



# Teacher Student Success Plan LAND Trust Goals only

**Burton Elementary - SY 2024**

Principal Lisa Brown

## 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

Burton Elementary strives to provide a well-rounded education for every child. Believing that every child has unique interests, learning styles, skills, and talents, students are provided opportunities in the arts, STEM, academic enrichment, and remediation. At Burton Elementary, every student can WIN. Every student can say, "At Burton Elementary, I get What I Need to Learn and Succeed!"

## Description of the School

### Community

Burton Elementary is located on Green Road (200 S) in Kaysville. Kaysville is a suburban neighborhood just north of Salt Lake City. Residential neighborhoods form the foundation of the Burton community. Burton Elementary also supports the neighboring city of Fruit Heights. While Burton Elementary is located within an established neighborhood, the Kaysville city center is close-by and Highway 89 borders our boundaries on the east. The homes that surround Burton Elementary are single-family homes, apartments, and condominiums.

### Student Body

Burton Elementary has approximately 665 students in 2022-2023 from Kindergarten through 6th grade. The student population is 8% Ethnic Minority. Roughly 10% of the student body is economically disadvantaged, and 9% of total students require special education services. Burton is also the home of the Davis School District's Davis Enhanced Education (Spectrum) Program (4th-6th grades). Students identified as gifted and talented attend the program. The

program comprises about 12% of the population.

## Staff

Burton Elementary has 71 employees with 35 being certified. 71% of the teaching staff has more than 7 years of teaching experience. 92% of teaching staff have a professional license with 8% of staff working on a temporary license or working toward licensure through an alternative route. Thirty-six of the Burton staff are classified, which includes lunchroom, custodians, front office, classroom aides, etc.

## School Culture

The students are central to our philosophy at Burton Elementary. We believe that school should be a place where students are happy to come and where they can be encouraged to learn in a safe environment. Burton is comprised of middle-class, highly involved parents who encourage academic excellence and support enrichment activities. Teachers hold high standards and encourage personal responsibility. Burton teachers are personally committed to individualized learning styles, differentiation, and bring the best instructional strategies to teach DESK standards.

## Unique Features & Challenges

Burton Elementary houses the Davis School District Spectrum Program. The program is the 4-6 grade Gifted and Talented program. Extracurricular activities, for all students, include Chess Club, after school art classes (Meet the Masters), and civics education sponsored by Junior Achievement. Unique in-class opportunities include music programs, history fairs, STEM/Science fairs, spelling bees, keyboarding and storytelling competitions, some of which Burton has placed in the top of all Utah schools. Our InfiniD Lab offers opportunities for students to apply learning in a lab simulation setting. The Burton PTO sponsors many programs including an art gallery to showcase student art and an annual drama production. Burton also has VEX Robotics team that has qualified for State and International Competition. Burton is 1-1 with Apple Technology and hosts professional development for teachers by Apple Learning Coaches to use iPads and Apple accessories and applications to help students support their learning and creativity. The long-term goal is to become an Apple Distinguished School. Burton is a 60-year-old facility with aging infrastructure and is near capacity. Facilities have been expanded using portables. Modifications and improvements to the building happen as funding is available. Burton Elementary has experienced impacts from the COVID-19 pandemic. Student attendance has been most impacted. Prior to the pandemic (2018-2019 school year), the average daily attendance was 95.5%. In the 2022 school year, average daily attendance has fallen to 91%. The number of chronically absent students (students missing 18 or more school days) had quadrupled to 230 students. So far, in the 2023 school year, average daily attendance has increased to 93% with 129 students chronically absent. Attendance is improving, but it remains a challenge.

## Additional Information

Burton's students, teachers, administrators, parents, and community all work together to make Burton the best elementary school in the district. Burton parents are very active in volunteering at the school, serving in PTO, and helping to meet the needs of our students.

## Needs Analysis

## Notable Achievements

Students have competed in district competitions this year. Students have competed and placed in robotics competitions, STEM Fair, and the district spelling bee. The VEX robotics team has competed at the state level and one team has

qualified for the world competition. Staff at Burton Elementary work in professional development to improve their skills in teaching English Language Arts, specifically the Science of Reading, and Math.

## Areas of Recent Improvement

We maintained our excellence in school grading formats from 2013-present. Our STS provides follow up training and coaching in areas of technology needs. Our end-of-level test results show excellent proficiency and has shown above average growth. The school has implemented a Tier two and three intervention time called WIN Time (What I Need). Every grade level has 30-60 minutes per day, Monday through Thursday, to provide reteaching and intervention in Reading and Math. Teachers are working on data driven approaches to instruction and intervention to benefit every student.

## Areas of Needed Improvement

As previously stated, attendance is a particular concern. This includes full-day absences and interrupted school days (late check-ins and early check-outs). The school needs a more definitive plan to implement instruction on Social Emotional Learning competencies. Burton Elementary is 1-1 with Apple technology, and we will continue to improve the use of technology to support learning. Our WIN time is providing targeted interventions to address learning concerns, and more instruction on intervention is needed. To implement the PLC process at Burton Elementary, Burton teachers will engage in curriculum mapping to plan instruction around priority standards and to improve Tier 1 instruction.

## 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')
<p>K-6 Students will develop an understanding of common Math vocabulary. They will show mastery by application of this knowledge in Math practice and assessment. Proficiency in Mathematics will increase by 2% based on summative CRT and Rise Assessment.</p>	Met goal	Math proficiency on RISE increased by three percent from 2021 to 2022. The Math CRT was changed to the Acadience Math, so there was no comparison of that data.
<ul style="list-style-type: none"> <li>• Writing: 75% of students in grades 3-6 will show proficiency on RISE Writing Benchmark.</li> <li>• Reading: 77% of students in grades K-3 will show 'typical' or higher progress on the 2021 EOY Acadience Pathways to Progress report.</li> <li>• Reading: 87% of students in grades 4-6 will have a composite score at or above benchmark on the 2021 EOY Acadience Proficiency Report.</li> </ul>	Did not meet goal	<ul style="list-style-type: none"> <li>• Seventy-six percent of students were proficient on RISE Writing. (DID MEET)</li> <li>• Sixty-three percent of students in grades K-3 made Typical or Higher progress on EOY Acadience Reading. (DID NOT</li> </ul>

Reading: Students in grades 3-6 will have an average proficiency of 68% on ELA RISE.

MEET)

- Seventy-four percent of students in grades 3-6 met were at or above benchmark on EOY Acadience Reading. (DID NOT MEET)
- Fifty-eight percent of students in grades 3-6 were proficient on ELA RISE. (DID NOT MEET)

K-6 Students benefit academically from continued participation in the InfiniD Lab setting under the direction of the computer teacher. Students' growth will be measured through the InfiniD assessment system.d

Met goal

Students responses to mission-level formative assessments showed growth over time. Science RISE scores increased by one percent.

Increase K-6 Students achievement by providing a varied set of teacher professional learning opportunities to increase teacher efficacy as measured by a teacher self-competency survey.

Met goal

Teachers worked on LETRS certification requirements. Apple learning and district professional development was offered and encouraged as selected by teachers.

Student achievement in ELA, Math, and Science will increase as mentioned in goals 1 - 3 through the implementation of a Positive Behavior Intervention Supports System. Students responses on the school climate student survey, specifically in the area of being recognized for good behavior by teacher or the school, will increase by 4%.

Met goal

Student responses increased by more than four percent.

## Current Year Progress Report

### Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Writing: 75% of students in grades 3-6 will show proficiency on the RISE Writing Benchmark.</p> <p>Reading: 70% of students in grade K-3 will show typical or higher progress</p>	Progressing according to plan	More than half of certified staff have completed all eight units in LETRS.

on the 2022 EOY Acadience Pathways to Progress report.

Reading: 85% of students in grades 4-6 will have a composite score at or above benchmark on the 2022 EOY Acadience Proficiency Report.

Teachers meet regularly to discuss progress monitoring data and formative assessments to inform Tier 1 teaching and Tier 2 interventions.

Teachers direct teacher aides, paid out of LAND Trust funds, to assist in providing Tier 2 interventions. ESSER funds have provided a research based Tier 2 & 3 program (SPIRE).

In addition to (at least) monthly team data meetings, grade level teams were provided half a day for collaboration time to plan Tier 1 & Tier 2 instruction informed by student data.

Seventy-five percent of students in grades 1-6 will show typical or better growth from Beginning of Year to End of Year on the iReady Diagnostic.

Progressing according to plan

Purchased iReady math curriculum for grades K-6 and Go Math! for 6th Grade. Professional Development provided. (Land Trust funds)

Used funding sources to purchase STEM software licenses (iReady) for use as the digital math tool, and purchased Imagine Math for Spectrum.

Teachers are meeting required

K-6 Students will benefit academically from continued participation computer science education to include participation in the InfiniD Lab simulations and coding education. All students will participate in a simulation applying learning in STEM at least four times in the school year.

fidelity for the tool.

Teachers meet regularly for data meetings and grade level teams were provided half a day for collaboration time to plan Tier 1 & Tier 2 instruction informed by student data.

Teacher aides funded through LAND Trust funds, under the direction of the classroom teacher, provide interventions to identified students.

Technology hardware updated as needed to keep up with device needs.

Progressing according to plan

InfiniD license at renewed.

Teachers provided training on the assessment system built into the simulation and how to use the information to inform teaching and learning.

A classroom aide serves as Flight Director for the InfiniD lab to assist teachers with the delivery of and training on simulations.

Purchased updated devices for coding VEX robots.

Provide a stipend

Student achievement in English Language Arts (ELA), Math, and Science will increase as mentioned in goals 1 - 3 through the direct teaching of Social Emotional Learning (SEL) competencies and the continued implementation of a Positive Behavior Intervention Support (PBIS) system. Student responses on the school climate survey for grades 3-6 will show an increase in positive responses to questions regarding self control and mindset compared to 2022 survey responses.

Progressing according to plan

for the staff member who facilitates the VEX Robotics Program, which includes supervision and teaching outside of contract time.

Teachers use approved SEL curriculum and guidance counselor teaches social skills lessons and holds smallgroups.

Teachers use a PBIS monitoring system to track student progress. Students will earn Bulldog Bucks through the system, and students can use the currency at the school store, The Bulldog Bazaar.

Select students have been recognized by their teachers at the monthly Breakfast of Champions.

A student advocate works with students on improving attendance, SEL check-ins, and assists with Jr. HOPE Squad

## LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 7,942.57
B - Allocated new funds for Current Year SY22-23	\$ 87,259.07
C - Total Budget for Current Year SY22-23	\$ 95,201.64

D - Projected spending during Current Year SY22-23	\$ 88,361.00
E - Expected carryover from Current Year SY22-23	\$ 6,840.64
F - Projected new funding for Next Year SY23-24	\$ 92,665.65
G - Total projected funding for Next Year SY23-24	\$ 99,506.29

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Reading Proficiency</b>
<i>Goal Statement</i>	Students in grades K-6 will achieve 78% proficiency on the Acadience Reading Benchmark at End of Year (EOY).
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Reading
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Teachers will use their training in the Science of Reading through LETRS to provide strong Tier I teaching in reading skills.</li> <li>2. Teachers will meet at least monthly to discuss progress monitoring data and formative assessments to inform Tier I teaching and Tier II interventions.</li> <li>3. Teachers will direct teacher aides, paid out of LAND Trust funds, to assist in providing Tier II and &amp; interventions using district provided and materials and SPIRE.</li> <li>4. Decodable texts will be purchased using LAND Trust funds to support reading achievement.</li> <li>5. In addition to monthly data meetings, grade level teams will be provided half a day (stipend or substitute paid for through TSSA) for collaboration time four times per year to plan Tier I and Tier II instruction informed by student data.</li> </ol>
<i>This goal can be categorized as... (choose all that apply)</i>	
<i>District Strategic Plan Area(s)</i>	
<i>If you selected 'School</i>	

<i>Identified Area', please describe</i>													
<i>Academic area(s) addressed by the goal</i>	Reading												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>													
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes Goal LAND Trust Expense Total - \$48,000.00												
	<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>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#3 Reading Aides Salaries</td> <td>\$ 40,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Textbooks</td> <td>#4 Decodable Texts</td> <td>\$ 8,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#3 Reading Aides Salaries	\$ 40,000.00	LAND Trust Academic	Textbooks	#4 Decodable Texts	\$ 8,000.00
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<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>	<b>Math Proficiency</b>
<i>Goal Statement</i>	Sevent-five percent of students K-6 will show proficiency on grade level math assessments at EOY.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	KEEP Exit, Acadience Math, RISE Math, common formative assessments, and software diagnostics.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Teachers will deliver strong Tier I instruction of priority mathematics standards. LAND Trust funds will be used to purchase math manipulatives and materials to support the district math adoption.</li> <li>2. Teachers will utilize approved adaptive math software/apps to support Tier I and</li> </ol>

differentiate instruction for students. (Imagine Learning, IXL, iReady, Spring Math, etc.). LAND Trust Carryover funds will be used to update technology hardware to support academic needs.

3. Teachers will direct teacher aides, paid out of LAND Trust funds to assist in providing Tier II and III interventions as identified by diagnostic data and common formative data.

4. Teachers will meet at least monthly to discuss progress monitoring data and formative assessments to inform Tier I teaching and interventions. A stipend for data meeting will be paid out of TSSA funds.

5. In addition to monthly data meetings, grade level teams will be provided half a day (stipend or substitute paid for through TSSA) for collaboration time four times per year to plan Tier I and Tier II instruction and to create a scope and sequence of the priority standards by term.

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

#PCBL|

*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?*

*Will LANDTrust funds be used to support the implementation of this goal?*

Yes

Goal LAND Trust Expense Total - \$51,506.29

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
LAND Trust Academic	Salaries & Benefits	#3 Math Teacher Aides	\$ 40,000.00
LAND Trust Academic	General Supplies, Other	#1 Math curriculum supplies and manipulatives	\$ 4,665.65
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 Technology Hardware Updates	\$ 6,840.64

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

<i>Goal Short Title</i>	<b>STEM</b>
<i>Goal Statement</i>	Students K-6 will experience a wide variety of STEM experiences. Students will engage in an InfiniD mission at least quarterly tracked through formative data compiled from the program.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Completion of missions will be tracked by compiling the formative data from each mission.
<i>Action Plan (please number steps)</i>	<ul style="list-style-type: none"> <li>• Teachers trained to facilitate InfiniD missions.</li> <li>• Flight director paid out of TSSA.</li> <li>• InfiniD License paid out of TSSA.</li> <li>• STEM consumables, software and curriculum licenses, and technology hardware needs purchased through TSSA.</li> <li>• VEX Robotics program updates and stipend for coach and assistant paid out of TSSA.</li> </ul>
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #Tech
<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>	Science Technology Mathematics

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

Will LANDTrust funds be used to support the implementation of this goal?

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

Goal LAND Trust Expense Total - \$0.00

## Additional LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Proficiency	LAND Trust Academic	Salaries & Benefits	#3 Math Teacher Aides	\$40,000.00
Math Proficiency	LAND Trust Academic	General Supplies, Other	#1 Math curriculum supplies and manipulatives	\$4,665.65
Math Proficiency	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 Technology Hardware Updates	\$6,840.64
Reading Proficiency	LAND Trust Academic	Salaries & Benefits	#3 Reading Aides Salaries	\$40,000.00
Reading Proficiency	LAND Trust Academic	Textbooks	#4 Decodable Texts	\$8,000.00

### Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 92,665.65
G - Total projected funding for Next Year SY23-24	\$ 99,506.29
H - Total planned expenditures for Next Year SY23-24	\$ 99,506.29

I - Planned carryover into the Following Year SY25-26	\$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	In the event of excess carry-over, we will use extra funding to support goals and action plans as outlined to include hardware updates and curriculum supplements.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	

## SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/16/2023
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	2