



Teacher Student Success Plan LAND Trust Goals only

Heritage Elementary - SY 2024

Principal Heather Gross

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 Heritage Elementary is to promote the mission of learning first for all. To accomplish our purpose, we consider all our actions in relation to our mission statement of SHINE: Shape, Hope, Inspire, Nurture, Empower. We want each moment that our students spend at Heritage to help them progress towards their own individualized future as a life-long learner. We strive to help students see how each learning experience will help them now and in coming years. We utilize a school-wide Tier II intervention system and systemic data analysis. At the core of learning communities is the practice of continuously using assessments, both formative and summative, to drive instruction. As we partner with parents, community, and other resources, our students experience academic growth and build the resiliency and self-advocacy skills they need to find success in the years to come.

Description of the School

Community

Heritage Elementary was built in 2002. The school's name was chosen shortly after the terrorist attacks of 9/11, when patriotism was paramount. The name "Heritage" was selected so all students would know and remember that our country's history and freedom are the emphasis of our community. The school colors of red, white, and blue reflect that theme. The school is located in a residential neighborhood at 1354 West Weaver Lane, Layton, Utah in the Davis School District. Our school boundaries primarily consist of family neighborhoods. We have historically had high parental involvement and volunteerism in classrooms. The community is now aging, thus our lower grade student counts have started to drop. We anticipate the school population will continue to increase as new homes are built. However, it appears to be more established families as opposed to families with young children.

Student Body

We have approximately 731 students enrolled in grades preschool through sixth. In 2011-2012, we began offering Chinese Immersion (Mandarin) instruction for interested students. We now offer Chinese Immersion instruction for selected students in all grade levels. Our student body is primarily economically and housing stable and most changes in enrollment are due to growth rather than mobility. We encourage cultural awareness, with a particular school-wide focus on the Chinese culture, through our activities and arts.

Staff

More than 90 individuals are employed full or part time at Heritage Elementary. The staff includes a principal, an administrative intern, 33 certified teachers and/or related service providers as well over 50 office personnel, custodians, teacher assistants, and other support staff. Additionally, we have two Essential Elements classrooms for students in grades kindergarten through sixth and one community preschool classroom.

School Culture

Heritage Elementary has a continuous focus on high levels of achievement for students and for increasing community involvement. The often noted welcoming environment sustains our strong culture as Heritage Huskies. Heritage has many learning communities that positively affect students, teachers, and administrators. Some of the communities/programs include; Chinese Immersion, school wide enrichment model for academically gifted students called DEEP, ballroom dance teams, VEX teams, Martin Luther King, Jr. speech contest, PTA Reflections, orchestra, multiple cast school musical, student council, Hope Squad, Kindness Crew, and clubs such as running club, Rubix Cube club, STEM olympiad, etc. These programs provide opportunities for students to develop and highlight their skills. Additionally, we strive to create learning that is personalized, challenging, safe, and joyful for all students. Teachers and staff utilize behavior challenges as opportunities for student learning rather than as opportunities for punitive consequences. Restorative practice is used systemically to resolve conflict and help in student and relationship growth. Collaboration is an expectation for our faculty and staff.

Unique Features & Challenges

Heritage Elementary School is a school of empowerment. Our “Learning First!” philosophy supports our district strategic plan for excellence in education. We incorporate our school theme and rules by teaching students to make good choices, respect self and others, and be responsible. Some unique features of Heritage Elementary include the Chinese Immersion Program, Hope Squad, highly qualified and personally invested teachers, staff, and administration, and an active PTA and Community Council. Our lack of cultural and economic diversity is a challenge as we work to prepare our students for the community and world environments. We focus on ways to increase personal accountability, common respect, and empathy for others. We are seeing an increase in student behaviors and families/students in crisis. We are working on addressing this concern as well as helping struggling students through our Tier II intervention system and an after-school academic support program. Another challenge we face is increasing the skills and growth in our highly proficient students while addressing the diverse needs of all students.

Additional Information

Our student council creates weekly announcements that are shared with all classrooms through multi-media presentation. Activities and celebrations are announced on the marquee for the community to see. A HuskyGram containing information, celebrations and upcoming events is emailed to parents and guardians each Friday including a weekly video from the principal. Our website and social media accounts contain up-to-date and accurate information. This year we've also added a screen in our front entry way. As parents wait to check out students, they are able to watch our student council videos and the principal's weekly communication.

Needs Analysis

Notable Achievements

We offer Chinese Language Immersion instruction to more than a third of our kindergarten through sixth grade students. Our ballroom dance team is consistently one of the strongest in the state. Our Level I and II students have received awards at the BYU Invitational Dancesport Championship. During the 2019-2020 School year we introduced our VEX IQ Robotics Team to our fifth graders. We had four teams that qualified for the State competition in the 2021-2022 school year. Our parental involvement is strong with most PTA positions filled. The pandemic as well as new security measures at the school have created challenges around volunteering that we are working to navigate to continue having a strong volunteer presence.

Areas of Recent Improvement

Heritage has fluctuated in their use of Professional Learning Communities PLC teams, however are progressively utilizing data analysis and common assessments to inform instruction in more meaningful ways. We have added a shared intervention time targeting specific student needs in literacy and math. All certificated teachers participated in professional development to become more proficient at personalizing lessons and activities in their instructional practice. Additionally, all teachers are progressing through Language Essentials for Teachers of Reading and Spelling (LETRS) training.

Areas of Needed Improvement

When compared to similar schools in our state, our RISE scores in both proficiency and growth are not where we would like them to be. Of the 20 schools compared 2021-2022, we scored 15/20 in ELA proficiency and 12/20 in growth. In math, our proficiency was 13/20 as well as our growth. Finally, we scored 11/20 in proficiency in science and 10/20 in growth. These scores show we have made gains since previous years, but still have great room for improvement. As we've worked in cooperation with our Community Council, we have worked to change our literacy intervention model to have teachers and aides work together in providing the specialized interventions for struggling students rather than the teachers' aides providing them in isolation, as has been done in the past. We are implementing more systemic data dives in grade level teams built into the day and we are also regularly regrouping students flexibly based on improvements/declines or stagnant data. We are continuing to modify our approach as we see room for growth and improvement, but feel we are currently on a solid path. It is our first year of implementation so we have yet to see where the data lands this year to inform our direction in the coming years.

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')
Increase our Pathways to Progress typical or better growth percentage for K-3 from 72% to 74% based on Acadience Reading scores on MOY (middle of year) benchmark during the 2021-2022 school year.	Did not meet goal	<p>This goal was not achieved this year. Instead of increasing to 74%, our Pathways of Progress for K-3 at MOY this year was 61%. It was determined during data dives at MOY that we had several grade levels not implementing a Tier One fluency block. Modifications were made to ensure this was happening in each grade level. By EOY, we finished at 71%.</p> <p>Actions steps TWO-EIGHT did occur. With a new principal change, it was found PLCs were not occurring independently by grade level. A modification was made to ensure they are happening school wide at the same time in the same space this year. We have a grade level that is</p>

Increase the K-6 student math growth percentage by 3%

Did not meet goal

struggling with evolving to more effective Tier One instruction. We are still working on this one.

We did not meet this goal in iReady from MOY in 2021 to MOY in 2022. We went from 66% growth to 61% growth. We did see improvement in that more students made well above typical and less students made well below. We see these as positives. (See attached doc.) The only action step that was not fulfilled this year was 3) Teachers will participate in quarterly grade level growth accountability data meetings with administration. There isn't a collective quarterly data set with standardized data to use to make data team meetings of this nature successful. The rest of these action steps were carried out successfully.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Increase our Pathways to Progress typical or better growth percentage for K-3 from 61% to 65% based on Acadience Reading scores on MOY (middle of year) benchmark during the 2022-2023 school year.	Progressing according to plan	<p>At MOY, our growth via Pathways of Progress this school year was 73% for grades K-3 and 70% for K-6.</p> <p>Every one of our action steps either has occurred, or is actively in process except for the last one. Our district was not able to provide a literacy coach that could be with us .75 of their contact. For this reason, we continue to have a .5 literacy coach at Heritage.</p>
Increase the K-6 math growth percentage by two percent using the iReady math winter diagnostic.	Not progressing according to plan	<p>We have some grade levels that are really making huge growth gains, while other grade levels iReady growth is extremely low. We have an added challenge when we have turnover in our Immersion staff. We have three new teachers this year in our immersion program, and in younger grades, all math direct instruction occurs in Chinese for a good portion of our students. We are working to improve instruction and support teachers in best practices. Our growth from last year to this year dropped from 61% to 58%. We attribute the loss to brand new teachers in specific grade levels needing more significant support.</p> <p>As far as action steps, faculty-wide training did not occur this year as some staff felt the trainings were repetitive. Instead, individual teachers could reach out to iReady for one-on-one training through our contact there. All other action steps were completed except the following:</p> <p>1. We did not implement an absenteeism program successfully. Instead, we utilized our family advocate to keep track of chronic absenteeism and contact families/conduct home visits. She is monitoring this for us weekly and we discuss it in SEL meeting.</p>

2. Forefront was not purchased to use for upper grades. We are getting a new math curriculum next year and decided to wait to see if there is something similar aligned to our new basal.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 21,147.71
B - Allocated new funds for Current Year SY22-23	\$ 94,693.70
C - Total Budget for Current Year SY22-23	\$ 115,841.41
D - Projected spending during Current Year SY22-23	\$ 103,790.72
E - Expected carryover from Current Year SY22-23	\$ 12,050.69
F - Projected new funding for Next Year SY23-24	\$ 97,921.32
G - Total projected funding for Next Year SY23-24	\$ 109,972.01

Goals and Planned Actions / Resources

Goal Short Title	Goal #1 English Language Arts
Goal Statement	Increase our Pathways to Progress typical or better growth percentage for K-6 from 70% to 73% based on Acadience Reading scores on MOY (middle of year) benchmark during the 2023-2024 school year.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	<p>The percentage of kindergarten through sixth grade students showing typical or above growth in Acadience Pathways of Progress at Middle of Year (MOY) will increase by three percent (70% - 73%).</p> <p>We would also like to target our kindergarten through third grade students and want to see an increase on Pathways of Progress at Middle of Year (MOY) of three percent for them subgroup as well. (73%-76%).</p>

<i>Action Plan (please number steps)</i>	<p>1) Teachers meet in grade level data team meetings every four-five weeks to review Tier II data and flexibly group students.</p> <p>2) Teachers will participate grade level growth accountability data meetings after each benchmark with administration and the literacy coach to determine Tier One focuses/adjustments.</p> <p>3) Multiple paraprofessionals will be hired to assist with the support of Tier I and Tier II student growth. Paraprofessionals specifically running and supporting Tier II literacy interventions (SPIRE, phonics kits, Heggerty, Kilpatrick drills) will be paid for with Land Trust funding.</p> <p>4) Technology needs will be purchased including devices, carts, cases, and headphones to accommodate adaptive software. LAND TRUST FUNDS will be used for this.</p> <p>5) Systemically progress monitor students using mClass who are receiving intentional intervention as well as varying other students as the need arises. (LAND TRUST FUNDS)</p> <p>6) Fund weekly two-hour summer library sessions. LAND TRUST FUNDS will be used for this.</p> <p>7) Teachers will continue to complete Language Essentials for Teachers of Reading and Spelling (LETRS) training and implement what they have learned in their Tier I and Tier II instruction. (LAND TRUST FUNDS)</p> <p>8) We will conduct two half-day trainings, 2-3 grade levels at a time with our literacy coach to allow for team teaching and coaching on best literacy practices throughout next school year. Subs will be paid for with TSSA.</p>
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #DiversityEngagementInclusion #Tech #TeacherLeaders #GraduationRates #CollegeCareerReady
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Culture
<i>If you selected 'School Identified Area', please describe</i>	
<i>Academic area(s) addressed by the goal</i>	Reading Writing Technology
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes
<i>Will</i>	Yes

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

Goal LAND Trust Expense Total - \$86,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#3 Paraprofessional Salaries: SPIRE Tutors- \$60,000.00 & Roaming TAs- \$15,000.00, Summer Reading Program: \$1,000.00,	\$ 76,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#4 Technology Refresh- iPads, carts, laptops, charging cords, headphones, etc.,	\$ 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

Goal #2 Math

Goal Statement

Increase our growth percentage for K-3 from 61% to 64% based on Acadience Math scores on MOY (middle of year) benchmark during the 2023-2024 school year.

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

Measures

The percentage of kindergarten through third grade students showing typical or above growth in Acadience Math at Middle of Year (MOY) will increase by three percent (61%-64%).

Action Plan (please number steps)

- 1) Provide training for teachers regarding the new math program.
- 2) Quarterly PLCs will be dedicated to reviewing and discussing grade level math progress/data.

3) Adaptive software to personalize instruction will be purchased as well as devices, charging cords, carts, cases, and headphones to accommodate the adaptive software. LAND Trust funds will be used for this.
4) Math subscriptions for Imagine Math Facts, and other apps that the district may suggest for increasing student math outcomes. (LAND TRUST FUNDS)
5) Number Talks materials are being purchased using ESSER funds for each grade level and training to use these materials as a routine, intervention, etc., will begin next year. Subs for trainings will be paid with TSSA.
6) Maintain our math TAs for the upper grades that are currently being paid with ESSER funds (now LAND TRUST FUNDS).

This goal can be categorized as... (choose all that apply)
#PD|#DiversityEngagementInclusion|#Tech|#TeacherLeaders|#GraduationRates|#CollegeCareerReady|

District Strategic Plan Area(s)
Student Growth & Achievement|Empowered Employees|Culture|Fiscal Responsibility|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal
Mathematics|Technology|

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 - \$24,000.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Salaries & Benefits	#6 Math Paraprofessionals	\$ 8,000.00
LAND	Online Curriculum or	#4 Imagine Math Fact, iReady	\$ 6,000.00

	Trust Academic	Subscriptions	licenses, SeeSaw	
	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#3 Tech Refresh:iPads, carts, laptops, charging cords, headphones, etc.,	\$ 10,000.00
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>				

Aditonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Goal #1 English Language Arts	LAND Trust Academic	Salaries & Benefits	#3 Paraprofessional Salaries: SPIRE Tutors-\$60,000.00 & Roaming TAs- \$15,000.00, Summer Reading Program: \$1,000.00,	\$76,000.00
Goal #1 English Language Arts	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#4 Technology Refresh- iPads, carts, laptops, charging cords, headphones, etc.,	\$10,000.00
Goal #2 Math	LAND Trust Academic	Salaries & Benefits	#6 Math Paraprofessionals	\$8,000.00
Goal #2 Math	LAND Trust Academic	Online Curriculum or Subscriptions	#4 Imagine Math Fact, iReady licenses, SeeSaw	\$6,000.00
Goal #2 Math	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#3 Tech Refresh:iPads, carts, laptops, charging cords, headphones, etc.,	\$10,000.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 97,921.32
G - Total projected funding for Next Year SY23-24	\$ 109,972.01
H - Total planned expenditures for Next Year SY23-24	\$ 110,000.00
I - Planned carryover into the Following Year SY25-26	-\$ 27.99
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	If there is carryover, we will use these funds toward more TAs salaries serving both academic goals. We may also use funds towards covering subs for professional development aligned with both goals, more tech refresh items, or licenses for software.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website Labels to identify LAND Trust purchases
Additional plan for sharing the school LAND Trust plan with the community.	Principal will make a video that loops in the entryway of the school while parents wait in the vestibule.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/15/2023
Number who approved	9
Number who did not approve	0
Number who were absent or abstained	0