



Teacher Student Success Act TSSA Budget only

Shoreline Jr - SY 2024

Principal TJ Barker

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

Establish and maintain a climate of excellence academically, physically, and emotionally. It is also to build a growth mindset culture of creativity, communication, critical thinking and collaboration for students and faculty in which personalized learning is relevant to the 21st century learner.

Description of the School

Community

Shoreline Junior High School is in West Layton right across the street from the Kaysville Boundary. Roughly half of our students come from Layton and the other half come from Kaysville. Both areas are growing rapidly. Our feeder elementary schools are Kay's Creek, Heritage, Ellison Park and Sunburst.

Student Body

Shoreline has a population of 1181 students. Of these students, 89% Caucasian, 6% Hispanic/Latino, 1% African American, and the balance of 4% as Asian, Pacific Islander, Native American, and/or multiple races. Of all the students we serve, 9% are considered economically disadvantaged, approximately 8% receive assistance for Special Education, and less than one percent are identified as students with Limited English Proficiency.

Staff

Shoreline's certified staff has 60 employees, comprised of 53 teachers, three counselors and three administrators. Of that group, we have 28 Masters degrees, 20 English Language Learner (ELL) endorsements, five AP endorsed, three Gifted & Talented endorsed, three Reading Endorsements, and 13 "other" specialized endorsements and/or certifications.

School Culture

The culture of Shoreline is inviting and welcoming for all students. For students to be successful, they need to feel safe, and be safe, both physically and emotionally. This climate is foundational to establishing an excellent learning environment. To establish this culture, staff were identified and hired for their ability to care for, connect with, and expect success and achievement for all. They are also innovative thinking educators who are ready to blend technology into the curriculum to personalize the education for every student. In addition, Shoreline partners with the educational and business communities to help push beyond a 20th Century school model and have students prepared to flourish in the 21st Century. Teachers work together, not just in the same pods, but genuinely team to personalize the educational experience for each individual. It is a healthy blend of traditional teaching methods and innovative practice which is relevant, and real world. Care and attention are given to see that the physical environment is a reflection of the magic that is occurring inside the classroom.

Unique Features & Challenges

Features- Shoreline is the newest junior high in the district. It is the last of four model schools. The unique features include: collaborative work space in the center of each house/learning zone, flexible seating, personalized competency based grading across the school, and a looped advisory class designed to address both targeted academic achievement and social/emotional learning for each individual.

Challenges- We have experienced quick population growth and want to ensure each individual is positively connected to the school and growing academically.

Additional Information

Needs Analysis

Notable Achievements

Our staff has been recognized as one of 30 Microsoft Incubator Schools across the nation. We currently have 4 Microsoft Innovative Educators and 5 more applying this year. We had 3 educators nominated for the Best of Davis Award. 15% of 9th grade students enrolled in at least one online class to accelerate for their 10th grade coursework. Approximately 350 students have been able to participate in extra curricular performance/competition without missing curricular class time (i.e. NAL, music, and athletics). That number will increase to 450 when track starts next week (roughly half our students personalized their extra curricular experience without missing out on valuable class time). One hundred percent of students have had an opportunity to get help/intervention for subjects they were behind or struggling with during Shark Time. Band, choir, and orchestra ALL received superior ratings at the district festivals. Over half of our student body participates in the performing arts.

Areas of Recent Improvement

Established course rubrics for standards based grading/ learning throughout the school. Established semester assessment measurements for each subject area. Implemented facets personalized learning for students schoolwide such as Teachers built curriculum on Canvas to be available for students to have 24/7 access. Students were offered choice/ voice and options of pace of place in many curricular areas. Shoreline was one of 2 junior highs in the district to receive an A on the state report card. We had half the number of students reporting that they felt isolated in comparison to the state and district (SHARP At Risk Survey).

Areas of Needed Improvement

A theme for an area needing improvement is definitely keeping up with large fluctuations in our growth pattern. Each bullet below address this overall need: Full-Time Equivalent (FTE)- We are growing and have been awarded 41.5 for the next year, but are still in need of additional staffing to reduce class sizes and are still in need of FTE in critical needs Support staff and aides. We are working toward touchscreen access for all students as part of our computer refresh program. We also need to continually improve on the use of computers: Ensuring the use of technology enriches, enhances or make learning more

efficient, better personalization for individualizing learning, and ongoing professional development in use of technology, and soft skill development.

TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 112,272.85
TSSA Current Year SY22-23 New Funding	\$ 197,438.00
TSSA Total funding for Current Year SY22-23	\$ 309,710.85
TSSA Current Year SY22-23 Anticipated Spending	\$ 150,000.00
TSSA Expected balance carried over into Next Year SY23-24	\$ 159,710.85
TSSA Anticipated new funding for Next Year SY23-24	\$ 237,601.00
TSSA Total funding available for Next Year SY23-24	\$ 397,311.85
Describe your school's Current Year SY22-23 Progress for TSSA Spending	We have had several thousand in carryovers for the first few years of this school, and we have not worried too much about that because we were anticipating a "rainy day." That "rainy day" has arrived as we will need to fund extra FTE until we have our staffing and population balance out.

SEL Goals and Planned Actions / Resources

<i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i>	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 PTA/PTO Collaborative Events & Activities
<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>	Teacher/Advisory Developed Lessons
<i>The summarized SEL goal</i>	
<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead. Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus.
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Bullying Prevention Positive Behavior Supports
<i>SEL Goal Statement</i>	Shoreline Junior High will improve school climate for students by having weekly social and emotional lessons taught in Shark Time weekly. In addition, we will practice social and emotional health for staff monthly in our meetings.
<i>This school SEL goal and implementation plan will be measured by using</i>	DSD SEL Walkthrough Other Survey Data (e.g. Evaluate Davis, SHARP, OEO, USBE, etc.) School Data
<i>Our school needs professional learning in</i>	SEL School Team Training Faculty and Staff Mindfulness Practices Direct Instruction using SEL Curriculum
<i>SEL Action Plan (please number steps)</i>	Shoreline Junior High School will improve school climate for: <ol style="list-style-type: none"> 1. students. All teachers will regularly implement social and emotional learning strategies in their classrooms. 2. faculty. Staff will regularly practice social and emotional strategies in staff meetings. SEL Action Plan: <ol style="list-style-type: none"> 1. Administration and School SEL Team will model and train all faculty to use social and emotional practices for the classroom. 2. SEL School Team will compile SEL Daily Practices used successfully by teachers on Canvas. 3. Admin will encourage using 3 SEL Daily Practices in classrooms through both formal and informal observations and send recognition notes to teachers who are using the SEL Daily practices. 4. Hope Squad will help create and teach a social and emotional lesson to all Shark Time Classes. 5. Admin will provide social and emotional practices in staff meetings.
<i>SEL Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$0.00

Goals and Planned Actions / Resources

Goal Short

One Percent Growth Improvement

Title

Goal Statement

Increase student achievement in not just math, science and language arts but in all areas by one percent.

- The goal should be achieved by end of the first semester for all subjects.
- The measurement for this goal comes predominantly from curriculum based assessments, but may also include:
 - Grades- All grades are a reflection of student proficiency and can show growth from term to term.
 - End of Level Assessments- Many courses have an end of level assessment. For year long courses these results, will not come until May or later. For semester classes, we have results at the end of the semester.

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

Measures

- Grades (based on standard based learning)
- Curriculum Based Assessments (Assessments used by departments to measure progress)
- End of Level Assessments (Rise, Aspire etc... not available until end of the year or later)

Action Plan (please number steps)

1. Equip students and teachers with the skills, tools, and resources to increase student achievement (i.e. textbooks, curricular materials). Scholastic subscription, STAMP Proficiency Test for foreign language, Spanish 1 Journals, Math Material and Journals, Geometry manipulatives, choral music, music licensing rights, Textbooks, desk maps, supplies. (LAND TRUST FUNDS)
2. Students will continue to utilize digital programs, technology, instruments and training to improve their performance.
3. Equipment that will improve student ability (i.e. musical instruments, printing press, headphones, math calculators, simulation games for PE, headphones, batties for Vex kits, handheld GPS units, supplies). (LAND TRUST FUNDS)
4. Software & Online programs and assessments to enhance and measure learning in multiple subjects (i.e. English, math, science, and music).Membeam Language arts online vocabulary builder, Quill online program for English skill development, Derivita online subscription for math, Smartmusic, GIZMO science and math subscription. (LAND TRUST FUNDS)
5. FTE & Productivity for more classes to reduce overcrowding of classrooms, more one on one attention, and teacher coaching mentoring. (LAND TRUST FUNDS)
6. Teacher interns and aides to help individuals and groups of students improve in their content knowledge and performance. Choir accompanist, Music Director, SpEd assistant, Teacher interns and mentors. (LAND TRUST FUNDS)
7. Judges & Directors for performances and competitions to offer critics and feedback to improve performance. (LAND TRUST FUNDS)
8. Student competitions/trainings and transportation and related costs. State Orchestra Fees and bussing. (LAND TRUST FUNDS)
9. Training for teachers to learn best practice and improve student performance. UCTE Conference Coverage, UMEA conference, Achievement/PLC training, conferences for Art. (LAND TRUST FUNDS)
10. Implementation time stipends and sub pay to implement training in curriculum, assessment and

pedagogy, Achievement/PLC training. (LAND TRUST FUNDS)
11. Library Hours during the summer to promote literacy in the community. (LAND TRUST FUNDS)

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

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

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Fiscal Responsibility|Parent & Community Connections|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|Writing|Mathematics|Fine Arts|Health|Science|Social Studies|Technology|World Languages|

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

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$0.00

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
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Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24				\$ 237,601.00
2. Total projected TSSA funding for Next Year SY23-24				\$ 397,311.85
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				\$ 20,403.00
3. Total planned TSSA expenditures for Next Year SY23-24				\$ 20,403.00
4. Planned TSSA carryover into the Following Year SY25-26				\$ 376,908.85
Does the school plan to fund teacher leadership opportunities with TSSA funds?				Yes