



# Teacher Student Success Act TSSA Budget only

## South Clearfield Elementary - SY 2024

Principal Brooke Paras

## 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 South Clearfield Elementary is to promote the mission of learning first while providing a safe and nurturing environment where children can learn and grow. To accomplish our purpose, we have created a school culture of continuous improvement in learning and teaching through (1) shared vision, value, and beliefs; (2) supportive structural conditions; (3) unwavering focus on student learning; (4) collaborative teaming; (5) focus on results through data-based assessment and instruction; (6) instructional agility.

## Description of the School

### Community

South Clearfield is located in a suburban area that is surrounded by residential, commercial, and industrial areas as well as Hill Air Force Base.

### Student Body

Our student body reflects a diverse population and is composed of 58% Caucasian, about 29% Hispanic/Latino, four percent Multiple Races, one percent Native American, two percent Asian, four percent African American, and three percent Pacific Islander. Our projected enrollment for 2023/2024 is growing. We are currently at 670 students. From October 1, 2022, to October 1, 2023, we added 281 new students to South Clearfield.

### Staff

South Clearfield Elementary has over 108 highly qualified faculty and staff. 26 Certified Teachers, including four Special Education Teachers, eight Essential Elements Assistants, five Office Staff, two General Education Special Education

Assistant, seven Teacher Assistants as part of being an Academy School, 10 K-6 Tutors, one Optional Extended Kindergarten (OEK) Kindergarten Tutor, one English Language Learner (ELL) interventionist, two Head Start Teachers, one Counselor, one Psychologist, one Technology Integration Coach, two Speech Language Pathologists, one English Language Arts Coordinator, one Math Coach, one Librarian, one Science Technology Engineering Arts and Math (STEAM), one Schoolwide Enrichment Model (SEM) Teacher, one Art/Music Teacher, one Physical Education Teacher, one After School Director, four After School Assistants, one Therapist through the Davis School District, two AmeriCorps Mentors, one Family Service Worker (Social Worker), 80 Latinos in Action (LIAs), 17 Big Brothers / Big Sisters from Big Brother Big Sisters of Salt Lake

## **School Culture**

South Clearfield Elementary has a culture of academic, social, emotional, and physical excellence. South Clearfield Elementary has a master schedule to ensure that every moment of the instructional day is optimized. There is an unwavering focus on student learning with high expectations and high student engagement in every classroom. Our educators focus on results, using summative and formative data, along with reflective dialogue. Teachers work to develop common assessment to assess student progress and allow for flexible grouping across grade levels. Faculty and Staff are devoted and committed to helping every child find success through meaningful learning experiences and activities. Teachers have a shared vision regarding the safety and progress of every child and work collaboratively to ensure the well-being and development of all children. Support staff are committed to providing a safe and welcoming environment. We are committed to technology being purposefully used within each classroom. We are among a few schools who are leaders in the Davis School District for personalized learning. This is the combination of an excellent teacher and technology that is used to enhance and provide deeper level content acquisition for students. Technology integration is such that each student is provided with a one-to-one device. Over the past two years we refreshed all one-to-one computers for our students. We have one-to-one iPads in Pre-K through Second Grade, while in Third through Sixth grade all students have a laptop. We are continuing to assess technology needs, and address them to ensure that students have the tools needed to be successful. We pride ourselves on having well-functioning Professional Learning Communities that are focused on student success through common assessments, planning, and data driven instruction. South Clearfield Elementary students can attend before/after school programs and clubs which support student learning. These programs allow students to work on their homework under the direction of two certified teachers. They also get involved in many civic activities that allow our students to serve others in our community. Additionally, our clubs provide our students with extra-curricular activities that they would not have otherwise had access. We have a very dedicated Parent Teacher Association (PTA) and Community Council. South Clearfield Elementary is a Title 1 school which allows us to reduce class sizes and provide additional academic support for our students. The above-mentioned resources help us to best serve all students, ensuring they are academically, socially, emotionally, and civically successful. This is especially the case when considering that our school has a higher ratio of lower income student households (free and reduced lunch rates) than other schools in our county. South Clearfield Elementary has a culturally diverse student population. When outstanding instruction is complemented by a culturally rich and diverse student population and community, the positive experiences that students can have is second to no other school. Our strength as a school is most certainly found in the diversity of our student body and parent community.

## **Unique Features & Challenges**

South Clearfield Elementary is a United Way of Salt Lake City Promise Neighborhood Coalition School. Through the Davis Community Learning Center (DCLC) South Clearfield receives additional grants and support providing programs such as AmeriCorps Read Today, AmeriCorps Success Mentor for Attendance, after school English as a Second Language (ESL) support, and mental and physical health services to support students and families. Through a United Way Grant provided through the DCLC, we can provide 20 of our students with a Big Brother or Big Sister from the National Big Brothers and Big Sisters Program. Some of our unique challenges include a high percentage of student mobility, a lack of parental involvement, student behaviors, chronic absenteeism, and ELL needs. Students have a lack of technology in the home. Because of these challenges, we struggle to keep the high-level learners enriched. Many of our students have Adverse Childhood Experiences (ACEs).

## **Additional Information**

We are a one-to-one device school. This allows teachers to have a more personalized learning environment. This does not mean that students are on devices all day. In fact, it's the opposite. Instead of scheduling time for devices, and rotating them, students and teachers can use them when they are applicable, not just because they are available.

We do not use technology just for the sake of using technology. We use it as a tool to enhance the learning that is taking place. With a great teacher and the purposeful use of technology, paired with the 4C's (Communication, Collaboration, Critical Thinking, and Creativity) and following the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model, we are seeing students thrive, while becoming more academically successful. We have a before and after-school program to accommodate the needs of families. We also maintain a Latinos in Action program from Clearfield High and North Davis Jr. High to further the development and growth in reading and math. Additionally, we have a Family Support Specialist (FSS) and a nine-hour per-week therapist funded by the United Way of Salt Lake City (UWSLC).

## Needs Analysis

### Notable Achievements

South Clearfield Elementary is one of two University Academy School in the Davis School District (DSD). We are leading out in the state and country in these areas as we work with universities throughout the state to mentor and train pre-service teachers. This designation means that all our teachers are not only highly trained for Tier one whole class and Tier two small group and individual instruction, they are trained on how to mentor future teachers. We are working with Utah Schools of the Future, DSD Professional Learning and Quality Staffing, and DSD Teaching and Learning Department to create an atmosphere where pre-service teachers will have the needed skills and ability with the hands-on rich experience of teaching in a school that is culturally rich and diverse. This can only be accomplished in a school where teachers are not only incredible and teaching students but can simultaneously model and discuss 21st century strategies paired with time tested instructional movements that allow for students to thrive, both our students and those who are pre-service teachers learning from the best. Our students, teachers, staff, and parents have worked hard and smart to ensure that all students will continue to be academically, socially, and emotionally successful. We have restructured Local Case Management (LCMT) and because of the restructuring it's working very well. All Faculty and Staff members are dedicated to the academic, social, emotional, and physical well-being of our students. We know and believe that all students can be successful! We are pioneering personalized learning while ensuring that great teaching and planning leads out with technology following. We created a K-6 personalized learning rubric we have created that allows teachers to successfully create a playlist that is driven with the end-in-mind while having a heavy focus on objectives and success criteria that drive outcomes. It also allows for students to have choice to show their mastery in their learning within any given curricular area. This, in turns allows us to focus on a variety of learning speeds and styles to address the vast needs in different learning abilities and capabilities.

### Areas of Recent Improvement

When looking at a three-year comparison of RISE data South Clearfield Elementary shows that we are increasing our student proficiency by four percent in ELA, maintained proficiency in Math, and increased in science by two percent. We will continue to focus on growth data through the medium growth percentile because we know that if our students are growing, proficiency will increase right alongside it.

### Areas of Needed Improvement

We are focused on the individual needs of each student and through personalized learning pathways, with a K-6 alignment, we are well on our way to accomplishing our goals. Next steps are to ensure that this alignment is in place for all academic areas. Additionally we are heavily focused on K-6 reading intervention with Tier I, Tier II, and now Tier III supports in place to ensure all K-6 students are successfully reading on grade level. This is being done through our grade level PLCs and meetings, LCMT, PD, SpEd Team, and coaches.

# TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 0.00
TSSA Current Year SY22-23 New Funding	\$ 96,299.00
TSSA Total funding for Current Year SY22-23	\$ 96,299.00
TSSA Current Year SY22-23 Anticipated Spending	\$ 96,299.00
TSSA Expected balance carried over into Next Year SY23-24	\$ 0.00
TSSA Anticipated new funding for Next Year SY23-24	\$ 133,913.00
TSSA Total funding available for Next Year SY23-24	\$ 133,913.00
Describe your school's Current Year SY22-23 Progress for TSSA Spending	By following our plans, and looking at the direct needs of Tier I, Tier II, and Tier III teaching and supplies, SEL, and Professional Development, we will use our entire budget as allocated for the 2022/2023 school 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>	<b>Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.</b>
<i>Building school SEL foundational support, commitment, and ownership</i>	School Community SEL Events Parent Outreach Community Council Activities & Events PTA/PTO Collaborative Events & Activities Community/Business Partner Events & Activities
<i>SEL with faculty and staff:</i>	SEL School Team Support & Training Mindful Space for Faculty

	Mindfulness and SEL Skill Building
<i>Promoting SEL for students -- Explicit Instruction</i>	Counselor Developed Lessons Learning to Breathe (6th and 10th Grade) Mindful Schools Nearpod (free Pre-K-12) Pure Edge, Inc. (Free Pre-K-12) Teacher/Advisory 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. Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus. Intentional Closures: Intentionally close each day or class period with an activity to support forward-thinking and provide a sense of accomplishment.
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Restorative Practices Trauma Sensitive Practices Positive Behavior Supports Classroom Management Attendance Practices Bullying Prevention
<i>SEL Goal Statement</i>	South Clearfield Elementary will provide a safe and supportive learning environment by strengthening student SEL skills in self-management with a specific focus on stress management.
<i>This school SEL goal and implementation plan will be measured by using</i>	DSD SEL Walkthrough DSD Climate Survey Other Survey Data (e.g. Evaluate Davis, SHARP, OEO, USBE, etc.) School Data
<i>Our school needs professional learning in</i>	Direct Instruction using SEL Curriculum Restorative Practices Positive Behavior Supports
<i>SEL Action Plan (please number steps)</i>	<i>South Clearfield Elementary will provide a safe and supportive learning environment by strengthening student SEL skills in self-management with a specific focus on stress management.</i>  <i>SEL Action Plan:</i>  <ol style="list-style-type: none"><li>1. <i>All faculty will be trained to use Sanford SEL curriculum.</i></li><li>2. <i>Back to school night will provide parent strategies to support stress management at home. We will also have choices for other classes for parents throughout the year that will help them better support the needs of their families.</i></li><li>3. <i>K-6 Teachers will be expected to deliver weekly Sanford SEL lessons in their class along with the school counselor.</i></li><li>4. <i>6th Grade classes and teachers will participate in 12 weeks of Learning to Breathe Instruction delivered by DBH.</i></li><li>5. <i>Restorative Practices strategies will be implemented school-wide.</i></li></ol>

6. School SEL Team will organize and promote a student-focused and adult-focused SEL celebration for SEL day.

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$0.00

Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes

**Building Foundational Knowledge and Capacity|Strengthen Adult SEL|Promote SEL for Students.**

Building school SEL foundational support, commitment, and ownership

School Community SEL Events  
Parent Outreach  
PTA/PTO Collaborative Events & Activities  
Community/Business Partner Events & Activities

SEL with faculty and staff:

SEL School Team Support & Training  
Mindful Space for Faculty  
Mindfulness and SEL Skill Building

Promoting SEL for students -- Explicit Instruction

Counselor Developed Lessons  
Learning to Breathe (6th and 10th Grade)  
Mindful Schools  
Nearpod (free Pre-K-12)  
Teacher/Advisory Developed Lessons

The summarized SEL goal

Promoting SEL for students -- Daily practices integrated in classroom instruction

Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead.  
Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus.  
Intentional Closures: Intentionally close each day or class period with an activity to support forward-thinking and provide a sense of accomplishment.

Promoting SEL for students -- Schoolwide and Classroom Learning Environments

Restorative Practices  
Trauma Sensitive Practices  
Positive Behavior Supports  
Classroom Management  
Attendance Practices  
Bullying Prevention

SEL Goal Statement

**South Clearfield Goal: Culture and School Climate, Student Growth and Achievement, while being Adaptable Courageous Empowered. Panthers are All In.**

This school SEL goal and implementation plan will be measured by using

DSD SEL Walkthrough  
Other Survey Data (e.g. Evaluate Davis, SHARP, OEO, USBE, etc.)  
School Data  
DSD Climate Survey

Our school needs professional learning in

SEL School Team Training  
 Faculty and Staff Mindfulness Practices  
 Direct Instruction using SEL Curriculum  
 Restorative Practices  
 Trauma Sensitive Practices  
 Positive Behavior Supports  
 Classroom Management  
 Attendance Practices  
 Bullying Prevention

SEL Action Plan (please number steps)

Strategy/Action Step

- Implement daily morning meetings to build a strong classroom culture of respect and empathy. We will also have mentors for all students in grades fourth, fifth, and sixth who will work with them on the 16 habits of success, and ensure they are meeting their academic and social goals.
- School-wide PBIS structures with trauma-informed approaches and restorative practices.
- Implement SEL direct instruction school-wide using Nearpod and Sanford Harmony Counseling Lessons.
- Implement **DSD Teacher Toolkit SEL Instructional strategies** school-wide.
- Implement mindfulness strategies and brain breaks to re-engage and re-focus learners and relieve test-related stress using the Mindfulness techniques and training.
- Create a space for students to go to where they have a mindful moment or implement self-management strategies.
- Use **DSD SEL Self-Assessment and Walkthrough tool** for Pre (Fall 2023) and Post (Spring 2024) data to inform professional learning.

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$123,572.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	General Supplies, Other	Hope Week, SEL Week, SEL Supplies for classrooms and school, Family Nights, School Pride SEL activities and supplies, each recognition and celebration.	\$ 30,000.00
TSSA	Salaries & Benefits	Additional Recess help for supervision and teaching students how to play games at recess.	\$ 10,000.00
TSSA	Library Books	Continue to refresh our library books and collections.	\$ 2,500.00
TSSA	Salaries &	Student Advocate to work with teachers	\$ 18,000.00

	Benefits	and students alongside the FSW.	
TSSA	Salaries & Benefits	Student Interventionists	\$ 30,000.00
TSSA	Printing	Paper and Printing	\$ 3,000.00
TSSA	Salaries & Benefits	Coaching cycle with Tier 1 Focus - Stipend for teachers who finish each coaching cycle up to \$500 per teacher - \$125/team.	\$ 15,000.00
TSSA	General Supplies, Other	School clubs, programs, opportunities for students.	\$ 7,500.00
TSSA	Online Curriculum or Subscriptions	Personalized Learning	\$ 7,572.00

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Students Reading At of Above Grade Level</b>
<i>Goal Statement</i>	Eighty percent of students in grades K-3 will make typical or above progress based on Acadience Pathways from beginning of year (BOY) to end of year (EOY) Assessment data.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	MOY and BOY Acadience Reading Pathways to Progress scores. End goal will be determined by growth in Acadience Reading Pathways based on progress for students from BOY to EOY Benchmarks.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. During the first few weeks of school we will meet with all teams, and assess current student data, intervention, and needs. Based on assessments, personalized learning paths will be created for all students.</li> <li>2. Focus on relevance, clarity, purpose, controlling ideas, and success criteria all with a Tier I lens to get 80% of our students passing Tier One assessments before moving on or going into small groups. (LAND TRUST FUNDS)</li> </ol>



3. Ongoing communication with teachers, administration, ELA coach, students, and parents concerning Acadience Reading BOY, MOY, and EOY benchmarks.
4. Monitor school wide Acadience Reading data using the beginning of the year benchmark and continued progress monitoring throughout the year.
5. Continued professional development on fluency and comprehension techniques that will help students with their overall reading ability. In addition to our weekly PLCs, we will hold three data meetings throughout the school year. These will be held in terms one, two, and three. (LAND TRUST FUNDS)
6. Provide additional opportunities for ELL students to become proficient readers and have a stronger vocabulary while building background knowledge and understanding. (LAND TRUST FUNDS)
7. Using the Lexia platform will be one component of this for afterschool and during the school day.
8. During the school day we will have our ELL students working in dyad reading groups to help with neurological impress using current and additional books in the library. (LAND TRUST FUNDS)
9. Implementation of personalized learning for all students to help them be successful on their level and within their personalized learning pathway. (LAND TRUST FUNDS)

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

#PD|#TSISubGroups|#Tech|#GraduationRates|

*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 / 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 - \$0.00

Goal Short Title

## Personalized Learning

Goal Statement

All students will be provided with instructional agility within a blended learning environment. Classrooms will establish individualized learning targets and 90% of students will make sufficient progress on or above to reach those targets in which they have individually set with their teacher while utilizing playlists that allow for mastery based projects to determine mastery within any given curricular area including ELA, Math, and Science.

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

Measures

Increase school proficiency level of 50% or higher and at a growth rate of 55% or higher in grades 3-6 on end-of-level assessments in RISE with the areas of ELA, Math, and Science. KEEP Assessments CRT Assessments.

The use of the common school-wide rubrics for grades K-6. Reviewed monthly in PLCs.

Have common goals and expectations for students K-6.

Ongoing PD in blended learning for faculty and staff.

End of year State writing Assessment for fifth-grade students, along with Writing Benchmarks for Grades third, fourth, fifth, and sixth.

Action Plan (please number steps)

1. Ensure that we are inclusively teaching all students with an understanding and variety of learning speeds and styles of students while implementing personalized learning strategies with pathways guided by playlists and PCBL (Personalized Competency Based Learning) addressing the needs of different abilities and capabilities within our school. (LAND TRUST FUNDS)
2. Meet with grade levels monthly and discuss what is working well and what needs to be adjusted in a vertical and horizontal alignment,
3. Ongoing communication with teachers, administration, ELA coach, students, and parents concerning Acadience BOY, MOY, and EOY benchmarks.
4. Monitor school-wide Acadience data using the beginning of the year benchmark and continued progress monitoring throughout the year.

5. In addition to our weekly PLCs, we will hold three data meetings throughout the school year. These will be held in terms one, two, and three.
6. All classrooms will take a beginning-of-the-year writing assessment to have a benchmark. This will be completed by fall 2023 for all classrooms. The second assessment will be completed by March 15, 2024. Revamp the schoolwide graphic organizer in grades K-6 for continuity, and fluidity among grade levels, as well as allowing for a much deeper level of writing acquisition for our students.
7. Focus on teacher clarity, purpose, relevance, controlling ideas, and success criteria.
8. High-quality instruction in the classroom, developed through PLCs and professional development. Paid by Land Trust
9. Colleague-to-colleague mentoring, observations, and feedback to help with best practices, intervention, and personalized learning. Paid by Land Trust
10. Conducting GEMBA Walks: Faculty will be introduced to this practice in the 2023/2024 school year with LEAN principles. Paid by Land Trust
11. Provide each teacher with bi-monthly training for math and ELA techniques and instructional opportunities to enhance what is being taught in the classroom. These will be facilitated in faculty meetings by teachers, coaches, and administration. Paid by Land Trust
12. All grade levels will monitor the use of summative and formative assessments in math, ELA, and science. This will guide their instruction and the pace at which this instruction is being delivered.
14. Assessment results will be compared in weekly PLCs and will guide the delivery of quality instruction in the classroom.
15. Afterschool Math Program will be funded through United Way to help students remediate math skills. This help with both enrichment and remediation.
16. Connecting what students are working on at school with parents through technology.

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

#TSISubGroups|#DiversityEngagementInclusion|#Tech|#PCBL|#TeacherLeaders|#GraduationRates|#PD|

*District Strategic Plan Area(s)*

Student Growth & Achievement|Empowered Employees|Parent & Community Connections|Culture|

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

<i>Academic area(s) addressed by the goal</i>	Reading Writing 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 - \$0.00

<i>Goal Short Title</i>	<b>Attendance</b>
<i>Goal Statement</i>	Increase student academic achievement in ELA, Math, and Science by reducing the number of students who are chronically absent. Average attendance of 94% for entire school by April 1, 2021.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	We use comparisons of end-of-level testing as available to show student improvement with their improved attendance. Average attendance report in Encore.

<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> <li>1. Administration discusses attendance and incentives with students, parents, and staff to get their input on what's working and what needs to be changed. The items in this action plan are based on these discussions and student input.</li> <li>2. Ongoing communication with student and parents concerning overall and individual attendance data.</li> <li>3. School meetings and home visits will be conducted on an as needed basis (for students with excessive absences) to connect with parents and get them on the same team as us to be an advocate for their child's attendance.</li> <li>4. For students who are missing school for sickness, our school nurse will reach out to these families and see if there is anything she can help them with.</li> <li>5. School Attendance Mentors monitor and help students who are among those with the highest rates of chronic absenteeism.</li> <li>6. We will use the Davis School District ENCORE tracking system to monitor school-wide attendance data. This will notify parents when students have missed 8, 12, and 16 days of school.</li> <li>7. At the end of each term, all students who have had perfect attendance will be invited to an attendance party with the principal and given a perfect attendance certificate. LAND Trust will be used for student incentives. (LAND TRUST FUNDS)</li> <li>8. All grades will compete weekly to win a traveling trophy. The class with the fewest absences wins the trophy to display in their classroom for a week. If they can maintain the best attendance for three weeks in a row, that class will get a surprise.</li> </ol>
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#TSISubGroups #GraduationRates </p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement </p>
<p><i>If you selected 'School Identified Area', please describe</i></p>	
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing Mathematics Fine Arts Health Science Social Studies Technology </p>
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	
<p><i>If your goal includes behavioral, character education, leadership, or</i></p>	

*SEL efforts, explain how it will directly affect student academic achievement.*

*Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total - \$0.00

## Additional TSSA Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.	TSSA	General Supplies, Other	Hope Week, SEL Week, SEL Supplies for classrooms and school, Family Nights, School Pride SEL activities and supplies, each recognition and celebration.	\$30,000.00
Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.	TSSA	Salaries & Benefits	Additional Recess help for supervision and teaching students how to play games at recess.	\$10,000.00
Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.	TSSA	Library Books	Continue to refresh our library books and collections.	\$2,500.00
Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.	TSSA	Salaries & Benefits	Student Advocate to work with teachers and students alongside the FSW.	\$18,000.00
Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.	TSSA	Salaries & Benefits	Student Interventionists	\$30,000.00
Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.	TSSA	Printing	Paper and Printing	\$3,000.00
Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.	TSSA	Salaries & Benefits	Coaching cycle with Tier 1 Focus - Stipend for teachers who finish each coaching cycle up to \$500 per teacher - \$125/team.	\$15,000.00
Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.	TSSA	General Supplies, Other	School clubs, programs, opportunities for students.	\$7,500.00
Building Foundational	TSSA	Online	Personalized Learning	\$7,572.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 133,913.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 133,913.00
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	\$ 10,336.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 133,908.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 5.00
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

--PASS Assessment

--McGraw-Hill assessments

--Grade-level assessments

--State assessments

----RISE

----WIDA

----Kindergarten Readiness Inventory

----Kindergarten Inventory of Skills

----1st and 2nd Grade Language Arts CRTs

----1st and 2nd Grade Math CRTs

--During PLC 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.

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?

Newsletter|

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 three

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|Other  
(please explain)|

4. Professional Development Plan

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

*SIPPS|Spire|MTSS|PBIS|Heggerty*

Training in PCBL and personalized learning strategies.

## 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:*

- 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.*

## 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.*
- 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 1 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.*

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

*Districtwide practices for transition include the following:*

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

*Additional schoolwide practices for transition include the following:*

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

New Student Registration|School Websites|Federal Programs 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?**

Students are highly engaged in school, decrease in behavioral instances, while all formal and informal data show that we are raising in both proficiency and MGP.

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

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

*--Administrators meet with teachers to review data identifying low achieving students.*

*--During collaborative team meetings, teachers review data to identify how students are performing.*

*--Teachers meet with instructional coaches/coordinators to identify students who are struggling.*

*--Low performing students receive additional instruction from their teacher.*

*--Low performing students work with tutors in addition to the instruction they receive from their teacher.*

*--Low performing students receive additional time and instruction through technology and instructional aides.*

*--During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*

*--Teachers discuss progress of their students and make adjustments to the interventions students receive.*

*--Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

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

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

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

All employees at South Clearfield are *Highly Qualified paraprofessionals when hired.*

## 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*

*All funding received from federal, state, and local sources is directly used to hire teachers, highly qualified paraprofessionals, professional development, STEM initiatives all of which are in place for student achievement and success.*