



Teacher Student Success Plan LAND Trust Goals only

Meadowbrook Elementary - SY 2024

Principal Chris Whitaker

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

At Meadowbrook we cultivate strong hearts and minds of children.

Description of the School

Community

Meadowbrook is located at 700 North 325 West in Bountiful, Utah. Our school boundary is comprised of homes and apartments. It is a suburban setting with easy commutes to neighboring cities. We are proximal to the Davis Recreation Center as well as small businesses to the South. All students are within walking distance, and our students in the Essential Elements classroom are transported by bus.

Student Body

Meadowbrook serves approximately 406 students from pre-school to grade six. Average class size in grades K-6 is 27 students. Meadowbrook's student population consists of approximately: 62% White, 19% Hispanic/Latino, 5% Native Hawaiian or other Pacific Islander, 2% Asian, 2% Native American/Alaskan Native, 2% Black or African American, 7% Multiple Races. Additional Info: 9% English Language Learners, 19% Students with Disabilities, 51% Free/Reduced

Staff

Meadowbrook has 70 staff members: 24 certified employees, 46 classified employees; 75% of our certified staff are ESL endorsed 25% have a Master's Degree-or higher. Our Meadowbrook classified staff who work with students are all highly qualified, having either an Associate Degree, Bachelor's Degree, or have successfully demonstrated proficiency in Math and Language Arts through the Praxis Paraprofessional test. All our teachers have assistance from our highly qualified tutors who work under their direction to support targeted Tier II instruction.

School Culture

Meadowbrook has warm culture where diversity is celebrated and acknowledged. Staff and parents report a strong community-minded, people-centered culture. Our community is an integral part of our school culture. Parent volunteers assist with extracurricular activities, and family engagement opportunities (e.g. school programs, family nights, etc.) are well attended. Given the small size of the school population, there is ample opportunity for staff to get to know each other. Students also get to know each other well over the years. Teachers are able to contribute outside of their grade level. There is strong collaboration between regular education and Special Education.

Unique Features & Challenges

Meadowbrook is a Title I School. As part of the Title I program, we serve Head-Start and pre-school age students as a means of getting them Kindergarten-ready. We see the impact of the COVID pandemic in many ways. Most significant are student attendance and school readiness. These two challenges have created extreme difficulty in addressing student needs, especially in administering interventions. Interest in our before and after school has been so high that we have been unable to accommodate everyone who wants to be in the program.

Additional Information

We have an Essential Elements classroom that serves students in grades K-3 who require significant Special Education services. In December 2022 we added a second Essential Elements classroom, serving the same grades. We have Head Start and Title 1 preschool. The Bountiful Food Pantry donates weekend food packs for students weekly.

Needs Analysis

Notable Achievements

Areas of Recent Improvement

Our middle-of-year Acadience reading scores for kindergarten showed marked improvement from the beginning of the year.

We have seen a reduction in the chronic absentee rate and improvement in the daily attendance rate.

Areas of Needed Improvement

We were identified for Targeted Support and Improvement for students with disabilities and economically disadvantaged students.

Although we have been making efforts with regard to social emotional learning, we need to create a plan for school wide implementation.

Our middle-of-year Acadience reading scores did not show improvement in grades 1-3 like they did in kindergarten.

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 from 65% to 67% of students in grades K-6 showing “typical” (or higher) progress on Acadience Reading Pathways of Progress on middle of year Acadience assessments.	Did not meet goal	Instead of an increase, we actually saw a decrease of about 10%. One of the obstacles that we want to address to help improve is chronic absenteeism. In January when middle-of-year Acadience testing took place, we were at 48% chronically absent, with about half of those students missing more than 20% of school days. Although that rate got down to 33% by the end of May 2022, we were unable to provide a rich learning experience and adequate intervention for a significant number of students. In addition to addressing the attendance, teacher training in the science of reading, combined with evidence-based Tier 3 reading interventions will address this lack of growth.
We will increase teacher familiarity with, and use of Social Emotional Learning (SEL) strategies in order to Empower Employees, Ensure Safety & Security, and improve Culture and School Climate.	Met goal	Teachers developed skills in using district-provided resources for SEL. They received training on accessing and using those resources effectively.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Increase the percent of students in grades K-6 scoring 'typical' or above on the Acadience Pathways of Progress by five percentage points from middle-of-year (MOY) benchmark to end-of-year (EOY) benchmark.	Progressing according to plan	Teachers are progress monitoring students scoring below benchmark every 10 days. Teachers and tutors provide daily intervention. Teachers are continuing with LETRS training. By the end of the year, most teachers will complete the two-year LETRS training. Our literacy coach meets with teachers to plan and implement instruction, create intervention groups, and to provide tutors with robust intervention plans. Funds were insufficient to pay for additional teachers to reduce class sizes.
Reduce the percent of chronically absent students by 50% from 2022 to 2023, as measured on end of year attendance reports.	Not progressing according to plan	<p>When comparing middle-of-year data from last year to this year, we saw a reduction in the chronic absenteeism rate. However, as of March, the rate is only about 2% lower than last year.</p> <p>Where we do see progress is in the daily attendance rate and the average number of absences per day. The average number of absences per day is approximately half what it was last year.</p>
Increase the percent of K-3 students at benchmark on Acadience Math composite by 10 percentage points from beginning of year to end of year (EOY).	Progressing according to plan	From beginning of year to middle of year, we increased the number of students scoring at benchmark by nine percent.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 3,806.80
B - Allocated new funds for Current Year SY22-23	\$ 50,738.08
C - Total Budget for Current Year SY22-23	\$ 54,544.88
D - Projected spending during Current Year SY22-23	\$ 27,737.42
E - Expected carryover from Current Year SY22-23	\$ 26,807.46
F - Projected new funding for Next Year SY23-24	\$ 53,109.87
G - Total projected funding for Next Year SY23-24	\$ 79,917.33

Goals and Planned Actions / Resources

Goal Short Title	Literacy
Goal Statement	Increase the percent of students in grades K-3 scoring 'typical' or above on the Acadience Pathways of Progress by five percentage points from middle-of-year benchmark to end-of-year benchmark for all students and for the economically disadvantaged and students in Special Education subgroups.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Acadience reading
Action Plan (please number steps)	<ol style="list-style-type: none"> 1. Ensure all teachers have completed or are completing science of reading training through LETRS. 2. Increase the number of ESL-certified teachers at the school. 3. Provide Tier III intervention using SIPPS for students with highest literacy deficits. Tutors will be trained in SIPPS. Tutors will provide the SIPPS intervention four days per week. Students will be assigned to SIPPS groups based on performance in Acadience. (LAND Trust Funds)
This goal can be categorized as... (choose all that apply)	#PD #PCBL #CollegeCareerReady
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?	No
Will LANDTrust funds be used to support the implementation of this	Goal LAND Trust Expense Total - \$48,000.00

goal?	<table><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><tr><td>LAND Trust Academic</td><td>Salaries & Benefits</td><td>#3 Tutors and teacher assistants for reading intervention</td><td>\$ 40,000.00</td></tr><tr><td>LAND Trust Academic</td><td>Textbooks</td><td>#3 Reading intervention curriculum (SIPPS, leveled readers)</td><td>\$ 8,000.00</td></tr></table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#3 Tutors and teacher assistants for reading intervention	\$ 40,000.00	LAND Trust Academic	Textbooks	#3 Reading intervention curriculum (SIPPS, leveled readers)	\$ 8,000.00
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LAND Trust Academic	Textbooks	#3 Reading intervention curriculum (SIPPS, leveled readers)	\$ 8,000.00										
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.													

Goal Short Title	Math
Goal Statement	Students in 1-6 will have an average median percent growth of 83% on iReady diagnostic benchmark.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	iReady diagnostic benchmark
Action Plan (please number steps)	<ol style="list-style-type: none"> 1. We will purchase personalized learning software licenses that are not funded by the STEM action center grant. (LAND TRUST FUNDS) 2. Train teachers on implementation of newly adopted math curriculum. 3. Train teachers in the usage of personalized learning software. 4. Assess students using the personalized learning software three times during the year to determine levels for instruction and intervention. 5. Students will use personalized learning software for approximately 50 minutes per week. 6. Provide one-on-one and/or small group directed math tutoring for students. (LAND TRUST FUNDS) 7. Increase quantity of enriched learning time provided to accelerated students by increasing time for DEEP specialist. (LAND TRUST FUNDS)
This goal can be categorized as... (choose all that apply)	#TSISubGroups #PCBL #CollegeCareerReady

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?	No																
Will LANDTrust funds be used to support the implementation of this goal?	Yes Goal LAND Trust Expense Total - \$28,500.00 <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>Online Curriculum or Subscriptions</td> <td>#1 Licenses for personalize online learning software</td> <td>\$ 4,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#6 Math tutor salaries</td> <td>\$ 20,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#7 Additional time for DEEP specialist</td> <td>\$ 4,500.00</td> </tr> </table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Online Curriculum or Subscriptions	#1 Licenses for personalize online learning software	\$ 4,000.00	LAND Trust Academic	Salaries & Benefits	#6 Math tutor salaries	\$ 20,000.00	LAND Trust Academic	Salaries & Benefits	#7 Additional time for DEEP specialist	\$ 4,500.00
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Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Literacy	LAND Trust Academic	Salaries & Benefits	#3 Tutors and teacher assistants for reading intervention	\$40,000.00

Literacy	LAND Trust Academic	Textbooks	#3 Reading intervention curriculum (SIPPS, leveled readers)	\$8,000.00
Math	LAND Trust Academic	Online Curriculum or Subscriptions	#1 Licenses for personalize online learning software	\$4,000.00
Math	LAND Trust Academic	Salaries & Benefits	#6 Math tutor salaries	\$20,000.00
Math	LAND Trust Academic	Salaries & Benefits	#7 Additional time for DEEP specialist	\$4,500.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 53,109.87
G - Total projected funding for Next Year SY23-24	\$ 79,917.33
H - Total planned expenditures for Next Year SY23-24	\$ 76,500.00
I - Planned carryover into the Following Year SY25-26	\$ 3,417.33
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	If there are extra funds we will use them to enhance our existing goals.
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:

- Science of reading screening tools
- Personalized learning software reports
- Basic math screeners

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?

Website|

2a. Other school reformsto be implemented

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

Goal 1

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?

Goal 2

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

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:

- One-on-one math intervention
- SIPPS tier 3 intervention for students with the lowest literacy proficiency

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:

- Parents join for specific committee assignments
- Periodic surveys on school-related issues are sent at the school level

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?

Website|

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?

- TSSP goals in literacy and math are measured by Acadience benchmarks.
- Data from these assessments is used to identify high-need students to provide support and intervention.
- Improvement on these tools provides evidence of improvement in student learning and achievement.

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.*
- 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:

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.

- Tutors and teacher assistants must be highly qualified. Additionally, they are provided opportunities to continue their professional development (e.g. USU paraprofessional modules, SIPPS training, etc.)

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

Expand funding by seeking out grants. For example, the innovative schools grant from the Davis Education Foundation is a matching grant. Securing this grant cuts in half the money that needs to be spent from federal and state funds.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/30/2023
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	2