



Teacher Student Success Act TSSA Budget only

Reading Elementary - SY 2024

Principal Roger King

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 Reading Elementary is to promote the mission of learning first for all. To accomplish our purpose, we are committed to teaching grade-level Davis Essential Skills and Knowledge (DESK) standards to mastery holding high expectations of teachers and students providing a welcoming and safe environment for all students, teachers and stakeholders partnering with our community to provide excellent educational opportunities for all students.

Description of the School

Community

Lucile C. Reading Elementary is located at 360 West 2025 North in Centerville, Utah. Our school is in a residential area below the mountains of Davis County. Salt Lake City is approximately 15 minutes south of our school, while Ogden lies about 25 minutes to the north. We serve students from both Centerville and Farmington. All students live within walking distance of the school. We are a traditional neighborhood school in a caring community. We are blessed to have the support of wonderful parents.

Student Body

L.C. Reading Elementary has a student body of 445 children. We serve students in kindergarten through grade six. Approximately 11.4% of our students are economically disadvantaged and another 12.5% of students are eligible for special education services. About 89% of the children at Reading identify as Caucasian. Among the remaining students, we have minority representation that includes American Indian, Asian, African American, Hispanic, Pacific Islander

and Multiple Races. We do not currently have any students from migrant families.

Staff

Lucile C. Reading Elementary has a full-time principal working alongside a part-time administrative intern. We have 16 certified teachers in K-6 general education classrooms. Two special education teachers provide services to eligible students. One works with children classified with mild/moderate disabilities, and the other serves those with moderate/severe disabilities in a K-2 Academic Social Communication (ASC) classroom. Related services are provided by a full-time speech-language pathologist and part-time remote school psychologist. Itinerant services such as adapted PE, occupational therapy, vision services, hearing services, nursing services and physical therapy are provided to eligible students by specialists shared between schools throughout the district. L.C. Reading has one full-time librarian and five part-time classified specialists teaching Art, Music, Computer Science, Engineering and Physical Education. We have a part-time Literacy Coach and a part-time guidance counselor. We employ 12 teacher assistants in a variety of roles. Part-time literacy tutors work with lower grade classrooms and part-time math tutors work with those in the upper grades. A part-time employee organizes the Student Tutoring Achievement Reading (STAR) tutor program. We have a health clerk trained to help our students with diabetes and address other medical needs. Our special education classrooms have four part-time teacher assistants working with children on IEP goals, behavior and other individualized needs. A part-time Davis Enhanced Education Programs (DEEP) teacher assistant provides learning and extension opportunities to our gifted and talented students. We have a part-time Family Service Worker. Our main office is managed by three part-time secretaries and one full-time office manager. Four part-time employees provide supervision in the lunchroom and during recesses. Our school building and grounds are maintained by one full-time facility manager and three part-time custodians, while the cafeteria is run by a full-time manager working with two part-time cooks.

School Culture

L.C. Reading Elementary is located in a middle class community that is very family-oriented. There is a high percentage of volunteerism and parental involvement at Reading. Our Parent Teacher Association has a strong and active presence in the school. The majority of parents place a high priority on education and are passionate about meeting the emotional and learning needs of their children in partnership with the school. Families moving into our school boundaries often express Reading's reputation of providing quality instruction and a positive educational environment were influential in their decision to enroll here. We strive to develop the whole child by providing a variety of enrichment activities in the areas of art, music, drama and STEM (Science, Technology, Engineering and Math).

Unique Features & Challenges

Over the past seven years, Reading Elementary's enrollment has been in decline due to the aging population of our surrounding neighborhoods and the addition of nearby Ascent Academy, a charter school in Farmington. We lose some students each year to the Chinese immersion program at Stewart Elementary and the Spectrum program at Centerville Elementary. Over time, our upper grade classes of 80-90 students have been replaced by incoming Kindergarten groups of 50 students each year. This presents challenges in staffing as we strive to maintain reasonable class sizes without resorting to split-grade classrooms or funnels. Like any school, we strive to meet the unique learning needs of students with a wide-range of challenges and abilities. We acknowledge our role in helping Davis District overcome challenges of racism and discrimination, and support efforts to help each and every student feel safe while in our care. Continued support and training from the newly formed Office of Equal Opportunity improves our response to student needs and concerns. Overall, Lucile C. Reading is an excellent elementary school.

Additional Information

We strive to help students deepen understanding of core concepts and make stronger connections to the world around them. Sixth grade students learn to play instruments as part of our school orchestra program, with instruction provided by the junior high band teacher. Our student council members meet weekly. Some of their duties include weekly

announcements over the intercom and organizing service-learning opportunities several times each year. Sixth grade students graduate from the Drug Abuse Resistance Education (DARE) with the support of Centerville Police Department. An important school tradition at Reading is our school musical. PTA volunteers offer 3rd-6th grade students an opportunity to perform. This year we were pleased to present "Newsie's Junior" during March of 2023. Reading Elementary parents and staff consistently look for ways to enhance student learning through enrichment opportunities.

Needs Analysis

Notable Achievements

During the 2022-23 school year, Reading focused on the theme "Better Together". Our student council has organized a series of service-learning project this year. In September we collected books to be donated. In October we had a custodial appreciation effort. In December we collected hats and gloves on our "Warming Tree". These items were then donated to Lantern House, in Ogden Utah. In February we will be volunteering at the Food Pantry. Students received awards at the school, district, region and state levels of the Reflections arts contest sponsored by the Utah PTA. All students at Reading Elementary receive weekly instruction in Computer Science (including Coding) and Engineering. All students at Reading received licenses through the Utah STEM Action Center for a personalized learning program called ST Math.

Areas of Recent Improvement

2022 RISE data shows Reading Elementary students exceeded proficiency scores of their peers districtwide and statewide across all tested areas. READING ELEMENTARY ELA = 62% Math = 65% Science = 72% DAVIS ELA = 48% Math = 48% Science = 51% UTAH ELA = 44% Math = 41% Science = 44%. Acadience Reading composite scores for K -3 showed an increase of six percent of students at/above proficiency from BOY (75%) to MOY (81%). An area that was focused on last year was increasing the growth of students in the lowest 25%. In the 20-21 school year the lowest 25% showed growth of 58.8% compared to the growth of 82.4% in the 21-22 school year. The state and district average for growth of the lowest 25% is between 61% and 62%.

Areas of Needed Improvement

K-6 Acadience reading scores from BOY to MOY showed increased proficiency in all grade levels except 4th grade who went down six percent and 5th grade who went down by one percent. Kindergarten Acadience math scores from BOY to MOY remained stagnant. At the mid-year point, only 13 of 21 classes were on track to complete ST Math syllabi. While proficiency scores at Reading Elementary have traditionally been high, our growth scores have consistently been concerning. We've worked together to improve in this area over the past six years, but with changes in testing systems, core curriculum and cancellation of testing due to COVID, we have not had data to provide answers for three years. End of year data for 2022 should give us answers on whether efforts to increase growth scores at Reading have been successful. SEL Climate Surveys show a 13% decline in 2022 in the number of students who have a trusted adult at school they can turn to for help with a problem. This number was 92% on the 2021 survey and 79% on the 2022 survey.

TSSA Funding Projections

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| TSSA Prior Year SY21-22 Carryover | \$ 5,620.68 |
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|--|--|
| TSSA Current Year SY22-23 New Funding | \$ 78,108.00 |
| TSSA Total funding for Current Year SY22-23 | \$ 83,728.68 |
| TSSA Current Year SY22-23 Anticipated Spending | \$ 71,150.00 |
| TSSA Expected balance carried over into Next Year SY23-24 | \$ 12,578.68 |
| TSSA Anticipated new funding for Next Year SY23-24 | \$ 89,075.00 |
| TSSA Total funding available for Next Year SY23-24 | \$ 101,653.68 |
| Describe your school's Current Year SY22-23 Progress for TSSA Spending | <p>Mathematical Growth and Achievement</p> <p>TSSA funds were used to purchase additional ST Math licenses the estimated cost was \$3500 with an actual cost of \$3,933.</p> <p>Teachers have not taken full advantage of the availability of funding to attend professional development in this goal area. We have approximately \$1250 of the allocated \$1500 remaining.</p> <p>STEM Growth and Achievement</p> <p>The budgeted salary for the Engineering specialist was estimated at \$9,000. Because of a change in the specialist and hiring delays it appears that we will only use about \$7200 of the budgeted amount. This program allows students o access extended engineering instruction. The time students are in Engineering provides the teachers the opportunity to pull students and do some progress monitoring and intervention.</p> <p>An additional \$3000 was budgeted for engineering supplies to support the engineering class. None of these funds have been used this year.</p> |

The additional hour of time each day for our DEEP coordinator to extend student learning was budgeted at \$2500 with an actual projected cost of \$3175. This represents an addition cost of \$675. The DEEP coordinator is able to see about 40 more students a week.

The budget allocated \$23,400 in stipends for teachers to refine and master delivery of lessons using Canvas (up to \$1000 stipend per teacher). Only 5 teachers choose to access these funds leaving about \$16,900. Those teachers CANVAS sites are more robust than last year and provide students better access to curriculum than previously.

Technology funds have not been fully accessed at this time, \$10,000 was budgeted and only about \$1500 have been used to provide 90 wireless mice for students to better use their devices. An additional \$6043 will be used to purchase devices to maintain 1-to-1 student access. As we will be removing a lab next year it is important that we maintain 1-to-1.

Mystery Science was purchased for the students at approximately \$1600 which was about double the budgeted amount. This program allows the students to access engaging supplemental materials.

Teachers have not taken full advantage of the availability of funding to attend professional development in this goal area. We have the full \$1500 remaining.

The budget allocated \$2730 in stipends for teachers to develop learning plans for students struggling in science or math. Seven teachers took advantage of the opportunity to receive \$100 for creating the plan this will use \$910 of the \$2730. Each teacher who has created a specific plan for a student is seeing growth in that student.

English Language Arts Growth and Achievement

We budgeted \$1200 for professional development for Acadience benchmarking and progress monitoring. The majority of these funds have been accessed to prepare TAs for supporting student assessment.

Teachers have not taken full advantage of the availability of funding to attend professional development in this goal area. We have the full \$1500 remaining.

The budget allocated \$2730 in stipends for teachers to develop learning plans for students struggling in English Language Arts. Seven teachers took advantage of the opportunity to receive \$100 for creating the plan this will use \$910 of the \$2730. Each teacher who has created a specific plan for a student is seeing growth in that student.

Social Emotional Learning

We budgeted \$4,000 for professional development to support teachers in learning SEL and Restorative Practice strategies.

Adjustments to TSSA Budget

To use the funds that were not accessed we have purchased SIPPS & Sound Partners reading intervention programs; we purchased decodable readers to use in conjunction with SIPPS; we provided subs so that teachers and TAs could attend SIPPS and Sound Partners training; and we have begun the interventions. The total cost for this endeavor that will contribute to increasing Acadience averages, and RISE scores is approximately \$22,000.

SEL Goals and Planned Actions / Resources

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| <i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i> | Building Foundational Knowledge and Capacity Strengthen Adult SEL |
| <i>Building school SEL foundational support, commitment, and ownership</i> | PTA/PTO Collaborative Events & Activities School Community SEL Events |
| <i>SEL with faculty and staff:</i> | Mindfulness and SEL Skill Building |
| <i>Promoting SEL for students -- Explicit Instruction</i> | Move This World |
| <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> | Reading Elementary will provide students and staff with a common language and effective exercises that aid in identifying and managing emotions, problem-solving, and building relationships through the implementation of Move this World. |
| <i>This school SEL goal and implementation plan will be measured by using</i> | DSD Climate Survey |
| <i>Our school needs professional learning in</i> | Positive Behavior Supports |
| <i>SEL Action Plan (please number steps)</i> | <ol style="list-style-type: none"> 1. A refresher training for the Move This World Curriculum will be scheduled. 2. The Move this World introductory letter will be provided in the Back-to-School Packets. 3. K-6 teachers will be expected to access and use the Move this World curriculum with their students a minimum of three times a week. 4. The school will seek district support in providing training on Positive Behavior Supports. 5. Positive behavior management systems currently in place will be strengthened. 6. The school SEL Committee, in conjunction with the PTA, will plan and participate in SEL activities throughout the year. |

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$5,500.00

| <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u> | <u>Item Cost</u> |
|-----------------------|-------------------------------------|---|------------------|
| TSSA | Professional and Technical Services | Move This World will be purchased for the school. | \$ 3,500.00 |
| TSSA | Professional and Technical Services | Professional development to support teachers in learning SEL and Positive Behavior Strategies . | \$ 2,000.00 |

Goals and Planned Actions / Resources

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|---|---|
| <i>Goal Short Title</i> | English Language Arts Goal |
| <i>Goal Statement</i> | At Reading Elementary 89% of the students K-6 will be at or above proficiency on reading as measured by the composite score on the EOY Acadience assessment. |
| <i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i> | |
| <i>Measures</i> | Progress towards 89% of the students reading at or above proficiency will be measured using Acadience MOY, BOY, and EOY results. |
| <i>Action Plan (please number steps)</i> | <ol style="list-style-type: none"> 1. Teacher Assistants will receive professional development in SIPPS, Acadience, Heggerty, Sound Partners. 2. Teacher Assistants trained in SIPPS will provide small group Tier III instruction four to five days a week to students in grade 2-6 who are red or yellow on the Accuracy in Acadience. (LAND TRUST FUNDS) 3. Teacher Assistants trained in Sound Partners will provide small group intervention for student in grade 1.5 – 2 whose accuracy score on Acadience is in the red or yellow level. (LAND TRUST FUNDS) 4. Teachers will follow the progress monitoring schedule for all students. 5. Students will receive additional reading supports using dyad reading, SIPPS, and Sound Partners through tutors enlisted in the schools STAR reading program. (LAND TRUST FUNDS) 6. Substitutes will be made available for teachers to attend professional development or to observe best practices. 7. Staff members will attend the PLC institute for professional development and guidance in the establishment of functioning professional learning communities at |

- Reading Elementary.
8. Substitutes will be provided to conduct DATA dives and PLC work necessary to identify students needing support and promote best teaching practices.
 9. Technology to support implementation of reading intervention, assessment, and/or monitoring will be purchased.

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

#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|

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 - \$53,438.41

| <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u> | <u>Item Cost</u> |
|-----------------------|-------------------------------------|--|------------------|
| TSSA | Salaries & Benefits | #2 & #3 ELA Teacher assistants. | \$ 40,670.08 |
| TSSA | Salaries & Benefits | #6 Substitutes to allow ELA professional development opportunities for teachers and teacher assistants | \$ 500.00 |
| TSSA | Professional and Technical Services | #7 Professional Development for staff at PLC Institute | \$ 4,400.00 |
| TSSA | Salaries & Benefits | #8 Substitutes for teachers to participate in Data dives and PLC work 3 times a year. | \$ 2,700.00 |
| | | | |

| | | | |
|------|--|---|-------------|
| TSSA | Software or Technology Hardware (each item < \$5000) | #9 Tech to support any of the aspect of the goal. | \$ 1,333.33 |
| TSSA | Salaries & Benefits | #1 Professional Development for TA | \$ 3,835.00 |

| | |
|---|---|
| <i>Goal Short Title</i> | Math Goal |
| <i>Goal Statement</i> | At Reading Elementary less than 20% of the students K-3 will be identified as at-risk on math as measured by the composite score on the EOY Acadience math screener. At Reading Elementary 80% of students 4 - 6 will be proficient on the RISE Math assessment for the 2023 -2024 school year. |
| <i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i> | |
| <i>Measures</i> | Progress towards the goal of less than 20% of the students k -3 being at risk as measure by using Acadience Math MOY, BOY, and EOY results. We will also use results found on the DATA Gateway for RISE scores to determine if 4-6 grade met the goal. |
| <i>Action Plan (please number steps)</i> | <ol style="list-style-type: none"> 1. Substitutes will be made available for teachers to attend professional development or to observe best practices. 2. Staff members will attend the PLC institute for professional development and guidance in the establishment of functioning professional learning communities at Reading Elementary. 3. Substitutes will be provided to conduct DATA dives and PLC work necessary to identify students needing support and promote best teaching practices. 4. Limited Teacher Assistant time will be provided to support students who are struggling with math skills. (LAND TRUST FUNDS) 5. ST Math and iReady adaptive math software will be purchased to supplement student learning and provide opportunities for teachers to work in small groups with students. 6. Technology to support implementation of math intervention, assessment, and/or monitoring will be purchased. |
| <i>This goal can be categorized as... (choose all that apply)</i> | #CollegeCareerReady |
| <i>District Strategic Plan Area(s)</i> | Student Growth & Achievement |
| <i>If you selected 'School Identified Area', please</i> | |

describe

Academic area(s) addressed by the goal

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?

Mathematics|

Goal TSSA Expense Total - \$28,424.94

| <u>Funding Source</u> | <u>Expense Category</u> | <u>Description</u> | <u>Item Cost</u> |
|-----------------------|--|---|------------------|
| TSSA | Salaries & Benefits | #4 Math TA support | \$ 13,556.61 |
| TSSA | Salaries & Benefits | #1 Substitutes to allow Math professional development opportunities for teachers and teancer assistants | \$ 500.00 |
| TSSA | Professional and Technical Services | #2 Professional Development for staff at PLC Institute | \$ 4,400.00 |
| TSSA | Salaries & Benefits | #3 Substitutes for teachers to participate in Data dives and PLC work 3 times a year. | \$ 2,700.00 |
| TSSA | Professional and Technical Services | #5 Purchase of additional adaptive math software. | \$ 5,935.00 |
| TSSA | Software or Technology Hardware (each item < \$5000) | #6 Tech to support any aspect of this goal | \$ 1,333.33 |

Goal Short Title

Goal Statement

STEM Growth and Achievement Goal

Reading Elementary students will outperform district and state averages on RISE science testing at the end of the 2023-24 school year for both achievement and growth.

TSI SCHOOL

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

Measures

The 2022-23 Utah School Report Card publicly available on USBE's Data Gateway will show Science measures comparing Reading Elementary School's averages to those of Davis School District and the state of Utah. Success will be determined by our students' comparative scores for both achievement and growth in the area of science.

Action Plan (please number steps)

1. Upper grade students will complete science RISE benchmark assessments. Teachers will analyze this benchmark data during PLCs will determine appropriate interventions for struggling students.
2. Enrichment opportunities in science, technology and engineering will be provided by our DEEP teacher assistant. The DEEP teacher will be compensated for five additional hours per week to provide science enrichment and support programs such as the STEM Olympiad.
3. All students will learn computer science skills and coding techniques in weekly lessons provided by our computer specialist.
4. Mystery Science will be purchased to support the STEM class.
5. Technology to support implementation of STEM activities.
6. Substitutes will be made available for teachers to attend professional development or to observe best practices.

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

#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Science|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 - \$6,730.33

| Funding Source | Expense Category | Description | Item Cost |
|-----------------------|--|---|------------------|
| TSSA | Salaries & Benefits | #2 DEEP teacher extra hours | \$ 3,297.00 |
| TSSA | Online Curriculum or Subscriptions | #5 Mystery Science | \$ 1,600.00 |
| TSSA | Software or Technology Hardware (each item < \$5000) | #7 Tech to support any aspect of this goal | \$ 1,333.33 |
| TSSA | Salaries & Benefits | #8 Sustitutes for related professional development. | \$ 500.00 |
| TSSA | | | \$ 0.00 |

Additional TSSA Questions

Budget Item List

| GoalTitle | Funding Source | Expense Category | Description | Item Cost |
|----------------------------|-----------------------|--|--|------------------|
| English Language Arts Goal | TSSA | Salaries & Benefits | #2 & #3 ELA Teacher assistants. | \$40,670.08 |
| English Language Arts Goal | TSSA | Salaries & Benefits | #6 Substitutes to allow ELA professional development opportunities for teachers and teacher assistants | \$500.00 |
| English Language Arts Goal | TSSA | Professional and Technical Services | #7 Professional Development for staff at PLC Institute | \$4,400.00 |
| English Language Arts Goal | TSSA | Salaries & Benefits | #8 Substitutes for teachers to participate in Data dives and PLC work 3 times a year. | \$2,700.00 |
| English Language Arts Goal | TSSA | Software or Technology Hardware (each item < \$5000) | #9 Tech to support any of the aspect of the goal. | \$1,333.33 |
| English Language Arts Goal | TSSA | Salaries & Benefits | #1 Professional Development for TA | \$3,835.00 |
| Math Goal | TSSA | Salaries & | #4 Math TA support | \$13,556.61 |

| | | Benefits | | |
|---|------|--|---|------------|
| Math Goal | TSSA | Salaries & Benefits | #1 Substitutes to allow Math professional development opportunities for teachers and teacher assistants | \$500.00 |
| Math Goal | TSSA | Professional and Technical Services | #2 Professional Development for staff at PLC Institute | \$4,400.00 |
| Math Goal | TSSA | Salaries & Benefits | #3 Substitutes for teachers to participate in Data dives and PLC work 3 times a year. | \$2,700.00 |
| Math Goal | TSSA | Professional and Technical Services | #5 Purchase of additional adaptive math software. | \$5,935.00 |
| Math Goal | TSSA | Software or Technology Hardware (each item < \$5000) | #6 Tech to support any aspect of this goal | \$1,333.33 |
| Building Foundational Knowledge and Capacity Strengthen Adult SEL | TSSA | Professional and Technical Services | Move This World will be purchased for the school. | \$3,500.00 |
| Building Foundational Knowledge and Capacity Strengthen Adult SEL | TSSA | Professional and Technical Services | Professional development to support teachers in learning SEL and Positive Behavior Strategies . | \$2,000.00 |
| STEM Growth and Achievement Goal | TSSA | Salaries & Benefits | #2 DEEP teacher extra hours | \$3,297.00 |
| STEM Growth and Achievement Goal | TSSA | Online Curriculum or Subscriptions | #5 Mystery Science | \$1,600.00 |
| STEM Growth and Achievement Goal | TSSA | Software or Technology Hardware (each item < \$5000) | #7 Tech to support any aspect of this goal | \$1,333.33 |
| STEM Growth and Achievement Goal | TSSA | Salaries & Benefits | #8 Substitutes for related professional development. | \$500.00 |
| STEM Growth and Achievement Goal | TSSA | | | |

Summary of Planned Expenditures

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|--|---------------|
| 1. Projected new TSSA funding for Next Year SY23-24 | \$ 89,075.00 |
| 2. Total projected TSSA funding for Next Year SY23-24 | \$ 101,653.68 |
| Does the school plan to add a contract day for teachers with TSSA funds? | No |
| Cost of ADDITIONAL contract day for teachers using TSSA funds | \$ 7,560.00 |
| 3. Total planned TSSA expenditures for Next Year SY23-24 | \$ 101,653.68 |
| 4. Planned TSSA carryover into the Following Year SY25-26 | \$ 0.00 |
| Does the school plan to fund teacher leadership opportunities with TSSA funds? | |