



# Teacher Student Success Act TSSA Budget only

**Sunset Jr - SY 2024**

Principal Tami Oliver

## **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 Sunset Junior High School is to promote the mission of Learning First and to ensure high levels of learning for each student's success. Sunset Junior High School students receive diverse and individualized learning opportunities that promote inclusiveness, respect, responsibility, and social emotional development in a safe environment. In addition, Sunset provides a full complement of academic, artistic, and athletic opportunities beyond the classroom for students. Sunset Junior High School reaches into the community to provide additional food, medical, dental, and social/emotional supports to families through our community partners.

## **Description of the School**

### **Community**

Sunset Junior High School is in Sunset, Utah. Sunset Junior High serves the students from Sunset, Clinton, and South Weber. We receive students from six diverse feeder elementary schools.

### **Student Body**

The student body consists of 927 students enrolled in grades 7, 8, 9. The demographics of Sunset Junior High School include 77.1% Caucasian, 16.1% Latino, 3.6% multiple races, 0.9% Pacific Islander, 1.0% Asian, 1.3% Black or African American, and 0.2% American Indian or Alaskan Native. English Language Learners make up 4.9% of our student body, while 15% of our students qualify for Special Education classes.

### **Staff**

Our staff is comprised of 44 highly qualified teachers, including three full-time counselors and one full-time media specialist. We also have 36 classified staff that include secretarial, custodial, and cafeteria staff, as well as teacher assistants.

## **School Culture**

At Sunset Jr. High our focus is on Professional Learning Communities, highly effective classroom instruction, and collaboration. We believe that collaboration among our faculty and staff is crucial to provide all our students with highly effective instruction in the classroom. Our staff continually participates in professional development in both curriculum and instruction. This provides our teachers with the latest research-based instructional practices to ensure the success of each of our students. In Professional Learning Communities our staff analyzes student academic data and ensure that each student is receiving the instruction necessary to their individual success.

Mission: Learning First!

Vision: Ensure high levels of learning for each student's success.

Collective Commitments:

- Create an inclusive student-centered environment where all students feel safe, supported, and valued.
- Support a collaborative culture focused on continuous improvement for students and adults.
- Exhibit professionalism and follow group norms and expectations while working in collaborative teams.
- Establish and deliver a guaranteed and viable curriculum that is relevant, engaging, and founded on our essential standards.
- Seek out best practices and instructional strategies, using common assessments and data, to ensure learning for all students at high levels.
- Regularly reflect, evaluate, and adjust plans based on personal experience, student mastery outcomes, and team feedback.
- Provide timely and systematic supports, interventions, and enrichment opportunities to increase student learning.
- Generate grades that reflect student mastery of essential standards.
- Provide parents with resources, strategies, and information as partners in student success.

In addition, there has been a continued focus on a well-defined behavioral intervention plan that assists both teachers and students in recognizing and remediating students requiring Tier I interventions. Multi-Tiered Interventions allow us to examine pertinent data to examine who, what, when, where, and why students are experiencing discipline issues to guide us in providing appropriate interventions.

At Sunset we have AP and honors programs, while also giving attention to historically under-served student populations providing additional support and instruction. In addition, we continue to provide reading remediation and instruction through our Read 180 curriculum. In addition, Sunset Junior uses the Math 180 program to better assist students whose quantile is two or more grade levels deficient. We provide a late bus four days per week, enabling students to stay late and receive remediation and/or augmentation to the curriculum, and participate in co-curricular activities.

## **Unique Features & Challenges**

The challenges for Sunset include providing for the needs of our community of students. Many students come to school with a wide variety of both educational and social needs. Our school is grateful for our relationship with Davis Behavioral Health which provides direct support to our students. This is a great service that provides much needed support to our students and their families that need mental health services and other areas of support. We also have a relationship with the Bountiful Food Pantry which provides a mobile food pantry to our community once a month as well as weekly food packets that are sent home with our students every Friday. These agencies help us support the physical and educational needs of our students that we cannot do by ourselves.

## Additional Information

# Needs Analysis

## Notable Achievements

Sunset Junior High School's Latinos in Action members have increased in participation numbers and have contributed hundreds of service hours to our local elementary schools. The school instructional coach has been working with the faculty to improve instruction within every classroom by observing and giving feedback. The Base Camp classroom is running successfully, and students are recovering credit needed for graduation. Sunset Junior High School is on track to help 85% of lost credit be recovered. Multiple students remediate failed classes each term and gain skills to help them pass their current classes. Base Camp uses Edgenuity for credit recovery. Sunset Junior High School offers AP Geography to ninth grade students with a 73% pass rate in 2022.

## Areas of Recent Improvement

- Daily average attendance is on track to show improvement from last year
- AP pass rate continues to be well above the district average at 73%
- 97% of students meet benchmark in one or more subject area on Aspire Plus
- 61% of students are proficient over time on the Reading Inventory

## Areas of Needed Improvement

- Gap between district and school average for math RISE scores need to shrink.
- Science RISE scores increase from the steady low 40% they have been for the past few years.
- The number of students from diverse backgrounds taking honors and AP needs to increase.

# TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 64,006.29
TSSA Current Year SY22-23 New Funding	\$ 153,879.00
TSSA Total funding for Current Year SY22-23	\$ 217,885.29

TSSA Current Year SY22-23 Anticipated Spending	\$ 135,000.00
TSSA Expected balance carried over into Next Year SY23-24	\$ 82,885.29
TSSA Anticipated new funding for Next Year SY23-24	\$ 190,961.00
TSSA Total funding available for Next Year SY23-24	\$ 273,846.29
Describe your school's Current Year SY22-23 Progress for TSSA Spending	<p>Monies were used to provide an additional contract day for teachers to work on lesson plans, common formative assessments, and pacing guides. Monies were also used to pay for substitutes in the building when district substitutes were not available. Productivity periods were paid for teachers to reduce class sizes. Davis Behavioral Health was funded through TSSA monies to help students with social/emotional needs. These students were given support to help them socially and academically find success through the use of coping skills and management skills. Some monies were used to provide furniture for students, faculty, and staff. Academic trackers and ESL tutor were paid to help provide the needed academic support for those students struggling with organization and motivation. Club advisors were paid a stipend to provide an after-school opportunity for students. Each club focuses on a different area so that students have multiple opportunities to participate in school activities after school.</p>

## SEL Goals and Planned Actions / Resources

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

**Promote SEL for Students.**

<i>Building school SEL foundational support, commitment, and ownership</i>	School Community SEL Events
<i>SEL with faculty and staff:</i>	
<i>Promoting SEL for students -- Explicit Instruction</i>	Counselor Developed Lessons Teacher/Advisory 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
<i>SEL Goal Statement</i>	Sunset Junior High School will improve school climate by refining Sundevil Academy lessons. Lessons will focus on goal setting, team building, study habits, and digital citizenship. All lessons will align with district and school policies to encourage students to be good citizens and improve their social/emotional well-being.
<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.) School Data
<i>Our school needs professional learning in</i>	Direct Instruction using SEL Curriculum
<i>SEL Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Improve the SEL curriculum in Sundevil Academy course by refining existing lessons and adding lessons to support students' social/emotional development.</li> <li>2. Increase the efficacy of Sundevil Academy by providing structure, improving the social emotional learning lessons, and allowing opportunities for personalization, intervention, and/or work completion.</li> <li>3. Provide SEL training and support for teachers and staff so they can support students.</li> <li>4. Provide timely professional development to faculty to implement SEL in Sundevil Academy and their classes.</li> <li>5. Keep students with same mentor teacher all three years at Sunset Junior High School to provide support and stability.</li> </ol>
<i>SEL Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$0.00

# Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p><b>Academic Learning</b></p>
<p><i>Goal Statement</i></p>	<p>Sunset Junior High School students will score at or above district average on RISE testing in language arts, math, and science. In addition, the goal is to have ELL and Special Education students attain an average SGP of at least 50 in language arts, math, and science on the 2023 RISE.</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>RISE test scores from 2022 in math, language arts, and science were used as relevant indicators to identify the academic areas deemed most critical in need. RISE test scores from 2023 will be used to quantify student academic progress and success.</p>
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> <li>1. Prioritize professional learning to improve collaboration efforts within PLCs to improve teaching and learning.</li> <li>2. Implement quarterly PLC (Professional Learning Community) planning days in core subjects to develop common formative assessments and analyze grade-level data.</li> <li>3. Increase the efficacy of Sundevil Academy by providing structure, improving life skills lessons, and allowing opportunities for personalization, intervention, and/or work completion.</li> <li>4. Identify students struggling academically and assign each student an academic coach to regularly check-in with each student to discuss academic progress, set goals, and encourage.</li> <li>5. Dedicate FTE (Full Time Equivalent) and productivity to reduce core class size. (LAND TRUST)</li> <li>6. Stipends for teachers to update Canvas and create common formative assessments, align standards and assignments, and plan during the summer.</li> <li>7. Schedule struggling students in appropriate intervention classes (math lab, study skills, etc.)</li> <li>8. Continue testing center during Sundevil Academy for those students who need to take or retake assessments.</li> <li>9. Continue Lunch-and-Learn Program to assist students with extra time to understand concepts or complete work.</li> <li>10. Hire teacher assistants in both general education and special education classrooms to support students and increase intervention opportunities.</li> <li>11. Hire AmeriCorps assistants to help with academic coaching and tutoring for students. (LAND TRUST)</li> <li>12. Promote positive academic and social behaviors by including student incentives and recognition.</li> <li>13. Maintain provisional teacher support programs and assign teacher mentors.</li> <li>14. Hire an instructional coach for teachers to offer assistance with best practices, instruction, and behavior management.</li> <li>15. Provide an additional contract day for teachers to work with their PLC before school</li> </ol>

starts.  
 16. Offer teacher grants to supplement classroom supplies and materials to enhance student learning and achievement. (LAND TRUST)

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

#TSISubGroups|#PCBL|#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|Writing|Mathematics|Science|

*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 - \$100,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Office assistants, academic coaches, ESL tutor, teacher assistants, AmeriCorps assistants	\$ 40,000.00
TSSA	Salaries & Benefits	Homework Helps after school teachers	\$ 10,000.00
TSSA	Salaries & Benefits	Teacher stipends for summer planning	\$ 10,000.00
TSSA	Salaries & Benefits	Instructional Coach	\$ 40,000.00

<p><i>Goal Short Title</i></p>	<p><b>Graduation</b></p>
<p><i>Goal Statement</i></p>	<p>Ninety-two percent of 9th grade students will have six credits and all core class credits when leaving Sunset Junior High School by comparing the graduation summary report.</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>	<ul style="list-style-type: none"> <li>• Graduation summary report</li> </ul>
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> <li>1. Continue to implement Lunch-and-Learn program to assist students with work completion.</li> <li>2. Continue to implement the Sundevil Academy testing center to assist students with testing and retesting concepts to improve their academic performance. (LAND TRUST)</li> <li>3. Assign students to a teacher mentor during Sundevil Academy to support increased achievement and build social, emotional resiliency.</li> <li>4. Assign struggling students to an academic coach who will support increased achievement.</li> <li>5. Provide academic trackers, tutors, and office aids to help with classroom support to increase intervention opportunities. (LAND TRUST)</li> <li>6. Meet weekly with Local Case Management Team to identify students that need tiered academic and behavioral interventions and to provide other support.</li> <li>7. Administrators, counselors, academic trackers, office aids, and teachers will promote student recognition of both academic and behavioral improvement.</li> <li>8. Continue to use Davis Behavioral Health as a resource to help students emotionally so that they can better focus on academics.</li> <li>9. Maintain the after-school Homework Help to provide homework supervision and tutoring to students in all academic areas.</li> <li>10. Meet regularly as department chairs and advisory committee to discuss life skills, behaviors, and equity issues within the school to provide students support through Sundevil Academy lessons. Pay for committee members time to create the lessons.</li> <li>11. Provide an after-school bus multiple times a week to allow students to attend Homework Helps and other school activities.</li> <li>12. Dedicate FTE and productivity to reduce core class size. (LAND TRUST)</li> <li>13. Hire an instructional coach for teachers to offer assistance with best practices, instruction, and behavior management.</li> <li>14. Provide stipends for teachers to align curriculum, create common formative assessments, and update Canvas assignments during the summer.</li> </ol>
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PCBL #GraduationRates #CollegeCareerReady </p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement </p>



If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|Writing|Mathematics|Science|

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 - \$90,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Office assistants, academic coaches, ESL tutor, teacher assistants, AmeriCorps assistants	\$ 50,000.00
TSSA	Professional and Technical Services	Davis Behavioral Health	\$ 10,000.00
TSSA	Transportation, Admission, Per Diem	Homework Helps after school bus	\$ 10,000.00
TSSA	Salaries & Benefits	Homework Helps after school teachers	\$ 10,000.00
TSSA	Salaries & Benefits	Teacher planning stipends	\$ 10,000.00

## Additional TSSA Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Academic	TSSA	Salaries &	Office assistants, academic coaches, ESL tutor, teacher	\$40,000.00

Learning		Benefits	assistants, AmeriCorps assistants	
Academic Learning	TSSA	Salaries & Benefits	Homework Helps after school teachers	\$10,000.00
Academic Learning	TSSA	Salaries & Benefits	Teacher stipends for summer planning	\$10,000.00
Academic Learning	TSSA	Salaries & Benefits	Instructional Coach	\$40,000.00
Graduation	TSSA	Salaries & Benefits	Office assistants, academic coaches, ESL tutor, teacher assistants, AmeriCorps assistants	\$50,000.00
Graduation	TSSA	Professional and Technical Services	Davis Behavioral Health	\$10,000.00
Graduation	TSSA	Transportation, Admission, Per Diem	Homework Helps after school bus	\$10,000.00
Graduation	TSSA	Salaries & Benefits	Homework Helps after school teachers	\$10,000.00
Graduation	TSSA	Salaries & Benefits	Teacher planning stipends	\$10,000.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 190,961.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 273,846.29
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	\$ 15,675.58
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 205,675.58
4. Planned TSSA carryover into the Following Year SY25-26	\$ 68,170.71
Does the school plan to fund teacher leadership opportunities with TSSA funds?	