



Teacher Student Success Plan LAND Trust Goals only

Buffalo Point Elementary - SY 2024

Principal Ryan Van Natter

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

Our purpose at Buffalo Point Elementary is to promote the mission of learning first for all. To accomplish our purpose, we will teach DESK standards through the explicit tiered instruction model wherein individual learning styles, needs, and gifts are acknowledged and addressed. Students are supported in developing life skills which demonstrate friendly, intelligent and safe behavior so that they are responsible, kind, and positive citizens. Every staff member will work toward and model a safe and respectful learning environment and collaborate with the community to support student learning. School staff will ensure student learning by tracking student progress and daily implementation of best instruction methods supported by professional development.

Description of the School

Community

Buffalo Point is located at 1924 Doral Drive in Syracuse, Utah. The community is primarily residential and rural. Students benefit from multiple business partnerships in the area. The PTA actively supports the school with a variety of meaningful activities and service to the community. We log hundreds of hours of parental support each school year and have a supportive Community Council.

Student Body

Buffalo Point Elementary educates about 970 students including pre-school. We have a community Pre-school which serves general and special education populations. Distribution of students is Caucasian (85%), Other (15%), Special

Education (11%), ELL (.1%), Economically Disadvantaged (14%). Buffalo Point is a DLI Spanish-Immersion school with about 25-30% of our students enrolled in the Spanish Immersion Program.

Staff

Buffalo Point Elementary is staffed with one principal and one full-time assistant principal. We have about 100 employees. We have more than 40 certified (highly qualified) employees. About 50% of our teachers hold advanced degrees. We have about ten teachers who are bi-lingual and implement the State Model of Dual Language Immersion. Seventy-five percent of our teachers have an ELL Endorsement. All staff complete the Evaluate Davis Performance Assessment every year. One hundred percent of our teachers actively participate in professional development, as well as mentoring/coaching opportunities, offered through school, district, state and other entities. Many of our teachers apply for and receive grants to support their classrooms.

School Culture

The theme this year at Buffalo Point is TRUE GRIT. We model, teach, and expect success in academics and social/emotional learning/life skills. Buffalo Point Elementary has a transparent, friendly, and open relationship with the community that lends itself to a large volume of volunteerism and contributions. The priority of both faculty and community is to support student learning and safety. We have a supportive Community Council and a highly active PTA. Our PTA supports great activities such as: Grand-week, GRIT Weeks, Safety Promotion, Healthy Snacks, School Plays, Field Day, etc. This year our PTA was able to put on a school play of "Aladdin" which had four showings.

Unique Features & Challenges

Buffalo Point Elementary opened for the 2008-2009 school year. Due to the continued development of the area, the student population continues to steadily increase throughout each school year. With consistent growth in student population, and several areas of new development, Buffalo Point continues to grow. Students are provided a variety of extra -curricular activities, many facilitated by our teachers before and after school; Lego-Robotics, VEX, Osmo Club, teacher-led tutoring groups, Science-Technology-Engineering -Math (STEM) Discovery, and Theater. Students also participate in PTA Reflections contest, a decathlon, Davis STEM Olympiad, etc.

Additional Information

The Spanish Immersion program was introduced in kindergarten and 1st grade at the beginning of the 2012 school year. In the 2023-24 school year Buffalo Point will have Immersion students in grades first through 6th grade with two classrooms of students in kindergarten and two classrooms first through sixth grade. Our District partners with Amity Interns and provides us with teacher assistants that support the Immersion classes. This coming school year we will host two interns from Spain. Families in our community offer to be host families and they provide room and board along with transportation to school. Interns share their language and culture as they participate in our American classrooms. We also work with student teachers and administrative interns that are completing course work to receive degrees from multiple universities. This year we hosted four student teachers and multiple interns from universities and/or high schools.

Needs Analysis

Notable Achievements

Buffalo Point is a Dual Language Immersion school with Spanish Immersion K-6. 2022-2023 Acadience school wide proficiency for MOY at 61% of students who made typical or better progress. Teachers have completed training from

the ELA Coach in Heggerty interventions and instruction. We are seeing amazing success in this area-(data in the recent improvement section). Regular Technology Training have been attended by many teachers at Buffalo Point, through the Davis Dual Language Immersion (DLI) program, and other Davis District Professional Development. Specific training in Canvas, Teams, etc. provided by our STS, Matt Timothy. We have extended our after-school STEM to include 5th and 6th graders Lego-Robotics. Every year we have teams that compete at the state level often receiving awards. This is the fourth year Buffalo Point started a STEM prep period called "Discovery" for K-6. This is in addition to the other prep periods offered of music, computers, and P.E. Teachers and Administrators have participated in the Language Essential for Teachers of Reading and Spelling (LETRS) PD.

Some of the notable achievements and/or programs include Strengthening Families parenting class January -March 2023, Parent SEL Committee of Syracuse, Move This World SEL curriculum, 7 Life Skills that teach GRIT, Learning to Breathe for 6th grade, Restorative Practices PD, etc.

Areas of Recent Improvement

Buffalo Point is now a 1:1 school. Every student has access to a device of their own for instruction (iPads, laptops, Cloud Books, etc.). This has more than doubled their exposure and use of devices in the classroom and across multiple settings in an effort to increase personalized learning. Buffalo Point has participated in Adverse Childhood Experiences (ACES) training, Autism training, and Tools 4 Reading training as a result of feedback from a survey given by admin to all employees of what they want training in. Provisional Year 1 teachers participated in on-site mentoring and coaching from the English Language Arts Coordinator and Assistant Principal. All teachers implemented new technological strategies in instruction and for student skill development. Students completed sessions in Imagine Literacy and Learning English, Imagine Español, ST Math, Imagine Math, GO Math, Nearpod, RAZ Kids, iSpire, Reflex Math etc. 2022-2023 school wide K-3 prficiency at MOY was 61%. 2021-2022 school wide K-3 proficiency at MOY was 62.2%, which is an increase from 59.4% at MOY last year. 2020-2021 school wide K-3 proficiency BOY 57% and MOY 60% (Increase of 3%). Growth 60.2% typical, above, well above. 2019-2020 school wide K proficiency BOY 65% and MOY 71% (Increase of 6%). Growth 63.3% typical, above, well above. 2019-2020 school wide 1st Grade proficiency BOY 38% and MOY 50% (Increase of 12%). Growth 66.7% typical, above, well above. 2019-2020 school wide 3rd Grade proficiency-maintained BOY 61% and MOY 61%. 2019-2020 2nd grade growth was 53.3% increased from 39.4% (increase of 13.9%). Nine Tier 2 Instructors receive training and get ongoing support from the the Literacy Coach which Increased number of students receiving Tier 1-3 support. Evaluate Davis observations show an increase in personalized instruction, purposefully reviewing the "why" and learning target of the lesson, use of technology to enhance the learning target, etc.

Areas of Needed Improvement

Pathways to Progress, and Typical or Better Growth was achieved at 61% in grades K-3 on Middle of year (MOY) for the 22-23 school year. We have set that goal for at 65% or higher at MOY for the 23-24 school year. Teachers need to continue to receive regular Professional Development opportunities, as well as mentoring/coaching opportunities in explicit instruction, personalized learning, social and emotional learning, and technology with implementation demonstrated and noted in observations.

Prior Year Status Report

Report progress on PRIOR YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')

To identify students with Tier 2 needs in grades K-6 in ELA.

Met goal

To identify students with Tier 2 needs in grades K-6 in ELA: This is done through our local student assistance team (SAT) and grade level professional learning community meetings. We also have our literacy coach full-time who is constantly collaborating and communicating with all teachers.

Grades K-3 will show 62% typical, better or well above progress in Middle-of-Year Acadience results as measured through Pathways to Progress.

Met goal

Based on Power BI data report (Acadience Pathways to Progress) Buffalo Point was at 63% for MOY, so we met our goal.

Staff and students will participate in the Social and Emotional Learning (SEL) curriculum "Move This World" on a weekly basis.

Met goal

Move This World is used by all grade level teachers on a daily basis for the 22-23 school year. Move This World sends weekly updates/charts of teacher use to administration and we use this to guide conversations with teachers as needed.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Our goal is 65.2% of K-3 students will show typical, above, well above progress on Acadience Reading Middle of Year MOY data as measured through Pathways of Progress. (Prior year was 62.2%).	Progressing according to plan	
Forty-Five percent of 4-6 students will demonstrate proficiency on math RISE EOY data. (Prior year was 42% proficient.)	Progressing according to plan	Buffalo Point achieved 46% for grades 4-6.
Staff and students will continue to participate in the Social and Emotional Learning (SEL) curriculum "Move This World" on daily basis in the classrooms.	Progressing according to plan	

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 42,631.01
B - Allocated new funds for Current Year SY22-23	\$ 116,997.58
C - Total Budget for Current Year SY22-23	\$ 159,628.59

D - Projected spending during Current Year SY22-23	\$ 61,782.52
E - Expected carryover from Current Year SY22-23	\$ 97,846.07
F - Projected new funding for Next Year SY23-24	\$ 125,991.56
G - Total projected funding for Next Year SY23-24	\$ 223,837.63

Goals and Planned Actions / Resources

Goal Short Title	K-3 Literacy Goal
Goal Statement	Grades K-3 will show 62% typical, better, or well above progress in MOY Acadience results.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	This goal will be measured through Pathways to Progress in M-Class.
Action Plan (please number steps)	<p>Teach and remediate with Tier I and Tier II instruction: Using Acadience Reading data and holding scheduled grade level PLCs.</p> <ol style="list-style-type: none"> 1. Tier I and Tier II Supports (TA's) are used to pull students for a small group focused on their targeted need of instruction and use strategies and interventions they have been trained on. 2. Tier I and Tier II Supports (TAs) trained on using Heggerty, Phonics Kits, DSD routines, LETRS interventions and assessments, for small group targeted inventions as needed. 3. Tier I and Tier II Supports trained on progress monitoring with fidelity to assess if the instruction is proving to be effective. 4. Tier I and Tier II Supports will also take the whole class for enrichment and/other activities provided by the classroom teacher, while the teacher takes a small group or provides one-on-one Tier II instruction for specific student(s). 5. All TA's will be purchased with LAND Trust monies. Tier I and Tier II support will be paid with LAND Trust monies. Each TA's will provide academic support for the classroom teachers and the Literary and Math coach in Tier one and Tier two insturction, progress monitoring Acadience etc. Stipends will be paid with LAND Trust monies. 6. A .5 FTE salary will be paid through TSSA for our Literacy Coach to have her full-time at Buffalo Point. The district pays for half her salary, we will fund the other half. She will support, coach and mentor this action plan. 7. A full FTE salary will be paid through TSSP for a full time second grade teacher to reduce class size to maximize instructional time. (LAND TRUST FUNDS)

<i>This goal can be categorized as... (choose all that apply)</i>									
<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>	Reading Writing								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No								
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes Goal LAND Trust Expense Total - \$197,681.00								
	<table> <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> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#5 # 7 Salaries for 10 TAs(K-6) and SPED TA at 29.5 Hours per week. This will also cover a full FTE as approved by DSD administration.</td> <td>\$ 197,681.00</td> </tr> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#5 # 7 Salaries for 10 TAs(K-6) and SPED TA at 29.5 Hours per week. This will also cover a full FTE as approved by DSD administration.	\$ 197,681.00
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LAND Trust Academic	Salaries & Benefits	#5 # 7 Salaries for 10 TAs(K-6) and SPED TA at 29.5 Hours per week. This will also cover a full FTE as approved by DSD administration.	\$ 197,681.00						
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>									

<i>Goal Short Title</i>	4-6 Math
<i>Goal Statement</i>	Forty-nine percent of students in grades 4-6 will demonstrate proficiency on math RISE EOY data (prior year was 46%).
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	

Measures	Math RISE EOY assessment.														
Action Plan (please number steps)	ACTION PLAN: <ol style="list-style-type: none"> 1. Tier I and Tier II Supports (TA's) are used to pull students for a small group focused on their targeted need of instruction and use strategies and interventions they have been trained on. 2. Tier I and Tier II Supports trained on progress monitoring with fidelity to assess if the instruction is proving to be effective. 3. Tier I and Tier II Supports will also take the whole class for enrichment and/other activities provided by the classroom teacher, while the teacher takes a small group or provides one-on-one Tier I and Tier II instruction for specific student(s). 4. The Math Coach and the Math Coach's aide will support teachers and provide training/co-teaching/modeling lessons for each grade level in specific math applications and concepts. (LAND Trust) 5. We are purchasing Math Acadience 4-6 to use all year for progress monitoring purposes, support our math coach to help build awareness in how math is taught in classrooms through the cooperative community math game night materials. STEM Olympiad is a district sponsored completion and we will be using funds to purchase supplies. (LAND TRUST FUNDS) 														
This goal can be categorized as... (choose all that apply)	#PD #DiversityEngagementInclusion #TeacherLeaders														
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														
Will LANDTrust funds be used to support the implementation of this goal?	Yes														
	Goal LAND Trust Expense Total - \$23,193.00														
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	LAND Trust Academic	Professional and Technical Services	#5 Math Acadience 4-6 Grade, community math night, STEM olympiad, etc.	\$ 10,000.00
<p><i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i></p>				

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
4-6 Math	LAND Trust Academic	Salaries & Benefits	#4 Part-time math coach at 19.5 Hours per week	\$13,193.00
4-6 Math	LAND Trust Academic	Professional and Technical Services	#5 Math Acadience 4-6 Grade, community math night, STEM olympiad, etc.	\$10,000.00
K-3 Literacy Goal	LAND Trust Academic	Salaries & Benefits	#5 # 7 Salaries for 10 TAs(K-6) and SPED TA at 29.5 Hours per week. This will also cover a full FTE as approved by DSD administration.	\$197,681.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 125,991.56
G - Total projected funding for Next Year SY23-24	\$ 223,837.63
H - Total planned expenditures for Next Year SY23-24	\$ 220,874.00
I - Planned carryover into the Following Year SY25-26	\$ 2,963.63

J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	The reason for carryover is due to ESSR/CARES monies and using those funds entirely before they are gone. As a result, we have an excessive carryover that we plan to use in staffing of a literacy coach, a full-time teacher and other TA positions that were previously covered by ESSR/CARES.
Plan for sharing the school LANDTrust plan with the community	School website
Additional plan for sharing the school LAND Trust plan with the community.	

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	02/22/2023
Number who approved	11
Number who did not approve	0
Number who were absent or abstained	2