



Teacher Student Success Plan LAND Trust Goals only

Orchard Elementary - SY 2024

Principal Heidi Short

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 Orchard Elementary is to promote the mission of learning first for all. We prepare and empower all learners for their future. To accomplish our purpose, we strive to create a safe environment where students are engaged in meaningful learning. Our faculty and staff lay the foundation for all students in developing resiliency, stamina, and confidence which are qualities needed for life.

Description of the School

Community

Orchard Elementary is located at 205 East Center Street in North Salt Lake City, Utah on the southern boundary of Davis County. Our school has served the surrounding suburban community for over 55 years.

Student Body

The student enrollment is currently 635 students in grades K-6. The demographics at our school consist of the following: 72% Caucasian, 28% other ethnic backgrounds 22% low socio-economic status (SES) five percent Limited English proficiency 15% receive special education services (SPED) In accordance with the Davis Enhanced Educational Program, we provide a school-wide enrichment model (SEM) for several of our students in grades 2-6. This program provides advanced grade level core to challenge and broaden the education of our accelerated learners.

Staff

Orchard Elementary School Staff consists of 21.5 Certified Teachers, six Special Education Teachers, one Curriculum Specialist for ELA, one School Psychologists, one Speech Language Pathologist, one Speech Language Technologist, one Counselor, one Administrative Intern, one Principal. Classified staff consists of 30 paraprofessionals, three prep-time specialists (Art/Music, PE, STEM), two Multi-language (MLL) tutors, one Media Specialist, one part-time School Nurse, one part-time Family Advocated, one School Technolgy Support, one Special Education Records Assistant, one Heath Clerk, one Office Manager, four Office Assistants (clerical, lunchroom, and playground), one Facilites Manager, four part-time custodians. We also house four Academic Social Communitation (ASC) special classrooms.

School Culture

At Orchard Elementary we have established a positive school culture where staff relationships are collaborative, productive, and all staff members are held to high professional standards. Students are consistently held to high academic standards and a majority of students meet or exceed those expectations. The individual successes of teachers and students are recognized and celebrated. Mistakes are not viewed as failures, but are seen as opportunities to learn and grow for both students and educators. Students and staff members feel emotionally and physically safe, and the school's policies and facilities promote student safety.

Unique Features & Challenges

The socio-economic dynamic that exists within our school boundaries is unique and can be challenging. We have a significant population of high socio-economic status and a significant population with low socio-economic status. A small population fall in between the two. There is a delicate balance that is maintained when planning community, school, and class activities, to support inclusion.

Additional Information

Orchard Elementary continues to use enrichment activities that include VEX-Robotics, School Choir, 6th grade Orchestra, School Play, Spelling Bee, Martin Luther King Jr. Speech Contest. Orchard Elementary has a supportive PTA and School Community Council that raise funds to provide field trips and other educational programs.

Needs Analysis

Notable Achievements

Intra-curricular Science, Technology, Engineering, & Math STEM Projects, Project Lead the Way (PLTW) implemented throughout the school. All teachers are being trained in the LETRS (Language Essentials for Teachers of Reading and Spelling) program to enhance the teaching of literacy.

Areas of Recent Improvement

Orchard has enhanced the amount of offerings we have for students to access STEM materials such as robotics, STEM kits, and devices to support STEM learning. We have strengthened our intervention small group instruction through more specific training with our aides and teachers and we have provided the latest research based materials for our small groups which supports the LETRS training that all teachers are receiving.

Areas of Needed Improvement

Absenteeism is a district-wide concern. Using the available data reports, Orchard Elementary will continue to address the concern of chronic absenteeism through identification and intervention. All grade levels will need ongoing support while collaboratively integrating STEM education through participation in the “Project Lead the Way” and other STEM programs. Personalizing instruction for each student and finding the time to address individual learning needs of each student. Our English Language Learners, our students in special educations, and our Pacific Islanders have shown growth and proficiency on state standardized assessments but we need to continue to improve on our efforts. We have also seen our state assessments scores have dropped overall since the pandemic. Teachers have noticed a difference in the way students and parents view education and the need to support education.

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 Language Arts proficiency from the beginning of the year to the end of the year in grades K-3 by 12 %, and grades 3-6 will show a 65% proficiency on standardized assessments.	Did not meet goal	<p>Increase Language Arts proficiency from the beginning of the year to the end of the year in grades K-3 by 12 %, and grades 3-6 will show a 65% proficiency on standardized assessments.</p> <p>We did not increase in proficiency from BOY to EOY by 12%. In Language Arts K-3 increased three percent going from 69% at BOY to 71% at EOY. On RISE summative testing grades 3rd through 6th grade had a 48% proficient in Language Arts. Since the goal was not reached, we will implement additional action steps including the following:</p> <ul style="list-style-type: none">• Create a master schedule that provides a 90-minute protected Language Arts instruction time.• Continue to implement LETRS training by participating in the Schools Cubed Benchmark assessments.• Professional development on Explicit Instruction.• Increased participation in PLC process.• All classrooms will participate in scatter groups during reading small group instruction.• Explicitly teach test taking vocabulary in all grades.• Purchase SIPPS for tier 3 intervention. <p>Some of the obstacles we faced that contributed to not achieving the goal included not having consistent well trained aides. Teachers were not using reading small group instruction time for intervention.</p>
Fifty-three percent of students in grades 3-6 will achieve proficiency on writing standardized assessments. Students in grade K-2 will achieve sixty percent proficiency on standardized writing	Did not meet goal	Fifty-three percent of students in grades 3-6 will achieve proficiency on writing standardized assessments. Students in grade K-2 will achieve sixty percent proficiency on standardized writing prompt.

prompts.

Increase the number of students achieving proficiency on math summative assessments by 3%

- All students will participate in STEM activities using Project Lead the Way and other STEM programs to increase their knowledge of science, math and technology which will increase end of level state science test scores by 3%.

Improve student and staff relationships to improve school climate and build a sense of community and safety by implementing Social Emotional Learning (SEL) strategies to support all areas of the curriculum.

Met goal

Did not meet goal

Met goal

Orchard did not achieve this goal because this goal is not measurable. We do not have a standardized writing test for grades 3-6 and we do not have a standardized writing prompt for grades K-2. In the year 2022 no RISE writing assessment was given.

Increase the number of students achieving proficiency on math summative assessments by three percent.

We met the goal going from 45% proficiency at the EOY 2021 to 48% at EOY in 2022. The goal was met because all action steps were done with fidelity.

All students will participate in STEM activities using Project Lead the Way and other STEM programs to increase their knowledge of science, math and technology which will increase end of level state science test scores by three percent.

We did not meet the goal of three percent in RISE State testing. Orchard Elementary went from 52% at the EOY in 2021 to 51% at the EOY in 2022. This is a decrease of one percent. One the obstacles is there is no accountability of who is using Project Lead the Way. We do not know if teachers are using this resource.

In order to remedy this obstacle, we need to do the following:

- Have teachers participate in effective PLC weekly.
- Teachers need to use RISE Math Benchmarks.
- More training with math TA for Tier two and tier three instruction.

Improve student and staff relationships to improve school climate and build a sense of community and safety by implementing Social Emotional Learning (SEL) strategies to support all areas of the curriculum.

Goal was met because all action steps were implemented.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Students in K-6 will show a three percent increase on Acadience Reading Composite scores from Beginning of Year (BOY) to End of Year (EOY) test in 2022-2023	Progressing according to plan	All action steps are being carried out with fidelity. MOY Acadience data shows that 70% of students in grades K-6 are meeting benchmark goals.
Students K-6 will show a three percent growth on Imagine Math benchmarks from Beginning of Year (BOY) to End of Year (EOY).	Progressing according to plan	Action steps are being followed with the exception of only being able to hire three out of four math tutors at the same time. MOY common assessments data shows that students in grades k-6 are making progress towards goal.
End of level state science test scores will increase by three percent.	Progressing according to plan	Actions steps are being done with fidelity. Students are taking RISE Science Benchmark tests and curriculum is being taught in all classrooms.
Student achievement in English Language Arts, Math, and Science will increase as mentioned in goals 1 – 3 through the implementation of a Positive Behavior Intervention Support System. Student responses on the school climate student survey, specifically in being recognized for good behavior by teacher or the school, will increase by four percent.	Progressing according to plan	All action steps are being followed with fidelity. We continue to use SEL practices for adults and students.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 13,978.07
B - Allocated new funds for Current Year SY22-23	\$ 88,172.09
C - Total Budget for Current Year SY22-23	\$ 102,150.16
D - Projected spending during Current Year SY22-23	\$ 95,000.00
E - Expected carryover from Current Year SY22-23	\$ 7,150.16
F - Projected new funding for Next Year SY23-24	\$ 86,026.92
G - Total projected funding for Next Year SY23-24	\$ 93,177.08

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Reading Growth
<i>Goal Statement</i>	Increase the percentage of students demonstrating typical or above typical progress on Acadience end-of-year (EOY) benchmark by three percent.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	4th-6th students will be measured using Acadience beginning-of-year (BOY) and end-of-year (EOY) composite score for accuracy data.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Teachers will use Tier I explicit instruction and best practices and district routines. 2. Teachers will attend LETRS training to build knowledge and skills in the science of reading for both Tier I and Tier II instruction. 3. English Language Arts (ELA) coach will support Tier I instruction. 4. Reading interventionists will support Tier III instruction using an explicit reading program to support differentiated and personalized instruction. 5. After Acadience assessment is completed, all students identified as below or well below on composite score will be administered a phonics survey and placed into reading groups based on targeted phonics skills needed. 6. Students will be progress monitored every 10 to 20 days depending on their Acadience Benchmark results. 7. Use of supplemental reading programs to support differentiated and personalized instruction. 8. Data meetings with Administration, ELA coach, and teachers will meet monthly to assess data and move students through interventions. Groups will be fluid depending on student progress. (LAND TRUST FUNDS) 9. Teachers will participate in Professional Learning Communities (PLCs). 10. Administration will support Tier I instruction by minimizing interruptions when possible and having weekly Local Case Management Team (LCMT) meetings to assist with Tier II and Tier III instruction as needed. 11. A master schedule will include 120 minutes daily for grades 1-6 and 60 minutes daily for kindergarten.

	12. Participate in School's Cubed best practice teaching practicum.								
<i>This goal can be categorized as... (choose all that apply)</i>	#TSISubGroups #PCBL #TeacherLeaders								
<i>District Strategic Plan Area(s)</i>	Empowered Employees Culture Student Growth & Achievement								
<i>If you selected 'School Identified Area', please describe</i>									
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Science								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes								
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Goal LAND Trust Expense Total - \$500.00</p> <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>Software or Technology Hardware (each item < \$5000)</td> <td>#8 ESGI Software</td> <td>\$ 500.00</td> </tr> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 ESGI Software	\$ 500.00
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<i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i>									

<i>Goal Short Title</i>	Reading Growth
<i>Goal Statement</i>	Grades k-3 students will increase the percentage of students demonstrating typical or above typical progress on Acadience end-of-year (EOY) benchmark by three percent.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	

<i>Measures</i>	K-3 students, Acadience beginning-of-year (BOY) and end-of-year (EOY) benchmarks using pathways to progress data will be used.
<i>Action Plan (please number steps)</i>	<p>1. Teachers will use Tier I explicit instruction and best practices and district routines. (LAND TRUST FUNDS)</p> <p>2. Teachers will attend LETRS training to build knowledge and skills in the science of reading for both Tier I and Tier II instruction.</p> <p>3. English Language Arts (ELA) coach will support Tier I instruction.</p> <p>4. Reading interventionists will support Tier III instruction using an explicit reading program to support differentiated and personalized instruction. (LAND TRUST FUNDS)</p> <p>5. After Acadience assessment is completed, all students identified as below or well below on composite score will be administered a phonics survey and placed into reading groups based on targeted phonics skills needed.</p> <p>6. Students will be progress monitored every 10 to 20 days depending on their Acadience Benchmark results.</p> <p>7. Use of supplemental reading programs to support differentiated and personalized instruction.</p> <p>8. Data meetings with Administration, ELA coach, and teachers will meet monthly to assess data and move students through interventions. Groups will be fluid depending on student progress.</p> <p>9. Teachers will participate in Professional Learning Communities (PLCs).</p> <p>10. Administration will support Tier I instruction by minimizing interruptions when possible and having weekly Local Case Management Team (LCMT) meetings to assist with Tier II and Tier III instruction as needed.</p> <p>11. A master schedule will include 120 minutes daily for grades 1-6 and 60 minutes daily for kindergarten. (LAND TRUST FUNDS)</p> <p>12. Participate in School's Cubed best practice teaching practicum. (LAND TRUST FUNDS)</p>
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #TSISubGroups #TeacherLeaders #PCBL
<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 Mathematics Science

Does this action plan include behavioral / character education / leadership efforts?	Yes																
Will LANDTrust funds be used to support the implementation of this goal?	Goal LAND Trust Expense Total - \$46,000.00																
	<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Expense Category</th> <th>Description</th> <th>Item Cost</th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#4 Reading TAs</td> <td>\$ 42,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>General Supplies, Other</td> <td>#12 Program Materials & PD</td> <td>\$ 3,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Textbooks</td> <td>#1 Book Study</td> <td>\$ 1,000.00</td> </tr> </tbody> </table>	Funding Source	Expense Category	Description	Item Cost	LAND Trust Academic	Salaries & Benefits	#4 Reading TAs	\$ 42,000.00	LAND Trust Academic	General Supplies, Other	#12 Program Materials & PD	\$ 3,000.00	LAND Trust Academic	Textbooks	#1 Book Study	\$ 1,000.00
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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 Growth
Goal Statement	Sixty percent of students 3rd-6th grade will be proficient on the end-of-level (EOY) RISE math test.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	RISE Benchmark and Summative Tests.
Action Plan (please number steps)	<ol style="list-style-type: none"> Each 3rd-6th grade teacher will be provided with a math tutor Monday-Thursday to help with interventions and small groups. (LAND TRUST FUNDS) Students will participate in Project Lead the Way activities throughout the year. Math software will be purchased to enhance personailzed leanring in math.
This goal can be categorized as... (choose all that apply)	#PD #TeacherLeaders #TSISubGroups

District Strategic Plan Area(s)	Empowered Employees 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?				
Will LANDTrust funds be used to support the implementation of this goal?	Yes			
	Goal LAND Trust Expense Total - \$42,000.00			
	Funding Source	Expense Category	Description	Item Cost
	LAND Trust Academic	Salaries & Benefits	#1 Math TAs	\$ 42,000.00
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.				

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Growth	LAND Trust Academic	Salaries & Benefits	#1 Math TAs	\$42,000.00
Reading Growth	LAND Trust Academic	Salaries & Benefits	#4 Reading TAs	\$42,000.00
Reading Growth	LAND Trust Academic	General Supplies, Other	#12 Program Materials & PD	\$3,000.00
Reading Growth	LAND Trust Academic	Textbooks	#1 Book Study	\$1,000.00
Reading Growth	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 ESGI Software	\$500.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 86,026.92
G - Total projected funding for Next Year SY23-24	\$ 93,177.08
H - Total planned expenditures for Next Year SY23-24	\$ 88,500.00
I - Planned carryover into the Following Year SY25-26	\$ 4,677.08
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Excess Land Trust Funds will be used to enhance existing goals.
Plan for sharing the school LANDTrust plan with the community	Labels to identify LAND Trust purchases School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/20/2023
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	1