAST phonological screeners.
4. LETRS Phonics & Word Reading Survey.
5. LETRS Spelling screeners.
6. Imagine Learning (WIDA Level One).

2a. Which of the following schoolwide reform strategies are in use at the school?

*Choose all that apply*

Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?

Website|

2a. Other school reformsto be implemented

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Language Arts?

Goals one, two, and four.

2b. Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Mathematics?

Goals three and five.

3. Instruction by highly qualified teachers. The school will provide this information to Federal Programs by October 1.

Title I Plan / TSSP: Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Professional Learning Communities/Davis Collaborative Teams|

#### 4. Professional Development Plan

Title I Plan / TSSP: Other evidence-based methods used by your school

*SIPPS|Spire|MTSS|PBIS|Heggerty*  
*SIPPS|MTSS|Heggerty|PBIS|*

#### 5. Recruitment and retention of highly qualified teachers.

*Districtwide practices for recruiting and retaining highly qualified teachers include the following:*

- Hire early in the year when more candidates are available.*
- Offer high quality professional development opportunities.*
- Provide for smaller classes in title I schools.*
- Offer additional technology in title I schools.*

*Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:*

Title I Plan / TSSP: How does the plan improve academics for all students while supporting those most at-risk?

*Districtwide practices for helping struggling students include the following:*

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

*Additional schoolwide practices for helping struggling students include the following:*

Providing subs for teachers to participate in deep data dives to help guide instruction.

## 6. Parent Involvement

*Districtwide practices for parent involvement include the following:*

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.*
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.*
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.*
- Meetings are held at different times during the day to enable all parents to be involved.*
- Programs and activities are scheduled throughout the year to involve parents and guardians.*

*Additional schoolwide practices for parental involvement include the following:*

## Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

*Districtwide practices for parent involvement include the following:*

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.*
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.*
- Parents are invited to attend a planning meeting in spring to review the Title I Parent Compact and Community Engagement Plans which are distributed every fall.*
- Meetings are held at different times during the day to enable all parents to be involved.*
- Programs and activities are scheduled throughout the year to involve parents and guardians.*

*Additional school-wide practices for parental involvement include the following:*

## 7. Transition from early childhood programs to elementary, and from elementary to junior high school.

*Districtwide practices for transition include the following:*

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.*
- Letters are sent to the homes of preschool children.*
- Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.*
- School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.*
- Principal visits Head Start and Title I Preschools during the year to meet the students.*
- Parents and preschoolers are invited to a kindergarten round-up.*
- Parents and preschoolers are provided materials to prepare for kindergarten.*
- Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.*

*Additional schoolwide practices for transition include the following:*

Plan Evaluation and Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?

[New Student Registration](#)|[School Websites](#)|[Back to School](#)|

## 8. Decisions regarding the use of assessments

*Districtwide assessment practices include the following:*

- Acadience Reading*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
- RISE*
- DLM*
- WIDA*
- District assessments*
- Kindergarten Readiness Inventory*
- Kindergarten Inventory of Skills*
- 1st and 2nd Grade Language Arts CRTs*
- 1st and 2nd Grade Math CRTs*
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.*
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.*
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.*

*Additional schoolwide practices for assessment include the following:*



Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?

We have shown an increase in progress and proficiency for students who have received additional instruction through these small groups.

#### 9. Students who experience difficulty mastering achievement standards

*Districtwide practices for helping struggling students include the following:*

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

*Additional schoolwide practices for helping struggling students include the following:*

#### Budget & Student Outcomes: Highly qualified paraprofessionals in the school

*How the school hires Highly Qualified paraprofessionals will be provided to DSD Federal Programs by October 1 including Evidence of how the Title I plan and designation of funds impact student learning and achievement.*

All paraprofessionals who work instructing students are considered highly qualified. This is due to the number of credits they have from a recognized university or have passed a paraprofessional test. These staff members work directly under the direction of classroom teachers in providing small group instruction. These groups support the Tier One instruction provided by the teacher.

## 10. Coordination of Budgets

*The school will provide this information to Federal Programs by October 1*

**Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?**

*Schools will provide evidence and examples of highly qualified paraprofessionals to DSD Federal Programs by October 1, including for examples#58; Associate degree, 48 hrs., of passing tests*