



# Teacher Student Success Plan LAND Trust Goals only

## Eagle Bay Elementary - SY 2024

Principal Cat Pomeroy

## 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 Eagle Bay Elementary is to inspire an environment of learning where teachers provide students with meaningful engagement opportunities and precise academic standards. Collaborate in bi-monthly Professional Learning Communities (PLC) where teachers analyze and use common, ongoing assessment data to inform planning and instruction and successfully integrating Response to Intervention (RTI) for student growth and achievement. Articulate and consistently implement learning goals, content, instruction, and expectations clearly. Provide professional development that will result in effective educators and improve learning outcomes for students.

## Description of the School

### Community

Eagle Bay Elementary is located in Farmington, Utah. Our school is primarily comprised of middle to high socioeconomic residential families. With 24,775 people living within the city of Farmington Boundaries (2021 Data), Farmington is the 39th most populated city in the state of Utah out of 329 cities. The largest Farmington racial/ethnic groups are White (87.8%) followed by Hispanic (5%) and Asian (2.9%). As of 2021 the median household income of Farmington residents was \$107,559. However, 2.5% of Farmington residents live in poverty. The median age for Farmington residents is 30.7 years young.

### Student Body

Eagle Bay is home to 534 students Preschool-6th grade. We have 4 preschool sessions, 1 Essential Elements (EE)

Special Education Special Program class, and 1 Behavior-Communication Intensive Support (BCIS) Special Program class. Projected 2023-24 Student Count- Pre School: 31 BCIS: 2 EE: 6 Kindergarten: 60 First: 56 Second: 69 Third: 70 Fourth: 81 Fifth: 73 Sixth: 75

## Staff

Eagle Bay has a total of 65 employees. Twenty-nine certified employees and 36 classified employees serve our students. Of our certified staff, 32% hold graduate degrees, and 50% maintain special endorsements including English as a Second Language (ESL), Science, Technology, Engineering, and Math (STEM), Reading, Dual Immersion, Severe Disabilities and Math. Six Spanish Immersion Teachers serve our students.

## School Culture

At our school, we strive to create a culture that emphasizes whole-child growth and academic achievement. We recognize that the development of social-emotional skills, physical and mental health, creativity, and active engagement in learning are all equally important to a student's success. Our school provides a safe and nurturing environment that encourages students to explore their individual strengths and interests, while also challenging them to reach their fullest potential. We provide a wide range of learning opportunities, ranging from small group and one-on-one instruction to hands-on projects and activities, a variety of extracurricular activities, and language immersion to ensure that each student has the opportunity to reach their goals and achieve their highest level of academic success. We use the latest evidence-based practices to assess and track progress and support the individual needs of each student. We are devoted to fostering an environment that recognizes and appreciates the individual skills and abilities of every student and encourages each student to find the positive leader within themselves to strive. Adding to our culture, our highly involved community is at the heart of our school culture through an active PTA, Community Council, and parent and community volunteers.

## Unique Features & Challenges

Unique features of our school include our Spanish Immersion program in which 290 students in grades 1-6 receive half of their daily instruction in Spanish. This accounts for over 54% of our student population. Eagle Bay was the first to establish a Language Immersion program in the Davis School District, beginning in 2005. We have a significant focus on STEM programming and instruction for our students. We provide one computer-based device to every student in the school and we are completing our 3rd year with a Science, Technology, Engineering, Art, and Math (STEAM) specialist class 1 time weekly for every class at every grade level. We also added a weekly Art class for all students and a Maker Space for students to create and problem solve in individualized ways. In order to provide students with the tools and environment necessary to be successful, we face the economic challenge of increasing our technology so that our entire student body has adequate access to those resources. As our learners combine robust pedagogy with blended and personalized learning models, we face the particular challenge of satisfying the State regulations specific to dual language immersion while supporting the collaborative nature of blended learning for all of our students together. Students can develop problem solving strategies, critical thinking, communication, perseverance, and use relevant knowledge on-demand. Having 1 to 1 devices throughout the school has increased student use of technology in the classroom. We achieved our goal of having a dedicated Maker-Space classroom which includes access to various robotics, engineering tasks and materials, green screen filming capability, and permanent STEAM materials and activities. We have significant student interest in robotics and engineering and have increased access to after school opportunities including Robotics.

## Additional Information

We offer several after school enrichment activities that impact a large number of our students including; Jump Rope

Club, Drama Club (with a school play), and Robotics Club (including Robotics Competitions), and had great participation in the Martin Luther King Speech Contest. We also have a focused SEM enrichment model which offers extended rotational learning opportunities for students during the school day. We partner with local government and our Police Department in the D.A.R.E. program and students are selected on a monthly bases by grade level to participate in Lunch with the Mayor. School expectations are clearly and positively communicated through Positive Behavioral Intervention System (PBIS) and social development needs are addressed through Restorative Practices.

# Needs Analysis

## Notable Achievements

Students 3rd-6th grade scored 14% higher than the district average for Language Arts as measured by RISE testing.

Students 3rd-6th grade scored 12% higher than the district average for Math as measured by RISE testing.

Students 3rd-6th grade scored 14% higher than the district average for Science as measured by RISE testing.

Students K-6 grade scored 77% at or above benchmark at the beginning of the year and 81% at or above benchmark at the middle of the year for Acadience Reading.

## Areas of Recent Improvement

Student access to and use of individual technology devices has increased and become a significant learning tool at all grade levels. The blending of technology with clear, direct instruction has become a daily practice for our teachers who consistently use several technology tools to pursue digital learning for students. We have included art instruction weekly for all grade levels and students have learned a great deal about various artist and artistic styles and art has been integrated into academic lessons at all levels. Our Robotic Club and Maker Space opportunities have helped focus students on science and math activities and challenges and the use of engineering and design. Also, we are improving our Social Emotional skills through the use of Sanford Harmony competencies, practices, and applications. Students and teachers have focused on working toward better peer relationships, critical thinking skills, communication skills, and toward building empathy for others. Students, teachers and staff have honed in on clarifying expectations through the use of Positive Behavioral Intervention Systems (PBIS) to keep all stakeholders on the same page.

## Areas of Needed Improvement

Attendance continues to be a struggle, with 110 students considered to be chronically absent, with this issue showing at all grade levels. While we are above the district average across the board in RISE testing, we are not showing growth to improve proficiency numbers. This are needs to be addressed, starting with Reading and Math. Regarding the Social Emotional Learning for our students, teachers utilize the resources of Sanford Harmony curriculum, our 6th graders also use the Breathe program for additional strategies and building lifelong habits for success and personal ownership are skills that would further add to our students' toolbox.

# 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')
Seventy percent of Eagle Bay students in grades K-6 will show typical or better progress on EOY Acadience assessments.	Did not meet goal	Sixty-seven percent instead of 70% of Eagle Bay students in grades K-6 showed typical or better progress on EOY Acadience assessments in the 2021-2022 school year. To address this, Tiered supports for targeted intervention will be redesigned for greater impact on student growth, through the Response to Intervention (RTI) process.
At Eagle Bay, Kindergarten through 3rd grade students reading at or above Benchmark will increase from BOY to MOY by 4% as measured by Acadience assessments.	Met goal	At Eagle Bay, Kindergarten through 3rd grade students reading at or above Benchmark increased from BOY to MOY by 4.75% as measured by Acadience assessments. Teacher Professional Development with LETRS has improved the understanding and techniques behind teaching, effective routines and analysis for proper correction when there is a student misconception.
Seventy percent of Eagle Bay students grades 3-6 will score at or above proficient on end of the year math assessments.	Did not meet goal	Sixty percent instead of 70% percent of Eagle Bay students grades 3-6 scored at or above proficient on end of the year math assessment. To address this, Tiered supports for targeted intervention will be redesigned for greater impact on student proficiency, through the Response to Instruction (RTI) process.
Improve SEL skills and skill use in teachers and students to decrease bullying and office discipline referrals and increase percentage of students reporting they feel safe at school.	Did not meet goal	According to the Sharp Survey comparing 2019 to 2021 data, 78.6% of students definitely felt safe at school and 18.6% said Somewhat Yes in 2019 compared to 77% of students definitely felt safe at school and 19.7% said somewhat yes. With integrating Positive Behavioral Intervention Systems (PBIS) and restorative practices this year and continued refinement of these practices next school year along with Leader in Me, we hope to greatly increase student viewpoint on the safety and mission of the school to increase the feeling of safety and positive culture.
65% of Eagle Bay students grades 4-6 will score at or above proficient on end of year science assessments.	Met goal	Sixty-five percent of Eagle Bay students grades 4-6 scored at or above proficient on end of year science assessments. With the curriculum change to SEED Storylines happening for 4th and 5th grades during the 2019-2020 school year, followed by a consistently disrupted 2020-2021 school year due to COVID, these grades were finally able to make additional progress with this newer curriculum for the 2021-2022 school year.

## Current Year Progress Report

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



Goal description	Progress toward goal	Comments
At Eagle Bay, 74% of students in grades K-6 will show typical or better progress on EOY Acadience REading assessments.	Progressing according to plan	In 2022, 63% of students were at typical or better growth by Middle of Year (MOY). At Middle of Year (MOY) for 2023, we increased by 4%, with 67% of students making typical or better growth.
At Eagle Bay, Kindergarten through 3rd grade students reading at or above Benchmark will increase from Beginning of Year (BOY) to Middle of Year (MOY) by four percent as measured by Acadience assessments.	Progressing according to plan	From BOY to MOY, our Kindergarten through 3rd grade students have collectively improved by 13% with students being on or above grade level.
Sixty five percent of Eagle Bay students grades 3-6 will score at or above proficient on end of the year math assessments.	Progressing according to plan	3rd-6th Grade students scored a cumulative 60% proficiency on the RISE Math test at the end of the 2022 school year. Teachers are working with students with the goal to increase proficiency for end of year RISE Math Testing 2023.
Kindergarten through 3rd grade students doing math at or above benchmark will increase Beginning of Year (BOY) to End of Year (EOY) by four percent as measured by Acadience Math Assessments.	Not progressing according to plan	Students who were at or above benchmark in grades K-3 on Acadience Math dropped from 61.22% at Beginning of Year (BOY) to 51.09% at Middle of Year (MOY).
Sixty-five percent of Eagle Bay students grades 4-6 will score at or above proficient on end of year science assessments.	Progressing according to plan	4th-6th Grade students scored a cumulative 65% proficiency on the RISE Science test at the end of the 2022 school year. Teachers are working with students to maintain proficiency levels for end of year RISE Science Testing 2023.
Through reading, writing, individual and small group tasks, Social Emotional Learning (SEL) skills and skill use will be taught and facilitated for teachers, staff, and students to increase skill awareness, skill practice, and percentage of students reporting they feel safe at school.	Progressing according to plan	On the 3rd-6th grade Student Survey of School, on the question "I feel safe at school," there were 74% of students who said yes, 21% who said sometimes, 3% who answered No and 2% who answered that they do not know.

## LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 19,519.22
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B - Allocated new funds for Current Year SY22-23	\$ 65,868.20
C - Total Budget for Current Year SY22-23	\$ 85,387.42
D - Projected spending during Current Year SY22-23	\$ 10,007.24
E - Expected carryover from Current Year SY22-23	\$ 75,380.18
F - Projected new funding for Next Year SY23-24	\$ 70,813.16
G - Total projected funding for Next Year SY23-24	\$ 146,193.34

# Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>K-6 Reading Goal</b>
<i>Goal Statement</i>	Eagle Bay Elementary will increase the percentage of students reading on or above grade level from Beginning of Year (BOY) to End of Year (EOY) by five percent, in each grade level, as measured by Acadience Reading Assessments.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	This goal will be measured by comparing each grade level's Beginning of Year (BOY) to End of Year (EOY) Acadience Assessment proficiency data.
<i>Action Plan (please number steps)</i>	<p>1- Leader in Me Implementation will help students take ownership of making personal goals to succeed.</p> <p>2- Professional Learning Communities will be improved to increase data driven response to intervention and instruction.</p> <p>3- Funding an additional teacher will allow for each grade level team to continue with three teachers at each grade level (which continues to support the immersion team as well as the grade level needs). (LAND TRUST FUNDS)</p> <p>4- Tier three intervention supplies and decodable texts will aide teachers and TAs with the necessary supplies to reach all students. (LAND TRUST FUNDS)</p> <p>5- Lexia will be used by all grades to support Tier I instruction, meeting students at their individualized level.</p> <p>6- Teacher Assistants will be used to help support teachers in reaching as many individualized needs as possible. (LAND TRUST FUNDS)</p>

7- Subs will be used during Acadience testing to allow teachers to complete the testing and be specifically aware of the needs of each of their students.

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

#PCBL|#GraduationRates|

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?

Yes

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

Yes

Goal LAND Trust Expense Total - \$42,766.67

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Salaries & Benefits	#3 4th Grade Teacher	\$ 25,266.67
LAND Trust Academic	Salaries & Benefits	#6 Teacher Assistants	\$ 17,500.00

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

Goal Short Title

K-3 Math Goal

Goal Statement

Kindergarten through 3rd grade students will increase their Beginning of Year (BOY) to End of Year (EOY) scores by three percent, at each grade level, as measured by Acadience Math Assessments.

<div>TSI SCHOOL</div> <div>QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</div>	
Measures	Acadience Math Assessments will be compared from Beginning of Year (BOY) to End of Year (EOY).
Action Plan (please number steps)	<div>1- Leader in Me Implementation will help students take ownership of making personal goals to succeed</div> <div>2- Professional Learning Communities will be improved to increase data driven response to intervention and instruction</div> <div>3- Funding an additional teacher will allow for each grade level team to continue with three teachers at each grade level (which continues to support the immersion team as well as the grade level needs)</div> <div>4- Generation Genius and Discovery Education both have engaging math resources to motivate students</div> <div>5- iReady Math will be used by all grades to support Tier I and Tier II instruction, meeting students at their individualized level</div> <div>6- Teacher Assistants will be used to help support teachers in reaching as many individualized needs as possible. (LAND TRUST FUNDS)</div> <div>7- Subs will be used during Acadience testing to allow teachers to complete the testing and be specifically be aware of the needs of each of their students (this test has been administered by Teacher Assistants the past two years).</div>
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?	Yes
Will LANDTrust funds be	Yes



used to support the implementation of this goal?

Goal LAND Trust Expense Total - \$17,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#6 Teacher Assistants	\$ 17,500.00

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

Goal Short Title

## 4-6 Math Goal

Goal Statement

Sixty-eight percent of 3rd through 6th grade students will score at or above proficient on end of year RISE testing.

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

Measures

End of Year RISE Testing

Action Plan (please number steps)

- 1- Leader in Me Implementation will help students take ownership of making personal goals to succeed.
- 2- Professional Learning Communities will be improved to increase data driven response to intervention and instruction.
- 3- Funding an additional teacher will allow for each grade level team to continue with three teachers at each grade level (which continues to support the immersion team as well as the grade level needs). (LAND TRUST FUNDS)
- 4- Generation Genius and Discovery Education both have engaging math resources to motivate students.
- 5- iReady Math will be used by all grades to support Tier I and Tier II instruction, meeting students at their individualized level.
- 6- Teacher Assistants will be used to help support teachers in reaching as many individualized needs as possible. (LAND TRUST FUNDS)

This goal can be

#PCBL|

categorized as... (choose all that apply)													
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?	Yes												
Will LANDTrust funds be used to support the implementation of this goal?	Yes  Goal LAND Trust Expense Total - \$42,766.66												
	<table> <tr> <th>Funding Source</th> <th>Expense Category</th> <th>Description</th> <th>Item Cost</th> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#3 4th Grade Teacher</td> <td>\$ 25,266.66</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#6 Teacher Assistants</td> <td>\$ 17,500.00</td> </tr> </table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Salaries & Benefits	#3 4th Grade Teacher	\$ 25,266.66	LAND Trust Academic	Salaries & Benefits	#6 Teacher Assistants	\$ 17,500.00
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LAND Trust Academic	Salaries & Benefits	#6 Teacher Assistants	\$ 17,500.00										
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.													

Goal Short Title	Science Goal
Goal Statement	Sixty-eight percent of 4th-6th Grade students will score at or above proficient on end of year RISE assessment.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	End of Year RISE Testing



*will directly affect student  
academic achievement.*

## Aditonal LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
4-6 Math Goal	LAND Trust Academic	Salaries & Benefits	#3 4th Grade Teacher	\$25,266.66
4-6 Math Goal	LAND Trust Academic	Salaries & Benefits	#6 Teacher Assistants	\$17,500.00
K-3 Math Goal	LAND Trust Academic	Salaries & Benefits	#6 Teacher Assistants	\$17,500.00
K-6 Reading Goal	LAND Trust Academic	Salaries & Benefits	#3 4th Grade Teacher	\$25,266.67
K-6 Reading Goal	LAND Trust Academic	Salaries & Benefits	#6 Teacher Assistants	\$17,500.00
Science Goal	LAND Trust Academic	Salaries & Benefits	#3 4th Grade Teacher	\$25,266.67
Science Goal	LAND Trust Academic	Salaries & Benefits	#6 Teacher Assistants	\$17,500.00

### Summary of Planned Expenditures

F - Projected new funding for Next Year SY23- 24	\$ 70,813.16
G - Total projected funding for Next Year SY23-24	\$ 146,193.34
H - Total planned expenditures for Next Year SY23- 24	\$ 145,800.00
I - Planned carryover into the Following Year SY25- 26	\$ 393.34

J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	COVID funding including CARES and ESSER were plentiful in our accounts, so much of the earmarked TA salary costs were moved from TSSA & LAND Trust over to ESSER and CARES to ensure that these additional funds were used to benefit the school. Also, there was funding for Spanish Language Teacher in the 2022-2023 budget, which was covered through district FTE funding and Amity Intern, apart from \$900, was covered by the district. The creation of these excess funds due to the aforementioned situation ended up being helpful for this upcoming 2023-2024 school year, as we lost an FTE. Losing this FTE without funding one, would create a major imbalance in our classroom situation as we are a Spanish Immersion school and require three teachers at each grade level, 1st-6th, to balance students between English only learning and students taking part in the Immersion program. The funds being rolled over will pay for the lost FTE and allow for classes to continue functionally for the benefit of students.
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
Number who approved
Number who did not approve
Number who were absent or abstained

03/28/2023
5
0
2