



Teacher Student Success Act TSSA Budget only

Meadowbrook Elementary - SY 2024

Principal Chris Whitaker

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

At Meadowbrook we cultivate strong hearts and minds of children.

Description of the School

Community

Meadowbrook is located at 700 North 325 West in Bountiful, Utah. Our school boundary is comprised of homes and apartments. It is a suburban setting with easy commutes to neighboring cities. We are proximal to the Davis Recreation Center as well as small businesses to the South. All students are within walking distance, and our students in the Essential Elements classroom are transported by bus.

Student Body

Meadowbrook serves approximately 406 students from pre-school to grade six. Average class size in grades K-6 is 27 students. Meadowbrook's student population consists of approximately: 62% White, 19% Hispanic/Latino, 5% Native Hawaiian or other Pacific Islander, 2% Asian, 2% Native American/Alaskan Native, 2% Black or African American, 7% Multiple Races. Additional Info: 9% English Language Learners, 19% Students with Disabilities, 51% Free/Reduced

Staff

Meadowbrook has 70 staff members: 24 certified employees, 46 classified employees; 75% of our certified staff are ESL endorsed 25% have a Master's Degree-or higher. Our Meadowbrook classified staff who work with students are all highly qualified, having either an Associate Degree, Bachelor's Degree, or have successfully demonstrated proficiency in Math and Language Arts through the Praxis Paraprofessional test. All our teachers have assistance from our highly qualified tutors who work under their direction to support targeted Tier II instruction.

School Culture

Meadowbrook has warm culture where diversity is celebrated and acknowledged. Staff and parents report a strong community-minded, people-centered culture. Our community is an integral part of our school culture. Parent volunteers assist with extracurricular activities, and family engagement opportunities (e.g. school programs, family nights, etc.) are well attended. Given the small size of the school population, there is ample opportunity for staff to get to know each other. Students also get to know each other well over the years. Teachers are able to contribute outside of their grade level. There is strong collaboration between regular education and Special Education.

Unique Features & Challenges

Meadowbrook is a Title I School. As part of the Title I program, we serve Head-Start and pre-school age students as a means of getting them Kindergarten-ready. We see the impact of the COVID pandemic in many ways. Most significant are student attendance and school readiness. These two challenges have created extreme difficulty in addressing student needs, especially in administering interventions. Interest in our before and after school has been so high that we have been unable to accommodate everyone who wants to be in the program.

Additional Information

We have an Essential Elements classroom that serves students in grades K-3 who require significant Special Education services. In December 2022 we added a second Essential Elements classroom, serving the same grades. We have Head Start and Title 1 preschool. The Bountiful Food Pantry donates weekend food packs for students weekly.

Needs Analysis

Notable Achievements

Areas of Recent Improvement

Our middle-of-year Acadience reading scores for kindergarten showed marked improvement from the beginning of the year.

We have seen a reduction in the chronic absentee rate and improvement in the daily attendance rate.

Areas of Needed Improvement

We were identified for Targeted Support and Improvement for students with disabilities and economically disadvantaged students.

Although we have been making efforts with regard to social emotional learning, we need to create a plan for school wide implementation.

Our middle-of-year Acadience reading scores did not show improvement in grades 1-3 like they did in kindergarten.

TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 8,227.04
TSSA Current Year SY22-23 New Funding	\$ 64,923.00
TSSA Total funding for Current Year SY22-23	\$ 73,150.04
TSSA Current Year SY22-23 Anticipated Spending	\$ 20,000.00
TSSA Expected balance carried over into Next Year SY23-24	\$ 53,150.04
TSSA Anticipated new funding for Next Year SY23-24	\$ 76,865.00
TSSA Total funding available for Next	\$ 130,015.04

Year
SY23-24

Describe
your
school's
Current
Year
SY22-23
Progress
for TSSA
Spending

We have underspent our TSSA money this year for two reasons. First, we have ESSR funds through the end of the year, so positions that may have been funded from TSSA were, instead, funded from ESSR. Second, we had planned to use TSSA and Trustlands to supplement Title 1 funds to purchase an additional one-half teacher. However, due to significant cuts in Title 1 funds, we did not have sufficient money to purchase that half teacher. The money that was budgeted from TSSA and Trustlands will be carried over to next year to offset the loss of ESSR funding and maintain the beneficial positions into next year.

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.
<i>Building school SEL foundational support, commitment, and ownership</i>	
<i>SEL with faculty and staff:</i>	
<i>Promoting SEL for students -- Explicit Instruction</i>	Harmony
<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>	Meadowbrook will improve SEL skills through daily direct instruction.
<i>This school SEL goal and implementation plan will be measured by using</i>	School Data

Our school needs professional learning in

**Direct Instruction using SEL Curriculum
SEL 3 Daily Practices Integrated in Classroom Instruction**

SEL Action Plan (please number steps)

1. School SEL team will create binders with print materials from the Sanford Harmony curriculum.
2. All faculty will be trained to use Sanford SEL curriculum.
3. Quarterly, teachers will provide an artifact that demonstrates one of the three daily SEL practices. Those artifacts will be reviewed by the SEL team and compiled for shared use.
4. School SEL team will meet about monthly to review implementation data and plan any needed PD.
5. Teachers will be expected to deliver weekly Sanford SEL lessons in their class.
6. Sixth Grade classes and teachers will participate in 12 weeks of Learning to Breathe Instruction delivered by DBH.
7. Paraprofessional staff will participate in the USU behavior modules to help them learn how to better address student behavior, collect and analyze data, and support teachers.
8. Staff will create enrichment ("club-like") learning experiences for students each Friday. Students self-select their enrichment activity to participate in throughout each term.
9. We will hold periodic family engagement nights to showcase the activities from the Friday enrichment activities. These family engagement nights may be held in conjunction with Title 1 family engagement activities.
10. Teachers will make home visits to help build connection between school and home, engage parents/guardians, and support students.

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$19,900.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Stipends for paraprofessional development	\$ 2,400.00
TSSA	Printing	Paper materials for implementation of classroom SEL	\$ 1,000.00
TSSA	Salaries & Benefits	Support staff salary for enrichment	\$ 5,000.00
TSSA	General Supplies, Other	Supplies for enrichment activities (in school) and family engagement activities related to the school enrichment	\$ 6,000.00
TSSA	Salaries & Benefits	Stipends for teacher home visits	\$ 5,500.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Literacy
<i>Goal Statement</i>	Increase the percent of students in grades K-3 scoring 'typical' or above on the Acadience Pathways of Progress by five percentage points from middle-of-year benchmark to end-of-year benchmark for all students and for the economically disadvantaged and students in Special Education subgroups.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience reading
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Ensure all teachers have completed or are completing science of reading training through LETRS. 2. Increase the number of ESL-certified teachers at the school. 3. Provide Tier III intervention using SIPPS for students with highest literacy deficits. Tutors will be trained in SIPPS. Tutors will provide the SIPPS intervention four days per week. Students will be assigned to SIPPS groups based on performance in Acadience. (LAND Trust Funds)
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #PCBL #CollegeCareerReady
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement
<i>If you selected 'School Identified Area', please describe</i>	
<i>Academic area(s) addressed by the goal</i>	Reading
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>	

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$20,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Teacher assistants to support small-group tier 1 and tier 2 for literacy	\$ 20,000.00

Goal Short Title

Math

Goal Statement

Students in 1-6 will have an average median percent growth of 83% on iReady diagnostic benchmark.

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

Measures

iReady diagnostic benchmark

Action Plan (please number steps)

1. We will purchase personalized learning software licenses that are not funded by the STEM action center grant. (LAND TRUST FUNDS)
2. Train teachers on implementation of newly adopted math curriculum.
3. Train teachers in the usage of personalized learning software.
4. Assess students using the personalized learning software three times during the year to determine levels for instruction and intervention.
5. Students will use personalized learning software for approximately 50 minutes per week.
6. Provide one-on-one and/or small group directed math tutoring for students. (LAND TRUST FUNDS)
7. Increase quantity of enriched learning time provided to accelerated students by increasing time for DEEP specialist. (LAND TRUST FUNDS)

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

#TSISubGroups|#PCBL|#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Mathematics|

<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No
<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 - \$0.00

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Literacy	TSSA	Salaries & Benefits	Teacher assistants to support small-group tier 1 and tier 2 for literacy	\$20,000.00
Promote SEL for Students.	TSSA	Salaries & Benefits	Stipends for paraprofessional development	\$2,400.00
Promote SEL for Students.	TSSA	Printing	Paper materials for implementation of classroom SEL	\$1,000.00
Promote SEL for Students.	TSSA	Salaries & Benefits	Support staff salary for enrichment	\$5,000.00
Promote SEL for Students.	TSSA	General Supplies, Other	Supplies for enrichment activities (in school) and family engagement activities related to the school enrichment	\$6,000.00
Promote SEL for Students.	TSSA	Salaries & Benefits	Stipends for teacher home visits	\$5,500.00

Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 76,865.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 130,015.04
Does the school plan to add a contract day for teachers with TSSA funds?	
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 7,314.40

3. Total planned TSSA expenditures for Next Year SY23-24 \$ 47,214.40

4. Planned TSSA carryover into the Following Year SY25-26 \$ 82,800.64

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:

- Science of reading screening tools
- Personalized learning software reports
- Basic math screeners

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?

Goal 1

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 2

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, PBIS, Heggerty, UFLI

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:

- One-on-one math intervention
- SIPPS tier 3 intervention for students with the lowest literacy proficiency

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:

- Parents join for specific committee assignments
- Periodic surveys on school-related issues are sent at the school level

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?

Website|

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?

- TSSP goals in literacy and math are measured by Acadience benchmarks.
- Data from these assessments is used to identify high-need students to provide support and intervention.
- Improvement on these tools provides evidence of improvement in student learning and achievement.

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.

- Tutors and teacher assistants must be highly qualified. Additionally, they are provided opportunities to continue their professional development (e.g. USU paraprofessional modules, SIPPS training, etc.)

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

Expand funding by seeking out grants. For example, the innovative schools grant from the Davis Education Foundation is a matching grant. Securing this grant cuts in half the money that needs to be spent from federal and state funds.