



# Teacher Student Success Act TSSA Budget only

**Odyssey Elementary - SY 2024**

Principal Brian Nash

## 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 Odyssey Elementary is to promote the mission of creating an environment where growth and learning flourish. To accomplish our purpose, we will sustain a school culture where students are safe, cared for, respected, show respect, and demonstrate responsibility through school-wide expectations and procedures. We will support faculty and staff through engaging professional development, mentoring, and teacher observations. Data collection and assessment will drive instruction of students. We collaborate and review data creating an individualized learning environment for each student. We provide a safe, productive environment where educators are engaged in effective teaching using a variety of research-based instructional strategies. Students are actively engaged and learning and have opportunities for choice in their education. Teachers are highly qualified to teach DESK standards. Odyssey Elementary invites and encourages community and parental involvement and support for our students.

## Description of the School

### Community

Odyssey Elementary opened in August 2014 and is located on the west side of Woods Cross, Utah. The area was originally considered a high growth location, but the student population of Odyssey has remained fairly constant since opening. Parents are supportive and actively involved in school activities and programs. Subdivisions around the school have been built out and there is little additional housing going in at this time.

### Student Body

Odyssey Elementary consists of 675 students in grades PreK-6 (595 in K-6). The student body is comprised of 83% Caucasian and 17% minority students. 14% of our student body is economically disadvantaged. Odyssey houses community and functional skills preschools. 13.3% of our students receive special education services.

## Staff

The Odyssey Elementary staff includes 23 certified teachers. 43% of our teachers have graduate degrees. We have 40 support staff, two administrators, four preschool teachers/teacher assistants, four Headstart teachers/teacher assistants, and six functional skills teachers/teacher assistants.

## School Culture

Parents, teachers, and students work together to promote our district mission. Teachers use data to progress-monitor student achievement and growth while working together collaboratively creating common assessments. We are working together with the district and state to incorporate STEM, Blended Learning (BDL), and Project Lead the Way (PLTW). Teachers are provided professional development at school, district, and state levels. Our school focuses on high scholastic and academic performances as well as positive behaviors and expectations. We are a school emphasizing collaborative learning, healthy active lifestyles while also emphasizing energy conservation and “being green.”

## Unique Features & Challenges

Odyssey Elementary was built with the theme, Bodies in Motion: The Animal Kingdom. Our school is organized in four wings (called “Habitats”) highlighting the actions of Run, Jump, Swim, and Fly and the animals that excel using those actions. At Odyssey, we focus on the human “animal” who excels at all these actions. We encourage students to strive for their personal best. The “habitats” were built to facilitate collaboration and activity –based instruction between teachers, classrooms, and grades. One wall of each classroom is a glass garage door that can be raised for classes to use the space in the collaboration areas. We highlight physical activity and build “brain breaks” and activity based instruction into our school day. At Odyssey, the classrooms can be easily transformed to support a variety of instruction, including options for student seating and workspaces. In addition, we focus on increasing STEM instruction at our school with teachers receiving specialized instruction in STEM activities. For example, students in grades K-6 are learning how to code. We have French Immersion classes available K-6th grade. In addition, students can participate in the SEM/Gifted and Talented (School wide Enrichment Model) based on qualifications of task commitment, creativity, and high achievement on end of level assessments Odyssey is also using technology-based instruction. Our school is currently using a combination of iPads and laptops. We continue to find ways technology can be used to make classroom instruction more effective. This year we held after school robotics club and competed in competitions at the district level. Odyssey Elementary is the first green, Gold LEED certified school in Utah.

## Additional Information

Odyssey Elementary has a very active PTA. They provide various activities for our students, which include safety week, red ribbon week, literacy week/night, art night, Veteran's Day, grandparents' breakfast, reflection program, field day, teacher appreciation, dinner at conference nights, and book fairs.

## Needs Analysis

## Notable Achievements

Our before and after school programs continue to be successful. We have a large 6th grade orchestra which meets before school. We have a robotics club and after-school robotics programs available for 1st-6th grade students. Odyssey

Elementary is involved in Girls on the Run which is a program facilitated by teachers at our school. This year, we had students compete at the district level for Spelling Bee, MLK Jr. speech, STEM Fair, and robotics competition. Our school is a Platinum designated STEM school. We have several teachers who have completed their training and are Leading EDGEducators and every classroom has a Canvas site to facilitate digital learning both in and out of the classroom.

## Areas of Recent Improvement

Canvas integration to allow for digital and virtual learning has been a primary focus this year and teachers are using Canvas in addition to other digital tools to help strengthen student understanding. Odyssey also began a pilot of Pearson Investigations which is more discovery based and focused on math talk and conceptual understanding. We continued our use of Imagine Math, ST math, iReady, Imagine Literacy and other digital tools to enhance student personalization of content. Several professional learning opportunities were provided to teachers to use the tools to use data driven instruction. We also began holding morning meetings each day in conjunction with our adoption of Sanford Harmony's SEL curriculum. 67% of K – 3 students showed typical or higher progress on middle-of-year Acadience reading and 82% of students showed competency on grade-level curriculum-based assessments. In looking at the Evaluate Davis classroom observation scores, our teachers are scoring 95% proficient in the environment they are creating for students.

## Areas of Needed Improvement

While our scores continue to be above district average, many have dropped from our pre-COVID scores. ELA scores dropped from 55% in 2018 to 51% in 2022, math dropped from 56% to 46%. Science is the bright spot with scores increasing from 56% to 59% over that same period. ELA proficiency: our special education population dropped from 16% in 2018 to 5% in 2021 but rebounded to 11% in 2022, our ELL population from eight percent to zero percent but jumped to 17%, while our minority population went from 28% to 35% in 2022. Math proficiency: our special education population dropped from 16% in 2018 to zero percent in 2021 and rebounded to 8% in 2022, our ELL population rose from eight percent to 25% and stayed there in 2022, and our minority population has risen from 25% to 31% but dropped to 29% in 2022. Science proficiency: our special education population dropped from 30% in 2018 to six percent in 2021 and rose slightly to nine percent in 2022, our ELL population rose from zero percent to 25% and jumped to 27% in 2022, and our minority population has risen from 22% to 58% but dropped to 43% in 2022. Our Pathways to Progress scores on Acadience Reading (growth scores) fell from 70% in 2018 to 58% in 2022.

## TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 16.97
TSSA Current Year SY22-23 New Funding	\$ 100,806.00
TSSA Total funding for Current	\$ 100,822.97

Year SY22-23	
TSSA Current Year SY22-23 Anticipated Spending	\$ 100,822.97
TSSA Expected balance carried over into Next Year SY23-24	\$ 0.00
TSSA Anticipated new funding for Next Year SY23-24	\$ 117,700.00
TSSA Total funding available for Next Year SY23-24	\$ 117,700.00
Describe your school's Current Year SY22-23 Progress for TSSA Spending	Funding priorities: \$2000 - substitute teachers to support professional development, \$9500 - software licenses, \$20000 - lunchroom and playground supervision, \$1500 - office support, \$5000 prep time for prep teachers, \$3500 - Solution Tree PLC conference for teachers, \$1000 - Project Lead the Way participation fee, \$40000 - 1/2 FTE to reduce splits, \$2000 - activity day, \$1000 - digital signage use for communication with parents, students, staff, \$2500 - staff, birthday, community events, \$2500 - tier two SIPPS program, \$650 - t-shirts, \$2,000 - field trips.

## SEL Goals and Planned Actions / Resources

*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.**

<i>Building school SEL foundational support, commitment, and ownership</i>	School Community SEL Events Parent Outreach
<i>SEL with faculty and staff:</i>	SEL School Team Support & Training Mindfulness and SEL Skill Building
<i>Promoting SEL for students -- Explicit Instruction</i>	Counselor Developed Lessons
<i>The summarized SEL goal</i>	
<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus.
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Positive Behavior Supports Classroom Management Attendance Practices Bullying Prevention
<i>SEL Goal Statement</i>	Odyssey Elementary will provide a safe and supportive learning environment by strengthening staff and student SEL skills through implementation of Franklin Covey's Seven Habits: Be Proactive, Begin With the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to Be Understood, Synergize, Sharpen the Saw.
<i>This school SEL goal and implementation plan will be measured by using</i>	DSD Climate Survey Other Survey Data (e.g. Evaluate Davis, SHARP, OEO, USBE, etc.)
<i>Our school needs professional learning in</i>	SEL School Team Training
<i>SEL Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. All faculty will be trained to use Franklin Covey's Leader in Me.</li> <li>2. Back to school night will provide parent information about the seven habits and what to expect from the school.</li> <li>3. K-6 Teachers will be expected to deliver weekly Leader in Me lessons in their class.</li> <li>4. 6th Grade classes and teachers will participate in Woods Cross City's NOVA program.</li> <li>5. Restorative Practices strategies will be implemented school wide.</li> <li>6. Staff will participate in three full days of professional development building their capacity and understanding of the Seven Habits and how to implement them with students.</li> </ol>
<i>SEL Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$10,000.00



<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Professional and Technical Services	Franklin Covey Leader in Me program, materials, professional development.	\$ 10,000.00

# Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>ELA Goal</b>
<i>Goal Statement</i>	<ul style="list-style-type: none"> <li>• Seventy-two percent of Kindergarten students will show typical or greater progress on Acadience Pathways to Progress based on middle-of-year (MOY) assessment and maintain growth to end-of-year (EOY).</li> <li>• Seventy-two percent of 1<sup>st</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment and maintain growth to EOY.</li> <li>• Seventy-eight percent of 2<sup>nd</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment and maintain growth to EOY.</li> <li>• Eighty-eight percent of 3<sup>rd</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment and maintain growth to EOY.</li> <li>• Forty-eight percent of 4<sup>th</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment and maintain growth to EOY.</li> <li>• Sixty-six percent of 5<sup>th</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment and maintain growth to EOY.</li> <li>• Eighty percent of 6<sup>th</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment and maintain growth to EOY.</li> </ul>
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Pathways to Progress data is used both as the indicator used to identify this as a most critical academic need and as the measurement tool.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. TAs will be used K-6 to facilitate small group Tier II intervention and differentiation to meet individual needs.</li> <li>2. TAs will be trained monthly by our ELA coordinator to make sure they have the instructional strategies needed to be successful.</li> </ol>

3. Students who are not making adequate growth and progress will be identified and monitored throughout the year. Red students will be progress monitored weekly, yellow bi-weekly, and greens and blues occasionally.
4. Teachers will meet in grade-level PLCs to implement and review common assessments.
5. Teachers will conduct monthly data dives with ELA coordinator to identify needs and strengthen tier one and tier two instruction.
6. All teachers will either complete or continue work in LETRS professional development.
7. Early Literacy Program (such as Imagine Learning and Lexia) will be used to fidelity.
8. French interns will be used in partnership with reading TAs and teachers to create a Power Hour situation (30 minutes). (LAND TRUST FUNDS)

*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 - \$9,000.00

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
TSSA	Online Curriculum or Subscriptions	Scholastic News, Imagine Learning, Lexia, Lalilo	\$ 4,000.00
TSSA	Software or Technology Hardware (each item < \$5000)	Student technology devices	\$ 5,000.00

<i>Goal Short Title</i>	<b>Math Goal</b>
<i>Goal Statement</i>	<ul style="list-style-type: none"> <li>• Fifty-eight percent of Kindergarten students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment.</li> <li>• Fifty-nine percent of 1<sup>st</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment.</li> <li>• Sixty-one percent of 2<sup>nd</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment.</li> <li>• Fifty-nine percent of 3<sup>rd</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment.</li> <li>• Sixty percent of 4<sup>th</sup> grade students will be proficient on Imagine Math (or other adaptive learning program if part of the new math adoption) Benchmark #3 (EOY)</li> <li>• Sixty percent of 5<sup>th</sup> grade students will be proficient on Imagine Math (or other adaptive learning program if part of the new math adoption) Benchmark #3 (EOY)</li> <li>• Sixty percent of 6<sup>th</sup> grade students will be proficient on Imagine Math (or other adaptive learning program if part of the new math adoption) Benchmark #3 (EOY)</li> </ul>
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Pathways to Progress and Imagine Math (or other adopted program) data are used both as the indicator used to identify this as a most critical academic need and as the measurement tools.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. TAs will be used K-6 in the classroom to support tier one instruction and will generally focus their attention on struggling students as identified through the measurement tool. (LAND TRUST FUNDS)</li> <li>2. TAs will be trained monthly by our math coach to make sure they have the instructional strategies needed to be successful.</li> <li>3. Teachers will conduct monthly data dives with math coach to identify instructional needs and student support strategies.</li> <li>4. Students who are not making adequate growth and progress will be identified and monitored throughout the year.</li> <li>5. Teachers will meet in grade-level PLCs to implement and review common assessments.</li> <li>6. K-6 teachers will engage in professional development related to the newly adopted math curriculum.</li> <li>7. STEM Action Center Grant software (Imagine Math, ST Math, and/or a similar adaptive program provided with the new adopted math curriculum) will be used to fidelity.</li> <li>8. Teachers will focus on noticing and wondering in their Tier I instruction.</li> </ol>
<i>This goal can be categorized as... (choose all that apply)</i>	#CollegeCareerReady
<i>District Strategic Plan</i>	Student Growth & Achievement



<i>Area(s)</i>																					
<i>If you selected 'School Identified Area', please describe</i>																					
<i>Academic area(s) addressed by the goal</i>	Mathematics																				
<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 - \$45,000.00																				
	<table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>TSSA</td> <td>Salaries &amp; Benefits</td> <td>Math Coach</td> <td>\$ 18,000.00</td> </tr> <tr> <td>TSSA</td> <td>Online Curriculum or Subscriptions</td> <td>Imagine Math, ST Math</td> <td>\$ 4,000.00</td> </tr> <tr> <td>TSSA</td> <td>Salaries &amp; Benefits</td> <td>Math TAs</td> <td>\$ 18,000.00</td> </tr> <tr> <td>TSSA</td> <td>Software or Technology Hardware (each item &lt; \$5000)</td> <td>Student technology devices</td> <td>\$ 5,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Math Coach	\$ 18,000.00	TSSA	Online Curriculum or Subscriptions	Imagine Math, ST Math	\$ 4,000.00	TSSA	Salaries & Benefits	Math TAs	\$ 18,000.00	TSSA	Software or Technology Hardware (each item < \$5000)	Student technology devices	\$ 5,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>																		
TSSA	Salaries & Benefits	Math Coach	\$ 18,000.00																		
TSSA	Online Curriculum or Subscriptions	Imagine Math, ST Math	\$ 4,000.00																		
TSSA	Salaries & Benefits	Math TAs	\$ 18,000.00																		
TSSA	Software or Technology Hardware (each item < \$5000)	Student technology devices	\$ 5,000.00																		

<i>Goal Short Title</i>	<b>Science Goal</b>
<i>Goal Statement</i>	Sixty-five percent of 4-6 grade students will be proficient on RISE end-of-level science assessment.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	RISE end-of-level assessment is used both as the indicator identifying most critical

	academic need as well as the measurement tool.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Students will receive instruction in both the traditional classroom and a STEM prep class.</li> <li>2. SEEDS standards will be taught in the traditional classroom.</li> <li>3. Project Lead the Way (PLTW) modules will be taught in the STEM prep classroom.</li> <li>4. Teachers will meet in grade-level PLCs weekly to implement and review common assessments.</li> <li>5. Students will access PLTW and SEEDS standard curriculum on student technology devices. (LAND TRUST FUNDS)</li> </ol>
<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 describe</i>	
<i>Academic area(s) addressed by the goal</i>	Science
<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>TSI Goal</b>
<i>Goal Statement</i>	<p>Students identified as part of the TSI subgroup (special education students) will be at or above district average proficiency scores. Based on 2022 results, Odyssey special education students were:</p> <ul style="list-style-type: none"> <li>• ELA - 11% proficient vs. 12% district proficiency</li> <li>• Math - 8% proficient vs. 13% district proficiency</li> <li>• Science - 9% proficient vs. 15% district proficiency</li> </ul>

<p><i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i></p>	
<p><i>Measures</i></p>	<p>The indicator identifying most critical academic need is placement on the state’s TSI list for the special education subgroup. RISE end-of-level assessments will be used as the measurement tool.</p>
<p><i>Action Plan (please number steps)</i></p>	<p>Special Education students will:</p> <ol style="list-style-type: none"> <li>1. Participate in the SIPPS program if receiving special education reading instruction.</li> <li>2. Participate in RISE benchmark testing to assess content knowledge and practice test-taking strategies.</li> <li>3. Receive explicit instruction in test-taking strategies.</li> <li>4. Receive in-class support during Tier I instruction from math TAs if receiving special education math instruction.</li> <li>5. If participating in the DLI French program, will assess whether continued participation will positively or negatively impact them.</li> <li>6. Receive weekly progress monitoring.</li> <li>7. Participate in assessments in a small group setting facilitated by administration.</li> </ol> <p>Teachers will:</p> <ol style="list-style-type: none"> <li>1. Work with special education team, ELA and math coaches, and TAs to provide best tier one and tier two opportunities for students.</li> <li>2. Meet monthly with ELA and math coaches to discuss progress and strategies to support special education students as well as other students who are below proficient.</li> <li>3. Work with special education team and administration to determine feasibility of SPED push-in model.</li> <li>4. Participate in ongoing professional development to strengthen Tier I instruction.</li> </ol>
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#CollegeCareerReady </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 Mathematics Science </p>
<p><i>Does this action plan include behavioral / character education /</i></p>	

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

## Additional TSSA Questions

### Budget Item List

Goal Title	Funding Source	Expense Category	Description	Item Cost
ELA Goal	TSSA	Online Curriculum or Subscriptions	Scholastic News, Imagine Learning, Lexia, Lalilo	\$4,000.00
ELA Goal	TSSA	Software or Technology Hardware (each item < \$5000)	Student technology devices	\$5,000.00
Math Goal	TSSA	Salaries & Benefits	Math Coach	\$18,000.00
Math Goal	TSSA	Online Curriculum or Subscriptions	Imagine Math, ST Math	\$4,000.00
Math Goal	TSSA	Salaries & Benefits	Math TAs	\$18,000.00
Math Goal	TSSA	Software or Technology Hardware (each item < \$5000)	Student technology devices	\$5,000.00
Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.	TSSA	Professional and Technical Services	Franklin Covey Leader in Me program, materials, professional development.	\$10,000.00

# Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 117,700.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 117,700.00
Does the school plan to add a contract day for teachers with TSSA funds?	
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 0.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 64,000.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 53,700.00
Does the school plan to fund teacher leadership opportunities with TSSA funds?	