



Teacher Student Success Plan LAND Trust Goals only

Holt Elementary - SY 2024

Principal Daryl Fluckiger

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 Holt Elementary is to promote our mission of "doing what is best for each student". To accomplish our purpose, we strive for high achievement in all subject areas and teach students social skills through daily morning meetings. We collaborate and review data to create an environment that allows for continuous academic growth for each student. We provide a safe productive environment where teachers are engaged in effective teaching, using a variety of research based instructional strategies. We focus on Tier One instruction using the Core Instruction Model. Students are actively engaged in learning. Holt also implements a PBIS model that focuses on CHAMPS classroom procedures. Teachers are highly trained to teach the DESK standards to accomplish our goals. Holt Elementary invites and encourages community involvement and parental support for the benefit of our students.

Description of the School

Community

Holt Elementary is a Title I residential school located at 448 N. 1000 W. in Clearfield, Utah. The neighborhood is comprised of single family homes, townhouses, and trailer homes.

Student Body

Holt's student population consists of 439 K-6 students and 34 preschool students comprised of the following demographics: 286 are Caucasian, 129 Hispanic/Latino, six Asian, four African American, 34 multiple races, and 14 Pacific Islander. Our school is a Title One school based on our number of families qualifying for free and reduced lunch.

Staff

Our staff consists of 21 highly qualified certified teachers, two special education teachers, one speech pathologist, 0.5 psychologist, one instructional math coach, one instructional language arts coach, two academic instructional coaches, and one counselor. Holt also employs highly dedicated classified employees and paraprofessionals including school secretaries, custodians, cooks, media specialist, music, physical education, coding/computer, art, reading and math tutors (10), and two special education teacher assistants.

School Culture

Our school culture consists of a triangle made up of parents, teachers, and students working together to promote Learning First. We follow our mission, vision and collective commitments created by our staff to ensure students are learning at school. Teachers use formative and summative assessments to teach, reteach, and enrich student learning. Interventions are designed to meet the individual needs of students. Students who are assessed as below proficiency in the curriculum areas of reading and math are given interventions to support and encourage growth. It is our philosophy to develop trust and rapport among students and parents alike. We encourage parent involvement in the PTA and the School Community Council. Collaboration is encouraged by the administration and parents to build unity and cohesiveness. Volunteers are encouraged and involved in supporting classrooms.

Unique Features & Challenges

The Holt school community is comprised of families from a variety of socioeconomic levels. Due to the number of students coming from economically disadvantaged homes, Holt is designated as a Federal Title One school and receives Title I funds. Families are faced with a variety of challenges that typically accompany dynamics of a low-income community. Some of our students come from homes where English is not the primary language. We strive to communicate with all families to keep them involved. Holt has a supportive PTA and Community Council.

Additional Information

Students at Holt Elementary are involved in the Hill Air Force STEM StarBase program. We also have a school play that is highly attended as well as a school choir. We are looking to add additional after school programs to offer more opportunities for our students. Holt also has a Title One and a Head Start preschool. Holt was identified as a state turnaround school at the beginning of the school year but was able to exit turnaround in two years due to the hard work on our dedicated staff.

Needs Analysis

Notable Achievements

Holt exited state turnaround this year due to our growth in end of year testing scores. We were able to do this in the shortest time period possible thanks to our dedicated staff. Our certified teachers all serve on one of our school-based leadership teams. These include our PLC, CHAMPS, and SEL teams. These teams help lead our school forward based on our mission of "doing what is best for each student."

Our Holt Harmony Choir is offered each fall and we also offer students the opportunity to participate in a school play every spring. Our teachers participate in a weekly grade level Professional Learning Community (PLC).

Areas of Recent Improvement

Our vendor for turnaround, Catapult Learning, visited our school each month to continue our implementation of the Core Instruction Model and school wide PBIS. They have noted growth in each of their visits and help administration determine the next steps.

During the 2021-22 school year, we saw an increase in our RISE scores from the 2020-21 school year. This included the following growth: Language Arts = 24% to 30%, 6% growth; Math = 26% to 29%, 3% growth; Science = 29% to 33%, 4% growth.

Areas of Needed Improvement

Holt was able to exit state turnaround this year due to our academic improvement in end of level testing. As part of this improvement, three school wide teacher teams were created. These include our PLC/Leadership team, SEL team, and our CHAMPS/PBIS team. Each team meets monthly to review data and determine our next steps in each area. These teams will continue as we move into next school year.

Our PLC/Leadership team will help move our school forward with PLCs and tier one instruction focused on the Core Instruction Model (CIM). Admin will facilitate the coaching with teachers. Teachers will also be modeling parts of the CIM for their colleagues to view best practices.

Our SEL and CHAMPS/PBIS team focus is discussed in the next section.

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')
We will increase the percentage of K-3 students scoring at or above Acadience end-of-year composite score benchmark by 6% compared with the previous year data. We will also increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE English Language Arts by 8% compared with the prior 2018-2019 year data. This will include 80% of students showing at least one year of growth according to the RISE data.	Did not meet goal	<p>According to our end-of-year Acadience data for the 2021-2022 school year, we had 54% of our k-3 students proficient. This is a one percent increase from the previous year. We did not meet our goal of six percent growth.</p> <p>According to the end-of-year RISE data for the 2021-2022 school year, we had 30% of our students proficient in English Language Arts. This is a seven percent increase in our RISE scores from the 2018-2019. We did not meet our goal of an eight percent increase. (We used the 2018-2019 data as our comparison data because we were looking to exit state turnaround, which we did).</p>

We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE Math and RISE Science scores by 8% compared with the prior 2018-2019 year data. This will include 80% of students showing at least one year of growth according to the RISE data.

Improve student SEL skills in five CASEL competencies by implementing SEL direct instruction and SEL instructional strategies.

Did not meet goal

We were not able to measure the number of students showing one year of growth using the RISE data. That was not known when the goal was written. This will be corrected in future goals.

According to the end-of-year RISE data for the 2021-2022 school year, we had 29% of our students proficient in Math. This is a three percent increase in our RISE scores from the 2018-2019. We did not meet our goal of an eight percent increase. (We used the 2018-2019 data as our comparison data because we were looking to exit state turnaround, which we did).

According to the end-of-year RISE data for the 2021-2022 school year, we had 33% of our students proficient in science. This is a nine percent increase in our RISE scores from the 2018-2019. We did meet our goal of an eight percent increase. (We used the 2018-2019 data as our comparison data because we were looking to exit state turnaround, which we did).

We were not able to measure the number of students showing one year of growth using the RISE data. That was not known when the goal was written. This will be corrected in future goals.

Met goal

SEL instructional strategies were taught daily during morning meeting in each classroom. These included the five CASEL Competencies.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
We will increase the percentage of K-3 students scoring at or above Acadience end-of-year composite score benchmark by five percent. We will also increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE English	Progressing according to plan	Everything is progressing according to plan. We will need to remove the part of the goal stating "This will

Language Arts by six percent compared with the previous year data. This will include 80% of students showing at least one year of growth according to the RISE data.		include 80% of students showing at least one year of growth according to the RISE data" since we cannot measure this using our current data.
We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE Math and RISE Science scores by six percent compared with the previous year data. This will include 80% of students showing at least one year of growth according to the RISE data.	Progressing according to plan	Everything is progressing according to plan. We will need to remove the part of the goal stating "This will include 80% of students showing at least one year of growth according to the RISE data" since we cannot measure this using our current data.
Improve student Social Emotional Learning (SEL) skills in five CASEL competencies by continuing classroom direct instruction. We will also continue CHAMPS implementation and school-wide PBIS. By teaching clear expectations to students, we will maximize instruction time in the classroom minimize office referrals.	Progressing according to plan	Everything is progressing according to plan.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 33,976.85
B - Allocated new funds for Current Year SY22-23	\$ 51,911.97
C - Total Budget for Current Year SY22-23	\$ 85,888.82
D - Projected spending during Current Year SY22-23	\$ 85,000.00
E - Expected carryover from Current Year SY22-23	\$ 888.82
F - Projected new funding for Next Year SY23-24	\$ 58,918.76
G - Total projected funding for Next Year SY23-24	\$ 59,807.58

Goals and Planned Actions / Resources

Goal Short Title	Reading Goal

<i>Goal Statement</i>	We will increase the percentage of K-3 students scoring at or above Acadience end-of-year composite score benchmark by five percent compared with the previous year data. We will also increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE English Language Arts by five percent compared with the previous year data.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience testing, progress monitoring, benchmark testing, CORE phonics survey, RISE testing
<i>Action Plan (please number steps)</i>	<p>1. Teachers will receive two days during the year to work on curriculum mapping, I can statements and common assessments. One day will be during the summer and the second day will be during the school year; a substitute will be provided for this day. (LAND TRUST FUNDS)</p> <p>2. Each teacher will have tutors come into their classroom, or students pulled to our reading room, daily during power hour to work on appropriate interventions based on student need. (LAND TRUST FUNDS)</p> <p>3. Below level students will be targeted and tracked during weekly collaboration by teachers. Interventions will also be discussed and implemented during this time.</p> <p>4. Teachers will observe other teachers during their instruction to review best practices.</p> <p>5. K-3 teachers will provide daily phonics instruction using Ninety-five percent group curriculum. (LAND TRUST FUNDS)</p>
<i>This goal can be categorized as... (choose all that apply)</i>	#PD
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees
<i>If you selected 'School Identified Area', please describe</i>	
<i>Academic area(s) addressed by the goal</i>	Reading Writing
<i>Does this action plan include behavioral / character education /</i>	

leadership efforts?																	
Will LANDTrust funds be used to support the implementation of this goal?	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$59,800.00</p> <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 & Benefits</td> <td>#2 Tutors</td> <td>\$ 50,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#1 Substitutes</td> <td>\$ 6,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Textbooks</td> <td>#5 Ninety-five percent Goup Materials</td> <td>\$ 3,800.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#2 Tutors	\$ 50,000.00	LAND Trust Academic	Salaries & Benefits	#1 Substitutes	\$ 6,000.00	LAND Trust Academic	Textbooks	#5 Ninety-five percent Goup Materials	\$ 3,800.00
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If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.																	

Goal Short Title	Math/Science
Goal Statement	We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE Math and RISE Science scores by five percent compared with the previous year data.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	RISE, common assessments, exit tickets, i-Ready Data, benchmark assessments
Action Plan (please number steps)	<p>1. Technology carts and will be purchased to house laptops and iPads for classrooms. Devices will also be purchased. This equipment will help with daily math, science, and language arts instruction.</p> <p>2. Technology licenses for students will be purchased to assist with our programs.</p> <p>3. Student success coordinators will be hired to assist students.</p> <p>4. Teacher's will receive PD for Tier I instruction using the Core Instruction Model.</p>

<i>This goal can be categorized as... (choose all that apply)</i>	#PD
<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 Mathematics
<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>	Goal LAND Trust Expense Total - \$0.00
<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>	

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Reading Goal	LAND Trust Academic	Salaries & Benefits	#2 Tutors	\$50,000.00
Reading Goal	LAND Trust Academic	Salaries & Benefits	#1 Substitutes	\$6,000.00
Reading Goal	LAND Trust Academic	Textbooks	#5 Ninety-five percent Goup Materials	\$3,800.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 58,918.76

G - Total projected funding for Next Year SY23-24	\$ 59,807.58
H - Total planned expenditures for Next Year SY23-24	\$ 59,800.00
I - Planned carryover into the Following Year SY25-26	\$ 7.58
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Extra funding would be used to provide additional professional development for teachers in the areas of tier one instruction and PBIS.
Plan for sharing the school LANDTrust plan with the community	School website School newsletter
Additional plan for sharing the school LAND Trust plan with the community.	

Additional Items for Title I Schools

1. Comprehensive Needs Assessment See 'Needs Analysis' section above.

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?

District-wide assessment practices include the following:

--Acadience Reading and Math
--PASS Assessment
--McGraw-Hill assessments
--Grade level assessments
--State assessments
----RISE
----DLM
----WIDA
--District assessments
----Kindergarten Readiness Inventory
----Kindergarten Inventory of Skills
----1st and 2nd Grade Language Arts CRTs
----1st and 2nd Grade Math CRTs

--During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.

--Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.

--Teachers work with instructional coaches to identify or develop assessments to evaluate effective instruction and identify low performing students.

Additional schoolwide practices for assessment include the following:

2a. Which of the following schoolwide reform strategies are in use at the school?

Choose all that apply

Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?

Meeting|

2a. Other school reformsto be implemented

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Language Arts?

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2b. Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Mathematics?

We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE Math and RISE Science scores by five percent compared with the previous year data.

3. Instruction by highly qualified teachers. The school will provide this information to Federal Programs by October 1.

Title I Plan / TSSP: Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Professional Learning Communities/Davis Collaborative Teams|

4. Professional Development Plan

Title I Plan / TSSP: Other evidence-based methods used by your school

SIPPS|Spire|MTSS|PBIS|Heggerty

PLCs, PBIS, 95% Group, Core Instruction Model.

5. Recruitment and retention of highly qualified teachers.

Districtwide practices for recruiting and retaining highly qualified teachers include the following:

--Hire early in the year when more candidates are available.

--Offer high quality professional development opportunities.

Provide for smaller classes in title I schools.
--Offer additional technology in title I schools.

Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:

Title I Plan / TSSP: How does the plan improve academics for all students while supporting those most at-risk?

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

Additional schoolwide practices for helping struggling students include the following:

Our teachers meet weekly in PLCs to monitor student data and provide interventions and enrichment as needed. Teachers have flexible groupings to provide students with targeted instruction and intervention.

6. Parent Involvement

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.*
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.*
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.*

- Meetings are held at different times during the day to enable all parents to be involved.*
- Programs and activities are scheduled throughout the year to involve parents and guardians.*

Additional schoolwide practices for parental involvement include the following:

Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.*
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.*
- Parents are invited to attend a planning meeting in spring to review the Title I Parent Compact and Community Engagement Plans which are distributed every fall.*
- Meetings are held at different times during the day to enable all parents to be involved.*
- Programs and activities are scheduled throughout the year to involve parents and guardians.*

Additional school-wide practices for parental involvement include the following:

Through our school community council and PTA groups.

7. Transition from early childhood programs to elementary, and from elementary to junior high school.

Districtwide practices for transition include the following:

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.*
- Letters are sent to the homes of preschool children.*
- Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.*
- School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.*
- Principal visits Head Start and Title I Preschools during the year to meet the students.*
- Parents and preschoolers are invited to a kindergarten round-up.*
- Parents and preschoolers are provided materials to prepare for kindergarten.*
- Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.*

Additional schoolwide practices for transition include the following:

Plan Evaluation and Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?

[Back to School](#)|[School Websistes](#)|

8. Decisions regarding the use of assessments

Districtwide assessment practices include the following:

- Acadience Reading*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
- RISE*
- DLM*
- WIDA*
- District assessments*
- Kindergarten Readiness Inventory*
- Kindergarten Inventory of Skills*
- 1st and 2nd Grade Language Arts CRTs*
- 1st and 2nd Grade Math CRTs*
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.*
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.*
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.*

Additional schoolwide practices for assessment include the following:

Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?

We had improvement in our Acadience data and our RISE data last year. We increased in each area of student proficiency.

9. Students who experience difficulty mastering achievement standards

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
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- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

Additional schoolwide practices for helping struggling students include the following:

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

How the school hires Highly Qualified paraprofessionals will be provided to DSD Federal Programs by October 1 including Evidence of how the Title I plan and designation of funds impact student learning and achievement.

Each paraprofessional in our school is highly qualified.

10. Coordination of Budgets

The school will provide this information to Federal Programs by October 1

Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?

Schools will provide evidence and examples of highly qualified paraprofessionals to DSD Federal Programs by October 1, including for examples#58; Associate degree, 48 hrs., of passing tests

Schools will provide evidence and examples of highly qualified paraprofessionals to DSD Federal Programs by October 1.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/23/2023
Number who approved	9
Number who did not approve	0
Number who were absent or abstained	0