



Teacher Student Success Act TSSA Budget only

Taylor Elementary - SY 2024

Principal Darryl Denhalter

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 Taylor Elementary is to challenge students to think about their position in the world as the next generation of leaders. To ensure that all students leave with the essential skills of reading, writing, speaking, listening, thinking, problem solving, communicating, cooperating and using technology to access, process, and apply information.

Description of the School

Community

JA Taylor Elementary is located at 293 East Pages Lane, Centerville, Utah. Centerville is a suburban community on the south end of Davis County with close views of the Wasatch Mountains to the east and glimpses of the valley towards Antelope Island and the Great Salt Lake to the west.

Student Body

There are approximately 369 students enrolled at JA Taylor in kindergarten through the sixth grade. The student body is primarily of White or Caucasian ethnicity 83%. Currently, other ethnic groups represented at Taylor Elementary are as follows Asian .5%, Black or African American .5%, Hispanic/Latino 8.7%, Multiple Races 4.2%, Native Hawaiian or Other Pacific Islander 2.7%. Students who qualify for special education services 20.3%. Approximately 23.8% of the student population are considered economically disadvantaged.

Staff

The staff of Taylor Elementary is comprised of approximately 50 employees led by one principal and one part-time assistant principal with 13 with certified classroom teachers. The Special Education team consists of one mild/moderate resource teacher and two part-time assistants, and two essential elements self-contained (K-3 & 4-6) classrooms, each with a teacher and three part-time assistants. The school support staff includes the following part-time employee positions: school psychologist, school counselor, speech and language pathologist, literacy coach, family service worker, school climate and culture specialist, Davis Enhanced Education Program (DEEP) teacher, and a school nurse. Additional support is provided in literacy, math, and English as a second-language, through instructional assistants. Students receive specialized instruction from classified and/or certified staff in library, PE, STEM, art, and music. Other staff members include office manager, office assistants, playground supervisors, kitchen staff, and facility manager, and custodial staff.

School Culture

The school culture is one that reinforces the three School Rules: Be Safe, Kind, and Reliable. There is typically strong support from the PTA, Community Council, and extended community. The school's efforts are focused on identifying and remediating student deficits in academics, behavior, or social challenges.

Unique Features & Challenges

While the majority of students stay at Taylor Elementary throughout their entire elementary school career, there is an increasingly transient population as well. There has also been an increase in students where English is a second language.

Additional Information

Taylor Elementary has applied for and hoping to receive the distinction of being a Purple Ribbon School. Schools with this distinction show focus and support to children from military families.

Needs Analysis

Notable Achievements

Areas of Recent Improvement

At the end of the second term (MOY) for the 2022-2023 school year, 63% of students in kindergarten through sixth grade achieved typical or better growth as measured by Acadience Middle of Year (MOY) Pathways to Progress data. This was a growth of two percent improvement since the Beginning of the Year (BOY).

A two percent improvement was evidenced from the RISE 2021 to the RISE 2022 End of Year (EOY) Assessment (grades 3-6).

At the end of the second term (MOY) for the 2022-2023 school year, 69% of students in first through sixth grade show they are on the pathway to achieve typical (one year of progress) growth, and 43% of students in first through sixth grade show they are on the pathway to achieve stretch growth (greater than one year of progress), as measured by iReady diagnostic data from Beginning of Year (BOY) to Middle of Year (MOY).

Areas of Needed Improvement

We perceive the need to raise literacy and math achievement significantly. While we did see growth, we believe we can do much better.

Overall student and faculty wellness is a concern. We believe this correlates with student chronic absenteeism rates, which at mid-year this year (13 January 2023) was at 27%.

TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 8,776.15
TSSA Current Year SY22-23 New Funding	\$ 64,422.00
TSSA Total funding for Current Year SY22-23	\$ 73,198.15
TSSA Current Year SY22-23 Anticipated Spending	\$ 64,796.15
TSSA Expected balance carried over into Next Year SY23-24	\$ 8,402.00
TSSA Anticipated new funding for Next Year SY23-24	\$ 75,664.00
TSSA Total funding available for Next Year SY23-24	\$ 84,066.00
Describe your school's Current Year SY22-23 Progress for TSSA Spending	We have some carryover due to a few positions being unfilled at the beginning of the school year and due to various employee absences during the school year, which reduced the cost of some of the anticipated salaries.

SEL Goals and Planned Actions / Resources

<i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i>	Promote SEL for Students.
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<i>Building school SEL foundational support, commitment, and ownership</i>	Parent Outreach
<i>SEL with faculty and staff:</i>	Mindfulness and SEL Skill Building
<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>	Restorative Practices
<i>SEL Goal Statement</i>	<p>Our school wellness goal is to promote a positive school culture that is built on social-emotional learning (SEL). We will ensure that all students have the opportunity to learn and practice the three SEL daily practices (welcoming routines, strategies for engaged learning, and intentional closure) in order to foster an environment of respect, understanding, and connection.</p> <p>Rationale: In order to be successful, both academically and socially, students at Taylor Elementary need a supportive environment that promotes our three school rules: Be Safe, Kind, and Reliable. By incorporating the three SEL Daily Practices for Elementary Student Learning into the school's Wellness program, students will be supported in their physical, mental, and emotional wellbeing, ultimately leading to increased wellness and student achievement.</p>
<i>This school SEL goal and implementation plan will be measured by using</i>	School Data
<i>Our school needs professional learning in</i>	SEL 3 Daily Practices Integrated in Classroom Instruction Restorative Practices Classroom Management Positive Behavior Supports
<i>SEL Action Plan (please number steps)</i>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. By utilizing Welcoming Routines, the school will create a positive and nurturing environment that encourages student engagement and academic success. Welcoming routines will include activities such as positive affirmations, goal setting, and mindfulness exercises. <ol style="list-style-type: none"> 1. Examples: <ol style="list-style-type: none"> 1. Greeting students warmly by name 2. Morning meetings or class circles

3. Writing prompts/partner discussion
2. Strategies for Engaged Learning will also be implemented to create opportunities for students to become actively engaged in their learning. This will include activities such as hands-on learning, cooperative learning, and problem-solving tasks.
 1. Examples:
 1. Think, pair, share
 2. Brain Breaks, stand and stretch or movement games
 3. Interaction in partnerships, small groups, or as a whole group
3. Finally, Intentional Closure will be used to ensure that the day ends on a positive note. This will involve activities such as reflection, gratitude, and goal setting. These activities will help foster a sense of accomplishment and a feeling of wellbeing among students.
 1. Examples: Think of...
 1. Something I learned today
 2. Someone I was able to help
 3. Something I want to share with my family
 4. Something I'm looking forward to doing tomorrow

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$0.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Literacy K-6
<i>Goal Statement</i>	Rationale: At the end of the 2 nd term (MOY) for the 2022-2023 school year, 63% of students in kindergarten through sixth grade achieved typical or better growth as measured by Acadience Middle of Year (MOY) Pathways to Progress data. This was a growth of two percent improvement since the Beginning of the Year (BOY). We believe in addition to strong literacy instruction, an improvement in literacy achievement will result from fostering a positive climate and culture, promoting healthy lifestyle choices, and improving attendance. We believe these components are interrelated.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Goal/Measure: In the 2023-2024 school year, 70% of students in kindergarten through sixth grade will achieve typical or better growth as measured by Acadience Middle of Year (MOY) Pathways to Progress data.
<i>Action Plan (please number steps)</i>	<p>Action Plan</p> <ol style="list-style-type: none"> 1. Teachers and administrative support staff (Principal, Assistant Principal, Literacy

Coach) will each attend weekly Professional Learning Community (PLC) meetings to review data from common formative assessments (CFA). The PLC team will collaboratively work to:

- Plan strong Tier one instruction to address whole-class areas of identified need.
 - Plan for interventions according to students' needs. Tier II instruction will include support from instructional assistants.
 - Create a school leadership coalition (comprised of two school administrators, the literacy coach, and certified classroom teachers) representative of lower, middle, and upper grades.
 - Leadership Coalition members will receive formal PLC training with three days of paid substitutes for each attending classroom teacher. (LAND TRUST FUNDS)
2. Each term, data will be collected by the administrative support staff (Literacy Coach, Asst. Principal, Principal) and progress will be reported to the Community Council.
 3. Teacher Assistants will be provided to support Tier I, II, and III student needs.
 - The master schedule will provide for core academic instructional support during morning hours.
 - Prep time (PE, Art, Music, and STEM) will be supplemented to facilitate this schedule. (LAND TRUST FUNDS)
 4. The Literacy Coach will provide professional development, individual support to teachers for primarily Tier I instruction with guidance in interventions and differentiated instruction. (LAND TRUST FUNDS)
 5. Under the direction of the classroom teachers, instructional assistants will provide Tier II support during scheduled intervention time.
 - A Multi-Lingual Learner (MLL) aide will provide targeted English instruction to our new MLL students.
 6. A school attendance coordinator will assist in overseeing student attendance by gathering data, sending attendance letters, and providing support to the Local Case Management Team (LCMT).
 7. A school climate and culture specialist will enhance student learning by promoting school-wide wellness with students, faculty, and community.
 8. Funding will be allocated to provide additional supportive technology, such as digital projectors, laptops, and iPads.

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

#PD|#DiversityEngagementInclusion|#Tech|#PCBL|#TeacherLeaders|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|Writing|

Does this action plan include behavioral /

Yes

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 - \$32,896.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Literacy Climate and Culture Specialist	\$ 7,312.50
TSSA	Salaries & Benefits	Literacy Resource Teacher Assistant	\$ 7,939.00
TSSA	Salaries & Benefits	Literacy Support Attendance Coordinator	\$ 2,244.50
TSSA	Salaries & Benefits	Multi Language Learner Teacher Assistant	\$ 3,150.00
TSSA	Salaries & Benefits	Literacy Prep Time Support	\$ 6,000.00
TSSA	Software or Technology Hardware (each item < \$5000)	Additional Literacy supportive technology, such as digital projectors, laptops, and iPads.	\$ 5,000.00
TSSA	Salaries & Benefits	School Leadership Coalition Teacher Stipends (Literacy)	\$ 1,250.00

Goal Short Title

Math K-6

Goal Statement

Rationale: A two percent improvement was evidenced from the RISE 2021 to the RISE 2022 End of Year (EOY) Assessment (grades 3-6).

At the end of the second term (MOY) for the 2022-2023 school year, 69% of students in first through sixth grade show they are on the pathway to achieve typical (one year of progress) growth, and 43% of students in first through sixth grade show they are on the pathway to achieve stretch growth (greater than one year of progress), as measured by iReady diagnostic data from Beginning of Year (BOY) to Middle of Year (MOY). We believe in addition to strong math instruction, an improvement in math achievement will result from fostering a positive climate and culture, promoting healthy lifestyle choices,

and improving attendance. We believe these components are interrelated.

*TSI SCHOOL
QUESTION: Will this
goal focus on TSI student
populations; on changing
your TSI status?*

Measures

Goal/Measure: In the 2023-2024 school year, 75% of students in first through sixth grade will be on the pathway to achieve typical or better growth as measured by Imagine Math diagnostic data from Beginning of Year (BOY) to Middle of Year (MOY).

*Action Plan (please
number steps)*

Action Plan

1. Teachers and administrative support staff (Principal, Assistant Principal, and when possible, the Math Coordinator) will attend each weekly Professional Learning Community meeting (PLC) to review data from common formative assessments (CFA). The PLC team will collaboratively work to:
 - o Plan strong Tier one instruction to address whole-class areas of identified need.
 - o Plan for interventions according to students' needs. Tier II instruction will include support from instructional assistants.
 - o Create a school leadership coalition (comprised of two school administrators, the literacy coach, and 3 certified classroom teachers) representative of lower, middle, and upper grades.
 - o Leadership Coalition members will receive formal PLC training with three days of paid substitutes for each attending classroom teacher. (LAND TRUST FUNDS)
2. Each term, data will be collected by the administrative support staff (Math Coordinator, Asst. Principal, Principal) and will report progress to the Community Council.
3. Under the direction of the classroom teachers, instructional assistants will provide Tier two support during scheduled intervention time.
4. The STEM Action Center Math Grant for the supplemental Imagine Math program will be implemented by classroom teachers with fidelity -30 minutes per week.
5. A school attendance coordinator will assist in overseeing student attendance by gathering data, sending attendance letters, and providing support to the Local Case Management Team (LCMT).
6. A school climate and culture specialist will enhance student learning by promoting school-wide wellness with students, faculty, and community.
7. Funding will be allocated to provide additional supportive technology, such as digital projectors, laptops, and iPads.

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

#PD|#Tech|#PCBL|#TeacherLeaders|

*District Strategic Plan
Area(s)*

Student Growth & Achievement|Empowered Employees|

*If you selected 'School
Identified Area', please*

<i>describe</i>																																	
<i>Academic area(s) addressed by the goal</i>	Mathematics																																
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes																																
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<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$42,775.00																																
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Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
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Literacy K-6	TSSA	Salaries & Benefits	Literacy Climate and Culture Specialist	\$7,312.50
Literacy K-6	TSSA	Salaries & Benefits	Literacy Resource Teacher Assistant	\$7,939.00
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Literacy K-6	TSSA	Salaries & Benefits	Multi Language Learner Teacher Assistant	\$3,150.00
Literacy K-6	TSSA	Salaries & Benefits	Literacy Prep Time Support	\$6,000.00
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Literacy K-6	TSSA	Salaries & Benefits	School Leadership Coalition Teacher Stipends (Literacy)	\$1,250.00
Math K-6	TSSA	Salaries & Benefits	Math Climate and Culture Specialist	\$7,312.50
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Math K-6	TSSA	Salaries & Benefits	Math Coordinator (classified)	\$10,910.00
Math K-6	TSSA	Salaries & Benefits	Math Teacher Assistant	\$8,119.00

Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 75,664.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 84,066.00
Does the school plan to add a contract day for teachers with TSSA funds?	
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 0.00

3. Total planned TSSA expenditures for Next Year SY23-24	\$ 75,671.00
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4. Planned TSSA carryover into the Following Year SY25-26	\$ 8,395.00
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Does the school plan to fund teacher leadership opportunities with TSSA funds?	Yes
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