



# Teacher Student Success Plan LAND Trust Goals only

**Clinton Elementary - SY 2024**

Principal Julie Lundell

## 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 Clinton Elementary is to promote and put into application the shared vision with the Davis School District. To accomplish our purpose, we have an expectation of staff and students to set and achieve high standards for learning, proficiency, and growth in academics. We promote high expectations of learning through the use of best practices that are aligned with DESK standards and reinforced by Evaluate Davis. We provide quality instruction through a three-tiered model focusing on strong classroom instruction, interventions, and re-teaching in small groups. We embrace our mission statement which is: Clinton Elementary has high expectations that each student will achieve exceptional levels of success and growth, now and in the future. We celebrate our motto which is: Grow, Achieve, Succeed!

## Description of the School

### Community

Clinton Elementary is in a suburban community in the northern part of Davis County, Utah.

### Student Body

Clinton Elementary currently enrolls approximately 435 students K-6 and hosts a community pre-school. We have a K-3 Essential Elements classroom, which is a self-contained special education classroom. Currently 33% of our students qualify for free/reduced lunch. We have 25% of our students who identify themselves to an ethnic group other than Caucasian, 6% identify as ELL and 14% of the student body receives services in special education.

# Staff

Clinton Elementary staffs both certified and classified faculty members. We have a full-time school counselor, a part-time school psychologist, a part-time ELA Coach, two full-time speech pathologists, and two resource teachers on staff. Through LAND Trust monies we employ six aides who work in the content areas of math and language arts across all grade levels. To aid our Essential Elements, and pre-school teachers, we have additional aids within those classrooms. There is also a principal and part-time assistant principal. We have 12 employees with their ESL Endorsement.

# School Culture

We support the Davis School District vision and strategic plan of Learning First. Clinton Elementary has established a school wide classroom management system with common expectations and positive rewards. Through the deliberate and successful implementation of Evaluate Davis, all teachers and staff are held to high and measurable standards through observations and summative evaluations. Clinton Elementary has a very active and deliberate growth mindset which is evident in our ability to adapt and transition as education and teaching practices evolve. This is accomplished through continuous reinforcement, appreciation, and professional development. At Clinton Elementary, we also teach, model, and expect kindness and respect from students and faculty alike. We teach, model, and expect the replacement behavior of kindness and as a result, the reports of “bullying” by students and parents have dropped significantly as have actual instances of authentic bullying. Our school culture is one of acceptance, collaboration, innovation, and kindness.

# Unique Features & Challenges

Currently we have a self-contained special education classroom as well as a district community preschool, which has a mix of general education and special education students. Students’ positive behaviors are reinforced through interactive programs such as Lunch with the Mayor, Principal’s Club, Student of the Month, etc. Another positive aspect of the community is the high level of participation at parent teacher conferences, and school sponsored events.

# Additional Information

# Needs Analysis

# Notable Achievements

With one-to-one technology, our teachers have been on the forefront of exploring personalized learning strategies. Our students have shown strong reading growth scores on the state Acadience reading assessment.

# Areas of Recent Improvement

All our K-6 and Special Education teachers are participating in the LETRS Reading professional development program. Our K-3 students are showing strong growth on the Acadience Pathways to Progress reading assessment each year.

# Areas of Needed Improvement

Clinton Elementary has had difficulty with the special education population making adequate progress on the state end of level tests.

# 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')
Sixty-two percent of students in grades K-4 will show at least typical or greater progress in End-of-Year Acadience results as measured through Pathways to Progress.	Did not meet goal	Fifty-eight percent of our students showed typical or better growth in grades K-4 on Acadience Pathways to Progress. While this was strong growth, it did not meet our goal of 62%.
Each 3rd-6th grade classroom will have 70% of students scoring proficient on a pre-selected Rise benchmark test in math.	Did not meet goal	Most of our classrooms were able to achieve the goal of attaining 70% proficiency on a pre-selected RISE Benchmark assessment, but a couple of classes fell just short of the goal.
We will improve academic success by increasing positive peer relationships, encouraging communication, collaboration, and mutual respect, and to decrease discipline referrals by 10% from the 2019-2020 school year, using data from the first three terms of the year.	Met goal	We greatly exceeded our goal in this area. Decreasing disciplinary incidents by 30%, from the prior year.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Sixty-two percent of students in grades K-4 will show typical or greater progress in End-of-Year Acadience results as measured through Pathways to Progress.	Progressing according to plan	The plan has been implemented as described and mid-year data shows progress towards the goal.
Fifty percent of students will show typical or greater growth as measured by Acadience math (grades K-3) and Measure of Academic Progress (MAPS) (grades 5th-6th) when comparing BOY (beginning of year) and End of Year (EOY) data.	Progressing according to plan	The plan has been implemented as described and mid-year data shows progress towards the

We will improve academic success by increasing positive peer relationships, encouraging communication, collaboration, and mutual respect, and decreasing chronic absenteeism by 10% from the previous school year, using data from the first three terms of the year.

Progressing according to plan

goal.

The plan has been implemented as described and mid-year data shows progress towards the goal.

## LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 7,197.52
B - Allocated new funds for Current Year SY22-23	\$ 55,433.64
C - Total Budget for Current Year SY22-23	\$ 62,631.16
D - Projected spending during Current Year SY22-23	\$ 47,000.00
E - Expected carryover from Current Year SY22-23	\$ 15,631.16
F - Projected new funding for Next Year SY23-24	\$ 56,705.85
G - Total projected funding for Next Year SY23-24	\$ 72,337.01

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Reading Goal</b>
<i>Goal Statement</i>	Sixty percent of students in grades K-4 will show typical or greater progress in End-of-Year Acadience results as measured through Pathways to Progress.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Reading data.
<i>Action Plan (please number steps)</i>	1. We will identify struggling readers through curriculum-based measures, classroom

- assessments, and Acadience assessments.
2. Clinton Elementary will fund reading instructional assistants through LAND Trust funds to support the multi-tiered approach to reading intervention.
  3. Teachers, and Instructional aides, will be trained in a Science of Reading based intervention program. This program will be utilized in tier two and three settings, to increase reading proficiency. Special education students, and ESL students who are not currently reading on grade level, will be provided reading intervention, through this program.
  4. A team of teachers will be provided professional development on Professional Learning Communities, to maximize collaboration for student growth.

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

#PD|#TSISubGroups|

*District Strategic Plan Area(s)*

Student Growth & Achievement|

*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?*

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

Yes

Goal LAND Trust Expense Total - \$40,000.00

<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	#2 Aides to support reading intervention	\$ 30,000.00
LAND Trust Academic	Professional and Technical Services	#4 Solution Tree PLC Conference	\$ 10,000.00

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

*Goal Short Title*

**Math Goal**

Goal Statement	Fifty percent of students in, the fifth and sixth grades, will show typical or greater progress on the Measure of Academic Progress (MAPS) assessment, when comparing BOY (beginning of year) and End of Year (EOY) data.		
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?			
Measures	State RISE Math assessment data was used to determine areas of need. NWEA Maps assessment data will be used to determine student growth.		
Action Plan (please number steps)	<ol style="list-style-type: none"> <li>1. We will identify struggling learners in math through curriculum-based measures, math assessment results from various math curriculum, and classroom assessments.</li> <li>2. We will utilize teacher assistants, digital curriculum in mathematics, adaptive math program subscriptions, and technology to support the instruction of all math learners (projectors, laptops, charging carts, etc.).</li> <li>3. Clinton Elementary will fund instructional assistants through LAND Trust funds to support multi-tiered intervention for all students. (LAND TRUST FUNDS)</li> <li>4. Use of STEM Lab experiences to provide enrichment, growth, and real-world application experiences to students.</li> </ol>		
This goal can be categorized as... (choose all that apply)	#DiversityEngagementInclusion		
District Strategic Plan Area(s)	Student Growth & Achievement		
If you selected 'School Identified Area', please describe			
Academic area(s) addressed by the goal	Mathematics Science		
Does this action plan include behavioral / character education / leadership efforts?			
Will LANDTrust funds be used to support the implementation of this goal?	Goal LAND Trust Expense Total - \$30,000.00		
	<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 Aides to support multi-tier interventions.	\$ 30,000.00
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.				

## Additonal LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Goal	LAND Trust Academic	Salaries & Benefits	#3 Aides to support multi-tier interventions.	\$30,000.00
Reading Goal	LAND Trust Academic	Salaries & Benefits	#2 Aides to support reading intervention	\$30,000.00
Reading Goal	LAND Trust Academic	Professional and Technical Services	#4 Solution Tree PLC Conference	\$10,000.00

### Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 56,705.85
G - Total projected funding for Next Year SY23-24	\$ 72,337.01
H - Total planned expenditures for Next Year SY23-24	\$ 70,000.00
I - Planned carryover into the Following Year SY25-26	\$ 2,337.01
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Purchase technology or software to support student learning.
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	03/28/2023
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	3