



Teacher Student Success Act TSSA Budget only

West Point Elementary - SY 2024

Principal Marjorie Conrad

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 West Point Elementary is to promote the district mission of Learning First for all. To accomplish our purpose, we utilize the individual expertise and strengths of the entire school community to create an engaging and innovative learning experience. We address the whole child academically, socially, and emotionally by diligent practice of a safe school environment, quality instruction, professional development, collaboration, parental involvement, and community partnerships with a unified commitment to Learning First.

Description of the School

Community

West Point Elementary is located in West Point, Utah, which borders the eastern shoreline of the Great Salt Lake and is located along the northwestern border of Davis County. The community of West Point offers a rural feel, but the community is part of one of the fastest growing areas in Davis County. West Point Elementary is currently the largest elementary school in Davis School District, with an enrollment of 1,092 students. The original West Point Elementary was built in 1911 on the same location as the current building.

Student Body

West Point Elementary has a student body of 1,092 Pre K - 6th grade students. Our student population is comprised of 85.4% Caucasian, 10% Hispanic, 1.6% Multiple Races, eight percent African American/Black, seven percent American Native, six percent Asian, and five percent Pacific Islander. 14% of our students qualify for Free and Reduced Meals.

We have 26 active military families. Two percent of our students qualify as ELL status (English Language Learners). 13.5% of our students receive special education services, which include speech/articulation, special education preschool, K-6 resource, and K-6 Essential Elements. For the 2022-2023 school year we have 6 kindergarten classes, six first grade classes, six second grade classes, six third grade classes, six fourth grade classes, six fifth grade classes, six sixth grade classes, two Essential Elements classrooms, and two Tier two preschool classrooms.

Staff

Currently at West Point Elementary we have 109 employees. Our certified staff include 42 classroom teachers, two SPED Resource teachers, one Preschool SPED teacher, two Essential Elements teachers, one literacy coach, and two administrators (principal and assistant principal). Nine of our certified employees have a Master's degree, and 17 employees have English as a Second Language endorsements. In addition, we have two speech pathologists, one full-time school counselor, one half-time school psychologist, and 59 classified staff who all support student learning and well-being at West Point Elementary.

School Culture

West Point Elementary has a strong tradition of community support and pride in the school. We believe all students should feel safe, both physically and emotionally, and should be engaged in meaningful instruction that supports all learners. We build a positive culture through our school-wide behavior plan, which is based on the PBIS model (Positive Behaviors Interventions and Supports). We have school-wide expectations throughout the school that are based on our overarching expectations to be safe, respectful, responsible, and caring. Our school-wide positive behavior program recognizes and encourages positive student behavior. School-wide programs include WOW tickets, classroom PAW-some Behavior Parties, and monthly "Principal Wildcat Pride" recognition. Our school counselor and teachers teach students lessons that build their competencies in SEL (Social and Emotional Learning) skills and strategies. Our school theme this past year has centered on inclusiveness by drawing bigger circles. Our PTA has supported this theme as they have provided enrichment experiences for our students. The teachers at our school are unified in implementing research-based practices and using data to drive instruction and interventions as we strive to meet the needs of all learners. We also have many extra-curricular activities throughout the year which are rooted in both STEM and the ARTS.

Unique Features & Challenges

Our elementary school has the largest enrollment of all elementary schools in Davis School District. We have put schedules, procedures, and routines in place to create a small school feel despite the large numbers. Recesses, lunch times, and door assignments for entering and exiting the building have been intentionally scheduled so we do not have too many students in one area at a time. We have also contracted with Playworks this year to create a recess environment that is structured and provides opportunities for students to play a variety of games.

One challenge we face is space. We do not have any extra classrooms or portables, as they are all filled with our 42 classes. We continue to be innovative in ways to house support personnel, reading tutors, etc. We also need to plan double dates for any parent-supported activities. We divide families by last name and have half of our families come one day and the other half come the next day.

Pre-Covid, West Point Elementary was a STEAM (Science, Technology, Engineering, Arts and Mathematics) school and focused on STEM in the classroom. West Point Elementary was also the first designated STEM elementary school in Davis School District, as recognized by the STEM Action Center of Utah. During Covid, many of these classroom and extra-curricular activities were suspended. During this same time, West Point Elementary experienced large growth and hired many new teachers. One of our current challenges is to train our new staff in strategies that coordinate science, technology, engineering, and math courses in order to give our students opportunities for authentic real-world practice. We have a STEM Lead at our school, and she has helped each grade level discuss ways to build STEM experiences in their classrooms. She has also worked with each team to identify materials to purchase with a STEM

grant this year. For extra-curricular activities, we were able to bring back our after-school STEM Club this year. We are committed to the Arts through our art and music prep times and extracurricular programs such as our school musical, orchestra, and Battle of the Books.

We are also working to fill the learning gaps that were created from lost instructional time during the pandemic. All teachers are participating in LETRS training, which teaches best instructional practices according to the latest science of reading. Our literacy coach helps teachers implement strong Tier 1 reading instruction using these research-based routines and methods. We have invested in strong Tier 2 reading intervention programs, UFLI and Foundations, as well as have invested time in training our teachers and tutors how to use them. We have also purchased extra Lexia Reading software licenses so students can have the opportunity to work on skills on their individual paths. We have had iReady Math train our teachers on how to interpret data from the math iReady diagnostic assessment that is given three times/year. This assessment also identifies instructional needs and provides lessons that teachers can use. Next year the school district is adopting a new math program for all grade levels. We have written into next year's plan that we would like to hire a part-time math coach to help teachers learn this program and implement strong math strategies in their instruction. We have applied for iReady Math software licenses again next year through the STEM Action Center grant. Our students have also used Reflex Math this year and will continue to use it next year for fact fluency.

Additional Information

Needs Analysis

Notable Achievements

West Point Elementary was awarded the Silver STEM School designation, June 2016, by the Utah State Office of Education. West Point Elementary focuses on STEAM as a school and STEM in the classroom. All students have one-to-one devices in the classroom. Arts opportunities include the school musical, which has been a tradition since 2017, the orchestra program for 4th-6th grades, and the PTA Reflections Arts program for all students. All classroom teachers received Social and Emotional Learning Training in 2021-22. Teachers implemented the Harmony SEL curriculum daily practices in 2022-2023 with the support of our SEL committee.

Areas of Recent Improvement

We have made several improvements this past year.

- Teachers and staff at West Point Elementary have put an increased emphasis on creating a safe and supportive environment where students thrive. We have instituted a PBIS positive behavior system throughout the school as well as emphasized expectations in all areas of the campus. A SEL Team has been established to facilitate the social and emotional needs of students and staff members.
- All teachers participated in LETRS (Language Essentials for Teachers of Reading and Spelling) training. This training was delivered by both state and district trainers. This training provided teachers with research and training on the science of reading. Teachers have already begun to implement research proven strategies from the training into their classroom instruction.
- We have created a PLC (Professional Learning Community) Leadership Team to help teams tighten the process of using student data to direct their instruction.
- Our faculty room is currently being remodeled to provide a relaxing space for our staff.

Areas of Needed Improvement

- We are continuing to develop teacher competencies in teaching reading and math so all students can be successful.

- We are continuing to develop team competencies to work as professional learning communities.
- We are continuing to teach students self-management and self-regulation skills.
- We are continuing to teach students to be respectful to other students and adults.
- We are continuing to increase the number of students who are proficient in all academic areas.
- We are continuing to find solutions to house all classes, preps, and programs within our school.
- Our playground needs upgrading to support the needs of a large school community. The district is in the process of remodeling our playground.

TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 25,348.63
TSSA Current Year SY22-23 New Funding	\$ 172,571.00
TSSA Total funding for Current Year SY22-23	\$ 197,919.63
TSSA Current Year SY22-23 Anticipated Spending	\$ 60,000.00
TSSA Expected balance carried over into Next Year SY23-24	\$ 137,919.63
TSSA Anticipated new funding for Next Year SY23-24	\$ 210,778.00
TSSA Total	\$ 348,697.63

funding available for Next Year SY23-24

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

TSSA funds have been used to promote a positive, safe environment that is conducive to student learning and supports our school positive behavior plan and SEL goals. We have approximately 1,065 students enrolled at our school, and a safe, structured playground is essential for student well being. We have contracted with Playworks to provide a recess supervisor who has helped us organize our playground, provide multiple choices for play, and teach students positive behaviors when playing together.

We also used TSSA funds to support our school's positive behavior plan. We bought books and materials for our classrooms that promoted our focus this year of being inclusive and drawing a bigger circle. We tried to hire a math coach with our TSSA funds to support math instruction at our school, but we could not find a qualified candidate. We are planning to use those funds to hire a math coach for the coming year because there is currently a large pool of qualified math coaches.

We had intended to use TSSA to fund behavior coaches to work with Playworks to help students learn the skills necessary to be successful and to hire positive behavior coaches that support our school's positive behavior plan and provide individual support and daily check ins to students. We had other funds that needed to be used this year, so we used those funds to hire these positions. TSSA funds will be used to support these positions next year since these positions will continue to support our school's goals.

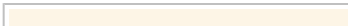
In addition, we have paid for extra time for our DEEP (enrichment) teacher so she could provide reading, math, and science enrichment opportunities to more students in our school. Our health clerk has been provided extra hours to help take care of our many students with special health needs so they can be healthy and successful in accessing their education.

SEL Goals and Planned Actions / Resources

<p><i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i></p>	<p>Promote SEL for Students. </p>
<p><i>Building school SEL foundational support, commitment, and ownership</i></p>	
<p><i>SEL with faculty and staff:</i></p>	
<p><i>Promoting SEL for students -- Explicit Instruction</i></p>	<p>Harmony Learning to Breathe (6th and 10th Grade)</p>
<p><i>The summarized SEL goal</i></p>	

<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead.								
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Restorative Practices Trauma Sensitive Practices Positive Behavior Supports								
<i>SEL Goal Statement</i>	West Point Elementary will provide a safe and supportive learning environment by strengthening student SEL skills, with specific focus on self-management and emotional regulation.								
<i>This school SEL goal and implementation plan will be measured by using</i>	Other Survey Data (e.g. Evaluate Davis, SHARP, OEO, USBE, etc.)								
<i>Our school needs professional learning in</i>	Direct Instruction using SEL Curriculum Trauma Sensitive Practices Restorative Practices								
<i>SEL Action Plan (please number steps)</i>	<p>SEL Action Plan:</p> <ol style="list-style-type: none"> 1. All faculty will be trained to use Harmony SEL curriculum. 2. Back to school night will provide parent strategies to support stress management and emotional regulation at home. 3. K-6 Teachers will be expected to deliver weekly Harmony SEL lessons in their class. 4. 6th Grade classes and teachers will participate in 12 weeks of Learning to Breathe Instruction delivered by Davis Behavioral Health. 5. Restorative Practices strategies will be implemented school-wide. 6. School SEL Team will organize and promote a student-focused SEL celebration for SEL day. 7. We will use the SRSS (Student Risk Screening Scale - Internalizing and Externalizing) three times during the year to assess needs and measure progress. 								
<i>SEL Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$90,000.00</p> <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 & Benefits</td> <td>Behavior coaches to support students with implementing SEL strategies such as self-management and regulation.</td> <td>\$ 90,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Behavior coaches to support students with implementing SEL strategies such as self-management and regulation.	\$ 90,000.00
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Goals and Planned Actions / Resources



<p><i>Goal Short Title</i></p>	<p>Reading Goal</p>
<p><i>Goal Statement</i></p>	<p>We will increase by three percent the number of K-6 students achieving typical or higher growth on Acadience Reading Pathways to Progress end-of-year assessment.</p>
<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>We will increase by three percent the number of K-6 students achieving typical or higher growth on Acadience Pathways to Progress end-of-year assessment.</p>
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1. Teachers will use highly effective strategies to teach ELA during Tier I instruction. 2. Teachers will hold weekly professional learning community (PLC) meetings to assess student data to drive Tier I instruction and Tier II interventions. 3. LAND Trust funding will be used to fund reading tutors who will deliver quality, targeted interventions to at-risk students, Monday through Thursday, with the support of teachers and the English Language Arts (ELA) Coordinator. (LAND TRUST FUNDS) 4. Adjustments will be made to interventions based on frequent progress monitoring and drill down of students with scores below benchmark. 5. Language Essentials for Teachers of Reading and Spelling (LETRS) training will continue for all teachers, grade K-6. 6. LAND Trust funding will be used to purchase technology licenses for LEXIA and ESGI digital software to enhance reading instruction. (LAND TRUST FUNDS) 7. LAND Trust funding will be used to purchase reading intervention materials and other classroom materials that support reading instruction. 8. LAND Trust funding will be used to purchase library books to support student reading in the "The Battle of the Books" program implemented by our school librarian. (LAND TRUST FUNDS) 9. LAND Trust funding will be used to provide field trips and other academic enrichment experiences. These learning opportunities will provide first-hand experiences, enhance critical thinking skills, and stimulate interest and motivation to increase vocabulary, reading, and writing skills. (LAND TRUST FUNDS) 10. TSSA funding will be used to pay for a group of teacher leaders to attend a PLC conference. 11. TSSA funding will be used to pay for a full-time ELA Coordinator.
<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 & Achievement </p>
<p><i>If you selected 'School Identified Area', please describe</i></p>	

<i>Academic area(s) addressed by the goal</i>	Reading																
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No																
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>																	
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$75,000.00																
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TSSA	Repairs and Maintenance	PLC Conference	\$ 15,000.00														
TSSA	General Supplies, Other	Reading materials	\$ 10,000.00														

<i>Goal Short Title</i>	Math Goal
<i>Goal Statement</i>	Students in grades 3-6 will increase overall proficiency by three percent on end-of-year RISE math testing.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	End-of-year RISE math assessment
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Teachers will use highly effective strategies to teach mathematics during Tier I instruction. 2. LAND Trust funding will be used to purchase iReady math and Reflex math licenses, math manipulatives, and other math resources that support Tier I classroom instruction and Tier II interventions. (LAND TRUST FUNDS) 3. Teachers will hold weekly professional learning community (PLC) meetings to assess student data to drive Tier I instruction and Tier II interventions. 4. LAND Trust funding will be used to support the school's Refresh plan by providing additional devices, technology components, and software to increase learning. (LAND TRUST FUNDS) 5. TSSA funding will be used to hire a math coach to help teachers learn the newly

adopted math program and become proficient in best practice strategies. (TSSA)

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

Mathematics|

Does this action plan include behavioral / character education / leadership efforts?

No

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 - \$80,000.00

Funding Source	Expense Category	Description	Item Cost
TSSA	Salaries & Benefits	Math Coach	\$ 50,000.00
TSSA	General Supplies, Other	Math instructional materials	\$ 10,000.00
TSSA	Software or Technology Hardware (each item < \$5000)	Needed technology and software for the school	\$ 20,000.00

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost

Math Goal	TSSA	Salaries & Benefits	Math Coach	\$50,000.00
Math Goal	TSSA	General Supplies, Other	Math instructional materials	\$10,000.00
Math Goal	TSSA	Software or Technology Hardware (each item < \$5000)	Needed technology and software for the school	\$20,000.00
Promote SEL for Students.]	TSSA	Salaries & Benefits	Behavior coaches to support students with implementing SEL strategies such as self-management and regulation.	\$90,000.00
Reading Goal	TSSA	Salaries & Benefits	Literacy Coach	\$50,000.00
Reading Goal	TSSA	Repairs and Maintenance	PLC Conference	\$15,000.00
Reading Goal	TSSA	General Supplies, Other	Reading materials	\$10,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 210,778.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 348,697.63
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	\$ 17,000.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 262,000.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 86,697.63
Does the school plan to fund teacher leadership opportunities with TSSA funds?	Yes