



Teacher Student Success Plan LAND Trust Goals only

Hill Field Elementary - SY 2024

Principal Sarah Burk

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 Hill Field Elementary is to promote the mission of learning first for all. To accomplish our purpose, we are committed to fostering success for all students by building lifelong learners and confident problem-solvers in a safe environment. Through collaboration, students will be enabled to reach their highest potential.

Description of the School

Community

Hill Field Elementary is located in Clearfield, Utah and abuts Hill Air Force Base. Hill Field has a strong military influence and a very diverse community because of the constant movement with military families. Because of the mobility required by their work and the many deployments into war zones, many of the families are dealing with high emotional stress and needs. They are not fully in control over their lives which are dictated almost entirely by national needs. One of the few areas that families do have control over is the education of their children. Therefore, they want to be assured that the education students receive is of high quality. We have been making a concerted effort to involve parents in the educational process. For example; serving on the PTA, Community Council, volunteering in the classrooms, and participating in parent education nights.

Student Body

Hill Field Elementary currently enrolls 482 students. The average class size is 24 students. 95% of our students come from military dependent families, with 20% of them being economically disadvantaged. Hill Field currently has a Special Education special program classroom and a Head Start preschool. Our student body is composed of a variety of diverse ethnicities, which enhances our cultural awareness.

Staff

Hill Field Elementary staff is comprised of 24 certified educators and 2 teachers working through an alternate pathway to teacher certification. Between these teachers you will find 5 master's degrees, 3 special education endorsements, 11 ESL endorsements, 4 math endorsements, 1 music endorsement, 1 German endorsement, 2 technology endorsement, 1 physical education endorsement, 6 early childhood endorsement, and 3 reading endorsement. All teachers in K-6 have been working on LETRS training, with some finishing their training in the 2022-23 school year. Hill Field also has 35 classified employees, as well as access to several related services (speech therapist, OT, PT, counselors, etc.). We currently host the Davis School District Military Support Team in our building and in partnership with Hill Air Force Base, the school also hosts an additional full-time Military Family and Life Counselor.

School Culture

The military influence creates a highly patriotic environment at Hill Field Elementary. We are continually working on positively promoting safe school policies and creating a kind and respectful campus. We work to make each child feel successful and important in our school community. We have implemented an explicit Social-Emotional instruction program with school-wide expectations and other positive behavior supports. Hill Field Elementary continues to promote the use of technology resources to support instruction and promote higher level thinking in all content/STEM areas. Hill Field Elementary follows the DESK standards and is focused on student learning.

Unique Features & Challenges

Some interesting and unique features at Hill Field Elementary include a solar operated greenhouse and a large variety of technology/equipment as part of a 5-year, \$750,000 DODEA CCR (College and Career Readiness) grant received a few years ago. One of our most unique aspects, a high mobility rate, is also one of our biggest challenges. New students are enrolled on a weekly basis and typically attend the school for 2-4 years. Students are quick to make friends and welcome new classmates. This provides opportunities for children to learn from a widely diverse community of students. With this opportunity, teachers are constantly needing to assess move-in students to design instruction based on student data and needs. Students come to Hill Field from all over the world with different emotional and academic needs. However, Hill Air Force Base has an Exceptional Family Member Program utilized heavily by the Air Force due to the surrounding area support system for special needs students. This program brings a higher percentage of students with special needs than is typical at most Air Force bases. Hill Field faces the challenge of a lack of parental support in classrooms and other parental organizations. The mobility of families makes it difficult for parents to commit to the school, knowing their students' education will likely be finished elsewhere. Another factor in the lack of parental support is the financial situation of our very young military families. Many of our families only have one vehicle which is most often used for work. This leaves the other spouse without an easy mode of transportation to the school to volunteer. The entryway to the school from the base is opened at limited times throughout the day. This physically keeps parents from being more involved at the school.

Additional Information

Hill Field Elementary has previously been awarded a Department of Defense Educational Activities (DODEA) College and Career Readiness (CCR) grant which expired last year. We are currently applying for a new DODEA grant. Our goal is to provide targeted instruction for our students through formative assessments and lessons that allow students to be assessed the day they arrive at school and immediately be placed in a targeted group to close the gaps they may have between moving schools. This effort, coupled with targeted staff development in Professional Learning Communities, and additional reading interventionists, will allow us to increase student achievement and support students in their constantly changing lives.

Needs Analysis

Notable Achievements

Hill Field has successfully implemented the Anchored4Life students leadership program to help our students as they have difficult transitions in their life. We were featured on their website for our efforts. Our Anchored four Life student leaders organized a multi-school donation drive and create our Patriot Closet, where students and families can have immediate access to coats, boots, and shoes when moving to Utah in the middle of winter. This effort was featured on the A4L social media page and our Davis School District news.

Areas of Recent Improvement

Twenty-eight percent of students scoring below benchmark at BOY Acadience Reading, increased to above benchmark at MOY Acadience Reading.

Areas of Needed Improvement

Hill Field is constantly having new students move into our school who required intervention. We need to continue our efforts to have a system of intervention that is fluid and flexible for students as they come and go. We have a good foundation for that in place already.

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')
Improve student SEL skills implementing SEL direct instruction and SEL instructional strategies.	Met goal	Teachers were trained on the Sanford Harmony SEL curriculum and worked with the counselor to provide weekly SEL lessons for their students.
Teachers will implement the professional learning community (PLC) process by frequently (at least weekly) meeting with grade level team members to unpack priority standards into learning targets with "I can" statements, discuss students' achievement data, and develop common assessments.	Met goal	The PLC Committee provided teachers with short, step-by-step instructional videos, to guide them through small steps of the PLC process each week. Teachers were then provided with a quarterly PLC day to prepare for the weekly PLC process for the quarter. Additionally, school administration made every attempt to attend each team collaboration meeting.
Sixty-five percent of Hill Field students will demonstrate typical or above typical growth according to Acadience Reading End of Year Benchmark Assessment.	Did not meet goal	Fifty-six percent of students made typical or above typical progress on the MOY Acadience Reading Benchmark, but that percentage dropped to 50% at the EOY Acadience Reading Benchmark. Grades 4-6 had strong growth while grades K-3 had lower growth percentages. RTI was

Build faculty leadership skills, by providing opportunities to give meaningful input and direction to major school initiatives, including but not limited to SEL, PLCs, and multi-tiered support.

Met goal

separated and not fluid enough. In 2022-2023 each grade was given common intervention time and a structured and fluid system was developed for grades K-3.

Trained personnel will deliver explicit instruction in educational and structured activities that increase healthy student behavior and communication strategies in all school settings thereby decreasing classroom disruptions and increasing learning outcomes.

Met goal

Trained personal implemented a check in, check out procedure with students. Behavior incidences were significantly reduced.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Sixty-five percent of Hill Field students will demonstrate typical or above typical growth according to Acadience Reading End of Year Pathways of Progress. .	Progressing according to plan	Fifty-six percent of students made typical or above typical progress on Acadience Reading MOY Benchmark. Behaviors have been maintained when compared to last year's data.
Teachers will implement the professional learning community (PLC) process by frequently (at least weekly) meeting with grade level team members to unpack priority standards into learning targets with "I can" statements, discuss students' achievement data, and develop common assessments.	Progressing according to plan	The PLC Committee provided teachers with short, step-by-step instructional videos, to guide them through small steps of the PLC process each week. Teachers were then provided with a quarterly PLC day to prepare for the weekly PLC process for the quarter. During PLC planning days, teachers unpacked standards, created common formative assessments, and a scope and sequence for the quarter. Additionally, school administration made every attempt to attend each team collaboration meeting.
Improve student Social Emotional Learning (SEL) skills by implementing SEL direct instruction and SEL instructional strategies.	Progressing according to plan	Teachers have received three trainings on restorative practice this year. Teachers have worked with the counselor to deliver weekly lessons to their class on SEL skills.
We will build faculty leadership skills,	Progressing	The SEL Committee, PLC Committee, and MTSS were

by providing opportunities to give meaningful input and direction to major school initiatives, including but not limited to SEL, PLCs, and multi-tiered support.

according to plan

made up of teacher leaders. Teachers have grown and learned in these positions.

Trained personnel will deliver explicit instruction in educational and structured activities that increase healthy student behavior and communication strategies in all school settings thereby decreasing classroom disruptions and increasing learning outcomes.

Progressing according to plan

Trained personnel have implemented the check in, check out program with students. Additionally, we have organized and held our monthly behavior assemblies. We have added behavior awards at the beginning of these assemblies and invited parents to be present for their children receiving an award. Office behavior referrals have been maintained from last year.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 8,488.13
B - Allocated new funds for Current Year SY22-23	\$ 62,085.67
C - Total Budget for Current Year SY22-23	\$ 70,573.80
D - Projected spending during Current Year SY22-23	\$ 67,937.93
E - Expected carryover from Current Year SY22-23	\$ 2,635.87
F - Projected new funding for Next Year SY23-24	\$ 66,387.33
G - Total projected funding for Next Year SY23-24	\$ 69,023.20

Goals and Planned Actions / Resources

Goal Short Title	Reading Growth
Goal Statement	Seventy percent of Hill Field students will make typical or above typical progress on the Acadience Reading End of Year Pathways of Progress.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	

<p><i>Measures</i></p>	<p>Hill Field Elementary had 56% of students making typical or above typical progress on Acadience Middle of Year 2023 Benchmark. The number of students proficient has steadily dropped over the past three years. Hill Field Elementary needs to increase the percentage of students making typical and above typical reading progress to increase the percentage of students proficient.</p> <p>Acadience End of Year 2024 Pathways of Progress will be used to assess progress on this goal.</p>
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1. Teachers will use Acadience Reading progress monitoring and benchmark scores to screen all students and identify those at risk of reading failure. 2. All teachers will use Acadience Progress Monitoring to regularly monitor all students who scored below benchmark on Acadience Reading Beginning of Year (BOY) or Middle of Year (MOY) and adjust small group instruction. 3. K-3 teachers will use the school created phonics common formative assessment to assess and place at risk students in targeted groups, refer for Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) testing to be placed in and receive instruction in SIPPS Tier three intervention, or refer to targeted fluency groups. 4. 4-6 teachers will place students in extension groups, fluency intervention groups, or use the SIPPS screener to place students struggling with phonics in SIPPS Tier III intervention groups. 5. K-3 at risk students will receive daily Tier I phonics lessons in a whole class setting. 6. K-6 at risk students will receive four intervention sessions per week, targeted on their needed skills. 7. K-6 teachers will establish a whole class fluency routine with daily implementation. 8. The school will provide common intervention times for each grade level and support intervention groups through the funding of academic interventionists. Land Trust funds will be used to fund academic interventionist positions. (LAND TRUST FUNDS) 9. Students in grades K-3 will use Lexia or another computer adaptive reading program for the minimum required weekly minutes. 10. When replacing student technology devices, the school will maintain touchscreen upgrades. This will be funded by LAND TRUST FUNDS). 11. NetSmartz Assembly will be funded by Land Trust to educate students on appropriate and safe technology use. (LAND TRUST FUNDS) 12. Encourage parents to promote reading at home by providing them with reading resources and hosting family literacy events. 13. Celebrate student reading achievement through school-wide reading challenges and incentives. 14. Ongoing support will be provided for teachers through regular practice of a professional learning community (PLC), weekly collaborative teams, and one half-day quarterly PLC Planning Day for each team. 15. All teachers will participate or show certificate of completion in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development and implement LETRS knowledge in their tier one practice. 16. Additional hours for special education teacher assistants will be funded to enable additional push in support to increase learning for special education students. 17. A Multi-Tiered System of Support (MTSS) Supervisor monitor progress in reading, join teacher collaboration meetings, and support the academic interventionists. 18. Teachers will be provided with leadership opportunities through PLC Guiding

Coalition Team and a Literacy Engagement Team.

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

#CollegeCareerReady|#DigitalCitizenship/SafetyPrinciples|#PD|

District Strategic Plan Area(s)

Student Growth & Achievement|Parent & Community Connections|Safety & Security|

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 - \$40,316.25

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#8 Academic Interventionists	\$ 30,016.25
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#10 Student Technology Device Upgrades	\$ 9,700.00
LAND Trust Academic	Professional and Technical Services	#11 NetSmartz Digital Citizenship Assembly	\$ 600.00

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

Goal Short Title

Math Proficiency

Goal Statement	Fifty percent of students in grades 3-6 will score proficient on the End of Level RISE Math Assessment.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	<p>Hill Field Elementary School had 34% of grade 3-6 students demonstrate proficiency on the 2022 End of Year RISE Math assessment.</p> <p>The 2024 End of Year RISE Math assessment for grade 3-6 students will be used to measure student progress and success.</p>
Action Plan (please number steps)	<ol style="list-style-type: none"> 1. K-6 teachers will be provided with and trained on the Davis School District adopted math curriculum. 2. K-6 teachers will provide students with daily spiral review activities through centers, calendar time, or routines to build math sense. 3. K-2 teachers will build fact fluency through teaching number sense and teaching multiple strategies for attacking a problem. This will be monitored through Beginning of Year, Middle of Year, and End of Year Acadience Math Benchmarks. 4. 3-6 teachers will emphasize problem solving and task-based instruction. 5. Ongoing support will be provided for teachers through regular practice of a professional learning community (PLC), weekly collaborative teams, and one half-day quarterly PLC Planning Day for each team. 6. Teachers will support parent engagement and communication in connection to the new math curriculum. Land Trust funds will be used to purchase supplies and materials for this engagement. (LAND TRUST FUNDS) 7. The school will provide common intervention times for each grade level and support intervention groups through the funding of academic interventionists. Land Trust funds will be used to fund academic interventionist positions. (LAND TRUST FUNDS) 8. Additional hours for special education teacher assistants (SPED TAs) will be funded to enable additional push in support to increase learning for special education students.
This goal can be categorized as... (choose all that apply)	#PD #CollegeCareerReady
District Strategic Plan Area(s)	Student Growth & Achievement Parent & Community Connections
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?

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

Yes

Goal LAND Trust Expense Total - \$28,706.95

Funding Source	Expense Category	Description	Item Cost
LAND Trust Behavioral	General Supplies, Other	#6 Math Supplies for Parent Engagement and Communication	\$ 1,200.00
LAND Trust Academic	Salaries & Benefits	#7 Academic Interventionists	\$ 27,506.95

Aditonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Proficiency	LAND Trust Behavioral	General Supplies, Other	#6 Math Supplies for Parent Engagement and Communication	\$1,200.00
Math Proficiency	LAND Trust Academic	Salaries & Benefits	#7 Academic Interventionists	\$27,506.95
Reading Growth	LAND Trust Academic	Salaries & Benefits	#8 Academic Interventionists	\$30,016.25
Reading Growth	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#10 Student Technology Device Upgrades	\$9,700.00
Reading Growth	LAND Trust Academic	Professional and Technical Services	#11 NetSmartz Digital Citizenship Assembly	\$600.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 66,387.33
G - Total projected funding for Next Year SY23-24	\$ 69,023.20
H - Total planned expenditures for Next Year SY23-24	\$ 69,023.20
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%	Unused LAND Trust funds will be spent on additional technology for 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	03/14/2023
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	1