



Teacher Student Success Act TSSA Budget only

Doxey Elementary - SY 2024

Principal Dan Hansen

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

Vision Statement: Building Social and Academic Empowerment from the Inside Out

- Creating a safe and supportive learning environment
- Encouraging students to take ownership of their learning
- Helping students to reach their full potential
- Maximizing students' academic success
- Promoting positive relationships among students, staff, and parents
- Providing guidance and support to students in achieving their goals
- Fostering a culture of collaboration, respect, and inclusivity
- Developing innovative educational programs and initiatives
- Creating a culture of continuous improvement through the Professional Learning Community (PLC) process
- Providing resources to ensure equitable access to education

Mission Statement: Grit, Growth, Acceptance and Excellence!

-Grit:

Helping students develop a resilient mindset and the ability to persevere even in the face of difficulty.

-Growth:

Encouraging students to continuously learn and grow by providing them with the necessary resources and opportunities to reach their potential.

-Acceptance:

Creating an inclusive environment where all students feel safe, accepted and respected.

-Excellence:

Inspiring students to strive for excellence in all their endeavors, both academically and socially.

Doxey will support Davis School District's Learning First! through the guiding principals of a high functioning Professional Learning Community (PLC) and by Utah's Portrait of a Graduate that consists of:
<https://www.schools.utah.gov/file/bccb96eb-e6a6-47cf-9745-cf311675ad8b>.

Scaffolding supports are afforded Doxey students through a balance of prep time classes and extra-curricular activities that include, but are not limited to, our House System, STEAM Activities and clubs, Physical Education, Computer Applications, Humanities, Theater, Martin Luther King, Jr speech contest, Multicultural Club, Chess Club, Before and After School Program and Spelling Bee.

Description of the School

Community

Doxey Elementary is a Title I school located at 944 N 250 W in the residential area of Sunset, Utah - west of Hill AFB.

Student Body

Doxey has 300 students. Demographic make-up of the student population: one percent African American/Black, one percent American Native, two percent Asian, 70% Caucasian, 20% Hispanic, 4.4% Multiple Races, seven percent Pacific Islander.

Staff

Doxey has 57 employees.

- Bachelor's - 46%
- Doctor's - 1.78%
- Associates - 20%

School Culture

To support student academic and social-emotional growth through our Mission, Vision, and Values.

Unique Features & Challenges

Doxey Elementary is a Title One school which affords us the unique opportunity to receive additional funding support, which we use in the following areas:

- Staffing resources
- Technology Enhancements
- Professional Development
- Parent Engagement

Additional Information

Needs Analysis

Notable Achievements

Areas of Recent Improvement

Pathways of Progress:

- The percentage of students at Typical and Above Typical growth improved by four percent at the Middle of the Year time period from school year 2022 to school year 2023.

Areas of Needed Improvement

We need to improve our percentage of Typical and Above Typical growth for Pathways to Progress for Students with Disabilities. Students in school year 2022 during time period Middle of Year was 50% and it was at 49% in school year 2023.

TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 15,806.44
TSSA Current Year SY22-23 New Funding	\$ 43,894.00
TSSA Total funding for Current Year SY22-23	\$ 59,700.44
TSSA Current Year SY22-23 Anticipated Spending	\$ 40,789.14
TSSA Expected balance carried over into Next Year SY23-24	\$ 18,911.30
TSSA Anticipated new funding for Next Year SY23-24	\$ 54,246.00
TSSA Total funding available for Next Year SY23-24	\$ 73,157.30
Describe your school's Current Year SY22-23 Progress for TSSA Spending	We successfully raised enough funds to partially cover the salary of one teacher, as well as to provide an extra preparatory day for all teachers.

SEL Goals and Planned Actions / Resources

Choose the focus of this

Building Foundational Knowledge and Capacity

<i>SEL goal then select all applicable programs from the dropdown boxes</i>	
<i>Building school SEL foundational support, commitment, and ownership</i>	
<i>SEL with faculty and staff:</i>	SEL School Team Support & Training
<i>Promoting SEL for students -- Explicit Instruction</i>	Counselor Developed Lessons
<i>The summarized SEL goal</i>	
<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead.
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Positive Behavior Supports
<i>SEL Goal Statement</i>	Doxey Elementary will provide a safe and supportive learning environment by strengthening student SEL Skills in self-management with focuses in emotional regulation for students and classroom management strategies for teachers.
<i>This school SEL goal and implementation plan will be measured by using</i>	School Data
<i>Our school needs professional learning in</i>	Positive Behavior Supports Classroom Management
<i>SEL Action Plan (please number steps)</i>	Teachers will participate in CHAMPS Training with an emphasis on Classroom Management. Taught by trained mindfulness instructors through Davis Behavioral Health, our sixth grade students will participate in the Learning to Breathe program. Doxey will hire a School Support Facilitator for adult support of student extracurricular activities and academic improvement support.
<i>SEL Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$21,000.00



<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Davis School District CHAMPS Training	\$ 5,000.00
TSSA	Salaries & Benefits	SEL Instruction during unstructured time	\$ 11,000.00
TSSA	Salaries & Benefits	Adult Support of Student Extracurricular Activities and Academic Improvement Support	\$ 5,000.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Acadience Reading Pathways to Progress
<i>Goal Statement</i>	Improve the percentage of students in K-6 making typical, above typical, or well-above typical progress by End of Year (EOY) with a three percent increase on Acadience Reading Pathways to Progress.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Measured by Pathways of Progress through the Acadience Reading benchmark assessment.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Implement strong evidence-based Tier One literacy instruction that is explicit and systematic. 2. Middle of Year (MOY) Pathways to Progress Data Diving session with school-site literacy coach with support from Davis Scholl District's Assessment team. 3. Utilize the literacy coach to aid in implementation of the DSD Phonics/Morphology Framework to be used with fidelity during language arts instruction. (LAND Trust Funds) 4. Teachers will use DSD Planning Guides with fidelity to plan Tier One language arts instruction. 5. Teachers will identify student focused goals through coaching cycles using the Impact Cycle. Teachers will use State and/or district vetted curriculum during language arts instruction. 6. Grade levels and individual teachers will consistently review and interpret Acadience reading progress monitoring data, diagnostic assessments, and student

- performance data to inform Tier one, Tier two, and Tier three instruction.
7. Teaching Assistants will be trained to implement the Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) program. (LAND TRUST FUNDS)
 8. Implement the attributes of Professional Learning Communities (PLCs) That will include, but not limited to collaboration amongst grade levels, Literacy Coach, Special Educators and School Administration.
 9. Leverage Acadience reading benchmark data, (BOY, MOY, EOY) to inform instructional changes in each Tier of the Multi-Tiered System of Support (MTSS).
 10. Additional Library time each week to support literacy development.
 11. Teachers will progress monitor our identified Targeted Support and Improvement Students (TSI) for School Year 2024.
 - o Students who are at or above reading proficiency will be progressed monitored at least once a month.
 - o Students below or well below reading proficiency will be included in the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) foundational skills program.

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

#TSISubGroups|#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Culture|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

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

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

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$27,100.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Online Curriculum or Subscriptions	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) foundational skills program.	\$ 6,000.00

TSSA	Professional and Technical Services	Professional Learning Communities at Work Institute	\$ 5,100.00
TSSA	Salaries & Benefits	Teaching Assistants	\$ 11,000.00
TSSA	Salaries & Benefits	Communications/Tech Specialist	\$ 1,500.00
TSSA	Salaries & Benefits	Additional Student Library Time	\$ 3,500.00

<i>Goal Short Title</i>	Math Proficiency
<i>Goal Statement</i>	Increase Math End of Year (EOY) Proficiency on each grade level by three percent by comparing grade level math assessments from the Kindergarten Entry and Exit Profile (KEEP), Acadience, and RISE.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	<p>Grade level math assessments:</p> <ul style="list-style-type: none"> • KEEP • Acadience Math (K-3) • Readiness Improvement Success Empowerment Assessment (RISE).
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Peer Support Coaching Cycles. 2. Use the provided adaptive Math Software to support students. 3. On their weekly collaborative meeting agenda teachers will plan for Targeted Support and Improvement (TSI) students. 4. Professional Learning Communities Training. 5. Teaching Assistants will be trained to implement the Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) program. (LAND TRUST FUNDS)
<i>This goal can be categorized as... (choose all that apply)</i>	#TSISubGroups #DiversityEngagementInclusion #CollegeCareerReady #PCBL
<i>District Strategic Plan</i>	Student Growth & Achievement Empowered Employees Fiscal Responsibility

<i>Area(s)</i>	
<i>If you selected 'School Identified Area', please describe</i>	
<i>Academic area(s) addressed by the goal</i>	Mathematics Science Technology
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>	
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$6,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Teaching Assistants in K-6	\$ 5,000.00
TSSA	Salaries & Benefits	Communications/Tech Specialist	\$ 1,500.00

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Acadience Reading Pathways to Progress	TSSA	Online Curriculum or Subscriptions	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) foundational skills program.	\$6,000.00
Acadience Reading Pathways to Progress	TSSA	Professional and Technical Services	Professional Learning Communities at Work Institute	\$5,100.00
Acadience Reading Pathways to Progress	TSSA	Salaries & Benefits	Teaching Assistants	\$11,000.00

Acadience Reading Pathways to Progress	TSSA	Salaries & Benefits	Communications/Tech Specialist	\$1,500.00
Acadience Reading Pathways to Progress	TSSA	Salaries & Benefits	Additional Student Library Time	\$3,500.00
Building Foundational Knowledge and Capacity	TSSA	Salaries & Benefits	Davis School District CHAMPS Training	\$5,000.00
Building Foundational Knowledge and Capacity	TSSA	Salaries & Benefits	SEL Instruction during unstructured time	\$11,000.00
Building Foundational Knowledge and Capacity	TSSA	Salaries & Benefits	Adult Support of Student Extracurricular Activities and Academic Improvement Support	\$5,000.00
Math Proficiency	TSSA	Salaries & Benefits	Teaching Assistants in K-6	\$5,000.00
Math Proficiency	TSSA	Salaries & Benefits	Communications/Tech Specialist	\$1,500.00

Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 54,246.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 73,157.30
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 4,550.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 59,150.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 14,007.30
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:

- Acadience Reading and Math
- Kindergarten Entry and Exit Profile (KEEP)
- Readiness Improvement Success Empowerment Assessment (RISE)
- SIPPS

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|Newsletter|Meeting|

2a. Other school reformsto be implemented

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

Goal one.

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?

Goal two.

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|Collaborative Coaching|

4. Professional Development Plan

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

SIPPS|Spire|MTSS|PBIS|Heggerty

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) foundational skills program.

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:

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:

- Community council reviews, plans, and implements the School Improvement Plan.*
- 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.*
- Programs and activities are scheduled throughout the year to involve parents and guardians.*

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?

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

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?

Data Analysis from the following:

- Power BI (Microsoft Business Intelligence App) - platform that provides tools to aggregate, analyze and visualize data
 - KEEP
 - RISE
 - Acadience

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.

- How the school hires Highly Qualified paraprofessionals will be provided to DSD Federal Programs by October first including Evidence of how the Title One plan and designation

of funds impact student learning and achievement.

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

We will provide evidence and examples of highly qualified paraprofessionals to DSD Federal Programs by October 1st.