



Teacher Student Success Act TSSA Budget only

West Bountiful Elementary - SY 2024

Principal Adrienne Kennett

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

West Bountiful Elementary students are problem solvers, innovators, critical thinkers, and leaders, in not only our community, but also our world! Every student, every day will wonder, think critically, collaborate, and communicate their thoughts in all subject areas and in all grade-levels. Our classrooms strive to create students who are self-motivated, competent, lifelong learners who persevere even when tasks are challenging. As the roles of science, mathematics, and technology grow in our society, education must prepare students to thrive in a highly complex world. West Bountiful Elementary will provide a challenging learning environment in Science, Technology, Engineering, and Math, which maximizes individual potential and ensures students are well equipped to meet the challenges in the world around them. Through a rigorous and engaging curriculum, our students will develop the skills necessary to become successful problem solvers, innovators, critical thinkers, and leaders.

Description of the School

Community

West Bountiful Elementary is a suburban community with a rural feel. West Bountiful City is an incorporated city. It is located on the west side of Bountiful separated largely by the interstate. It is near convenient shopping and large residential areas yet has property that is zoned for horses and other livestock. It is located at 500 N 800 W, West Bountiful, Utah.

Student Body

West Bountiful Elementary has a student population of 695 students preschool through sixth grade. Of those students, we have 87.1% Caucasian, 6.3% Hispanic/Latino, 1.9% Multiple Races, 1.3% Asian, 0.3% Native American/Alaskan Native, 2.0% Native Hawaiian/Pacific Islander, and 1.2% Black/African American. Risk factors include 14.8% of our students identified as economically disadvantaged, 1.9% having limited English proficiency, and 10.2% receiving special education services.

Staff

The West Bountiful staff includes 27 certified general education teachers, two special education teachers, 29 support staff, 1.5 administrators, 0.5 school counselor, and 0.5 literacy coach. Of our teachers, 92.89% are fully qualified, 4.78% are partially qualified, and 2.34% are not qualified (currently hold a bachelor degree and are completing teacher endorsement programs).

School Culture

West Bountiful Elementary is a school where tradition is proud and strong. We have a commitment to student achievement and progress that is evident in the positive attitude of our faculty and staff. Our focus on student learning is supported by high parental involvement, including a vibrant PTA, Community Council, and classroom volunteers. We have weekly professional learning community meetings, allowing teachers to collaborate on grade-level and cross grade-level teams to plan lessons, analyze student data, assess teaching and student learning, and provide site-based professional learning opportunities. We recognize that not all students learn at the same rate, but believe all students can progress. Our culture is rooted in data-driven decisions to improve student achievement. This strong commitment to helping each student reach their full potential is supported by the supportive and encouraging environment created by our faculty and staff.

Unique Features & Challenges

West Bountiful Elementary is a school that is committed to advancing technology integration to increase student achievement. We have a one on one student device access in grades K-6, and many teachers that are specialized in integrating technology. We are continuing to train in blended learning and personalized competency-based learning to enhance and individualize student learning. STEM-focused programs are a priority at West Bountiful Elementary, including an in-school and after-school physics and robotics program, STEMP prep time class for grades K-6, and computer science class for grades K-6. Additionally, our 6th grade students participate in an orchestra before school program and perform annually for parents and peers. We also have a Jr. HOPE Squad and student council to provide 5th and 6th grade students with opportunities to be leaders in our school and support social diversity. Our school also hosts a HeadStart preschool program.

Due to our growing student population, West Bountiful Elementary has large class sizes. We have three Spectrum advanced learning classes (grades 4-6) that draw students from other communities in the Bountiful/Centerville area. With the added programs and continued community growth, we have to closely collaborate with our local law enforcement to address our traffic concerns.

Additional Information

West Bountiful Elementary has a very active PTA that provides various enriched programs such as Fun Food Fridays, Fine Arts Fridays, Great Artist program, and Junior Achievement. They are dedicated to supporting the school staff with their tireless volunteer hours and providing financial support for the community activities. The PTA promotes growth and learning through Summer Reading Programs and a focus on STEAM (Science, Technology, Engineering, Art, & Math) integration in grades K-6. These initiatives are supported by Project Lead the Way, InfiniD lab, a green screen and 3D printers in the Imaginarium. Additionally, the school is one on one with iPads and Cloudbooks for grades K-6. Faculty members have also learned to use Office 365 software such as TEAMS, CANVAS, and NearPod for

communication and collaboration in the learning process. West Bountiful Elementary's faculty and PTA are committed to providing the best educational opportunities for their students.

Needs Analysis

Notable Achievements

Our school offers a wide range of before and after school programs. Our 6th grade orchestra meets before school, and our K-6 choir meets before school as well. We also have Vex Robotics and a Theatre Club. This year, our school musical is being student-led and run. Additionally, our students have the opportunity to compete at the district level in Spelling Bee, STEM Fair, and PTA Reflections.

West Bountiful Elementary is making great strides in closing the achievement gap, as evidenced by their 2021-2022 RISE assessment scores. The English Language Arts MGP was 57, the math MGP was 65, and the science MGP was 63 – all of which exceeded the expected growth for one school year of academic achievement of 40. These scores demonstrate the hard work and dedication of both the teachers and students of West Bountiful Elementary and are a clear indication of the school's successful efforts to close the achievement gap.

Areas of Recent Improvement

West Bountiful Elementary is making great strides in closing the achievement gap. According to the RISE assessment, the school's English Language Arts MGP was 57, math MGP was 65, and science MGP was 63. All of these scores exceeded the expected growth for one school year of academic achievement, which is 40. The teachers and students of West Bountiful Elementary are doing an excellent job of achieving and exceeding their academic goals. Through the collaborative dedication of faculty, school counselors, family service advocates, and administration, the number of students chronically absent has been reduced by seven percent. Additionally, the Acadience Reading Pathways of Progress report has shown that 62% of students in grades K-6 are making at or above typical progress, a five percent increase. Lastly, the Acadience Math report states that 58% of students in grades K-3 are proficient, a two percent increase. This is a testament to the hard work and dedication of the West Bountiful Elementary community in closing the achievement gap.

Areas of Needed Improvement

West Bountiful Elementary has seen an increase in reported disciplinary needs from 25 total incidents to 29. This increase is likely due to the new disciplinary reporting mandates instituted at the beginning of the 2022-2023 school year. To address these disciplinary needs, faculty and staff will take proactive steps such as utilizing restorative practices, developing a systematic reporting system to communicate with parents earlier in the process, reteaching and clarifying established expectations for common areas using a common language, and using a positive reward and recognition system to encourage positive pro-social behavior among students. Additionally, a reward and recognition system will be implemented to acknowledge the efforts of faculty and staff.

TSSA Funding Projections

TSSA	\$ 90,972.30
Prior Year	
SY21-22	
Carryover	

TSSA Current Year SY22-23 New Funding	\$ 107,482.00
TSSA Total funding for Current Year SY22-23	\$ 198,454.30
TSSA Current Year SY22-23 Anticipated Spending	\$ 106,626.80
TSSA Expected balance carried over into Next Year SY23-24	\$ 91,827.50
TSSA Anticipated new funding for Next Year SY23-24	\$ 134,314.00
TSSA Total funding available for Next Year SY23-24	\$ 226,141.50
Describe your school's Current Year SY22-23 Progress for TSSA	Reduction of class-size with the hiring of 1.0 FTE elementary education/special education dual- endorsed certified teacher to support academic goals at \$36,000. One extra contract day (eight hours/full-time employee and four hours/part-time employee) for employees to utilize during between August 2022 and May 2023 at \$11,600. Great Artists for students in grades K-6 learn about great artists and create artwork at \$1,430 (projected cost was \$4,000; grant was provided by the West Bountiful Elementary PTA to purchase the materials associated with the curriculum). Stipend for certified employees to pursue professional learning opportunities outside of contract time at \$2,295.97 (projected funding was \$7,000). Stipend for classified employees to pursue professional

Spending

learning opportunities outside of contract time at \$768.27 (projected funding was \$8,000). Increase office personnel hours for a total of 14 hours per week at \$9,500. Teacher mentoring, teacher leader stipends, and LETRS stipends projected to cost \$31,500 (funds were reallocated to hire 1.0 FTE), however funding provided by Davis School District (DSD) Teaching and Learning (T&L) Department to fund LETRS stipends. Teacher mentoring was provided by Davis School District (DSD) Professional Learning Department funds and personnel and completed at West Bountiful Elementary as part of the Professional Learning Community (PLC) process. Go Math Curriculum was purchased through West Bountiful Elementary textbook funding; projected \$1,000 was reallocated to hiring 1.0 FTE. One math TA was hired at 10 hours per week; however, funding was provided through ESSER/CARES to cover the cost of this employee for the 2022-2023 school year. Projected funding of \$6,726 was reallocated to hiring 1.0 FTE. Imagine Math licenses were acquired through the STEM Action Center and funding of \$3,000 was not required; request funding to be used for continued class-size reduction. Vex Robotics supplies purchased at \$4,500. Vex Robotics competition teacher advisor stipends were funded at \$489.22 (projected funding was \$2,560; request funding to be used for continued class-size reduction). Vex Robotics competition fees for transportation and per diem were not utilized (projected funding was \$4,800; request funding to be used for continued class-size reduction). InfiniD Mobile Lab software was purchased at \$8,000 and employees attended virtual training sessions for software use and implementation. Project Lead the Way was purchased at \$950 and new educators to the curriculum attended DSD site-based professional development sessions. In the current plan there is a projected carryover into the SY23-24 school year of \$25,908.74. In addition, there is a calculation error of Total planned TSSA expenditures for next year SY22-23 of \$9,600 (Projected spending was \$112,786 with actual planned spending of \$103,186). West Bountiful Elementary requests, based on input from Community Council, JSSC, and teacher focus groups to use the excess funds to be utilized for class size reduction during the 2023-2024 school year to address achievement gaps in literacy for grades 4-6.

SEL Goals and Planned Actions / Resources

<i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i>	Strengthen Adult SEL Promote SEL for Students.
<i>Building school SEL foundational support, commitment, and ownership</i>	
<i>SEL with faculty and staff:</i>	Mindful Space for Faculty Mindfulness and SEL Skill Building
<i>Promoting SEL for students -- Explicit Instruction</i>	Harmony Learning to Breathe (6th and 10th Grade) Nearpod (free Pre-K-12) Second Step Pure Edge, Inc. (Free Pre-K-12)
<i>The summarized SEL goal</i>	

<p><i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i></p>	<p>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.</p>
<p><i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i></p>	<p>Restorative Practices Trauma Sensitive Practices Classroom Management Attendance Practices Bullying Prevention Positive Behavior Supports</p>
<p><i>SEL Goal Statement</i></p>	<p>West Bountiful Elementary will provide a safe and supportive learning environment by improving student and staff relationships to improve school climate and build a sense of community and safety. We will strengthen student and adult social emotional learning (SEL) skills in self-management with specific focus on stress management.</p>
<p><i>This school SEL goal and implementation plan will be measured by using</i></p>	<p>Other Survey Data (e.g. Evaluate Davis, SHARP, OEO, USBE, etc.) School Data</p>
<p><i>Our school needs professional learning in</i></p>	<p>SEL School Team Training Faculty and Staff Mindfulness Practices Restorative Practices Trauma Sensitive Practices Positive Behavior Supports Classroom Management Attendance Practices Bullying Prevention</p>
<p><i>SEL Action Plan (please number steps)</i></p>	<p>SEL Action Plan:</p> <ol style="list-style-type: none"> 1. All faculty will be trained to use Second Step, Pure Edge, and Harmony. 2. We will provide parent strategies to support stress management at home. 3. K-5 teachers will be expected to deliver weekly Second Step lessons in their class. 4. 6th grade classes and teachers will participate in the 12 weeks of Davis Behavioral Health Learning to Breathe program. 5. Restorative Practices and Trauma Informed strategies will be implemented school-wide. 6. School SEL Team will organize and promote a student-focused SEL celebration for SEL day. 7. Train staff and students on self-awareness and self-management strategies using Pure Edge. 8. Promote the SEL space for staff and create an SEL space for students to have a mindful moment or implement self-management strategies. 9. Morning Meeting or Buddy Up system implemented in each classroom grades K-6 and continued implementation among faculty. 10. Hire 0.5 school counselor position to provide a full-time counselor. 11. Hire two SEL aides to reinforce SEL skills, provide positive behavior supports, manage student SEL space, and track/support student attendance.

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$79,712.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Hire 0.5 school counselor position to provide a full-time counselor.	\$ 51,500.00
TSSA	Salaries & Benefits	Hire two aides to reinforce SEL skills, provide positive behavior supports, manage student SEL space, and support student attendance.	\$ 28,212.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Kindergarten Reading
<i>Goal Statement</i>	<ul style="list-style-type: none"> Increase percentage of kindergarten students making typical or better growth on Acadience Pathways of Progress from 60% to 63% by End of Year Acadience Benchmark Assessments.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Pathways of Progress and Acadience Reading Nonsense Word Fluency (NWF) - Correct Letter Sound (CLS) from Middle of Year (MOY) to End of Year (EOY).
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> Bi-weekly grade-level professional learning community (PLC) following the DuFour PLC model. Collaborate with Literacy Coach and cross-grade-level teams to identify instructional needs, resources, and professional learning. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments. Reducing class/group size will allow the teachers to target specific academic needs and provide tailored instruction through increased educator-student interaction during whole class instruction for at-risk to advanced students. In addition, smaller class/group size will increase opportunities for explicit interventions for at-risk students and improve growth rates. (TSSP FUNDS) Participate in targeted Tier I professional learning principles and pedagogy related to TSSP goals. (TSSP FUNDS)

5. Kindergarten teachers will maintain the percentage of students scoring at or above benchmark on Acadience Reading NWF-CLS from MOY to EOY at 72%.
6. Students identified from TSI classification for targeted support and mentoring are those who have demonstrated below benchmark scores in previous years Acadience assessment data. These students will be prioritized for intervention and support, including mentoring, to improve their academic performance. These students will be regularly monitored for progress and adjusts will be made in their support and mentoring strategies if needed to ensure that they are successful.
7. Purchase instructional materials based in the Science of Reading for progress monitoring, application, and home school connections. (LAND TRUST FUNDS)

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

#PD|#TSISubGroups|#CollegeCareerReady|#TeacherLeaders|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Culture|

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 - \$12,124.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments.	\$ 12,124.00

Goal Short Title

First Grade Reading

<p><i>Goal Statement</i></p>	<p>Increase percentage of 1st grade students reading at or above benchmark on Acadience Reading composite from Beginning of Year (BOY) to End of Year (EOY) from 67% to 75%.</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>Acadience Reading Composite score from BOY to EOY.</p>
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1. Bi-weekly grade-level professional learning community (PLC) following the DuFour PLC model. 2. Collaborate with Literacy Coach and cross-grade-level teams to identify instructional needs, resources, and professional learning. 3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments. Reducing class/group size will allow the teachers to target specific academic needs and provide tailored instruction through increased educator-student interaction during whole class instruction for at-risk to advanced students. In addition, smaller class/group size will increase opportunities for explicit interventions for at-risk students and improve growth rates. (LAND TRUST FUNDS) 4. Participate in targeted Tier I professional learning principles and pedagogy related to (TSSP GOAL). 5. 1st grade teachers will increase the percentage of students scoring at or above benchmark on Acadience Reading NWF-CLS from BOY to EOY by from 78% to 81%. 6. Students identified from TSI classification for targeted support and mentoring are those who have demonstrated below benchmark scores in previous years Acadience assessment data. These students will be prioritized for intervention and support, including mentoring, to improve their academic performance. These students will be regularly monitored for progress and adjusts will be made in their support and mentoring strategies if needed to ensure that they are successful. 7. Purchase instructional materials based in the Science of Reading for progress monitoring, application, and home school connections.
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PD #TSISubGroups #TeacherLeaders #CollegeCareerReady </p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees Culture </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 </p>
<p><i>Does this action plan</i></p>	

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

2nd-6th Grade Reading

Goal Statement

Increase percentage of 2-6 students at or above benchmark Acadience Reading Oral Reading Fluency (DORF) Accuracy from 76% to 80% and/or increase the percentage of 2-6 students making typical, above typical, or well-above typical progress from 60% to 63% based on the Acadience Reading Pathways of Progress.

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

Measures

Acadience Reading Oral Reading Fluency (DORF) Accuracy and Acadience Reading Pathways of Progress.

Action Plan (please number steps)

1. Bi-weekly grade-level professional learning community (PLC) following the DuFour PLC model.
2. Collaborate with Literacy Coach and cross-grade-level teams to identify instructional needs, resources, and professional learning.
3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments. Reducing class/group size will allow the teachers to target specific academic needs and provide tailored instruction through increased educator-student interaction during whole class instruction for at-risk to advanced students. In addition, smaller class/group size will increase opportunities for explicit interventions for at-risk students and improve growth rates. (LAND TRUST FUNDS)
4. Participate in targeted Tier I professional learning principles and pedagogy related to TSSP GOALS. (TSSP FUNDS)
5. West Bountiful Elementary data has revealed a strong correlation between reading skill and student progress in math concepts and applications. This is likely due to the fact that reading skills are essential for comprehending and solving the types of math problems that involve story elements. To ensure that all students have the opportunity to succeed in these types of problems, teachers at West Bountiful Elementary explicitly teach students how to analyze the text for understanding.
6. Students identified from TSI classification for targeted support and mentoring are those

who have demonstrated below benchmark scores in previous years Acadience assessment data. These students will be prioritized for intervention and support, including mentoring, to improve their academic performance. These students will be regularly monitored for progress and adjusts will be made in their support and mentoring strategies if needed to ensure that they are successful.

7. Purchase instructional materials based in the Science of Reading for progress monitoring, application, and home school connections.

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

#PD|#TSISubGroups|#TeacherLeaders|#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Culture|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|Mathematics|

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 - \$75,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments.	\$ 75,500.00

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
2nd-6th Grade Reading	TSSA	Salaries & Benefits	3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments.	\$75,500.00
Kindergarten Reading	TSSA	Salaries & Benefits	3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments.	\$12,124.00
Strengthen Adult SEL Promote SEL for Students.	TSSA	Salaries & Benefits	Hire 0.5 school counselor position to provide a full-time counselor.	\$51,500.00
Strengthen Adult SEL Promote SEL for Students.	TSSA	Salaries & Benefits	Hire two aides to reinforce SEL skills, provide positive behavior supports, manage student SEL space, and support student attendance.	\$28,212.00

Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 134,314.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 226,141.50
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	\$ 10,399.48
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 177,735.48
4. Planned TSSA carryover into the Following Year SY25-26	\$ 48,406.02
Does the school plan to fund teacher leadership opportunities with TSSA funds?	