



# Teacher Student Success Plan LAND Trust Goals only

**South Weber Elementary - SY 2024**

Principal Chris Laypath

## 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 South Weber Elementary is to promote the mission of Learning First for all students. We strive for high levels of student learning through data-driven instruction, effective instructional practices, personalized learning, the integration of technology with best teaching practices, and a commitment to providing our staff with the training, materials, and tools they need to be successful. We are committed to preparing our students for the world in which they live by developing the foundational skills in collaboration, critical thinking, communication, and creativity. Students develop these skills through our rigorous math, language arts, and science. We believe in educating the whole child and we are purposeful in planning for both high levels of achievement and growth academically, as well as socially and emotionally.

## Description of the School

### Community

South Weber Elementary is located in the beautiful community of South Weber, Utah. South Weber is the northernmost city in Davis County, and is a semi-rural, residential community. We are influenced by Hill Air Force Base, which is located just to the south of the community. South Weber's closest large city is Ogden, Utah. A large commercial gravel pit has been part of the community for many years. A few other businesses have recently opened at the edge of town adjacent to Hwy. 89. South Weber is currently experiencing high levels of growth, with many new housing developments being built in formerly rural areas.

### Student Body

South Weber has approximately 800 students comprising grades Preschool through Sixth. The school's population is made up of 92% Caucasian, six percent Hispanic/Latino, one percent African American/Black, and one percent American Indian, Asian, Pacific Islander, and Multiple Races. Fourteen percent of the student population reside in economically disadvantaged homes. Approximately 11% of students receive Special Education services. Limited English Proficiency among students is not a measurable factor at the school.

## **Staff**

South Weber Elementary has 31 licensed teachers. (five of them work part time with two of them working in SPED). The average class size is 26.6 students. Support staff include our school psychologist, speech and language pathologist, school counselor, SPED teacher, Literacy Coach, STS, Family Advocate, and 50+ classified employees including prep time instructors, SEM teacher, librarian, reading tutors, special education aides, related servers, classroom aides, playground supervisors, Office Managers, office and clerical assistants, kitchen staff, and custodians. South Weber Elementary also has a full-time assistant principal who assists the principal with administrative duties.

## **School Culture**

South Weber Elementary is influenced by a strong, close knit, family-oriented community. South Weber Elementary has been an integral part of the community for over 46 years. The residents of South Weber, our PTA, parent volunteers, and Community Council are all very supportive of the school. Our mission is to partner with parents and guardians to create a joyful and inclusive school where students thrive and develop skills for success in the 21st century. We have worked hard to create a growth mindset in our school. Students learn to value the learning process and celebrate their growth as they work towards meeting their potential. We have also focused on Foundational Social and Emotional Competencies that are necessary for students to be successful in the school setting. We explicitly teach an SEL curriculum and focus on 5 core areas: I Care About Others, I Know Myself, I Am in Charge of Myself, I Can Make Smart Choices, and I Work to Have Healthy Relationships.

## **Unique Features & Challenges**

Two elementary schools exist within the small city of South Weber... South Weber Elementary and a K-9 charter school that was built in 2012. South Weber Elementary is unique to Davis School District in that it has three buildings on its campus. One building houses grades K-2, another building houses grades 3-6, and the third building is a Family Activity Center, which is part of an inter-local agreement with South Weber City. Both grade level buildings have the ability to run independently of each other, although we work hard to operate as one school, united. The Family Activity Center is used for P.E. and music instruction during the school day, and the city uses the facilities before and after school hours. The lack of commercial development within the city hinders the school's ability to partner with local businesses. Geographically, South Weber City is influenced by a strong, almost daily, morning canyon wind which often interferes with scheduled outdoor activities. Another challenge to South Weber residents is the distance to their junior high, which is approximately eight miles away and about a 20-minute commute.

## **Additional Information**

The K-2 building allows us to focus on our youngest students, free from some of the social influences they may experience in other schools. However, South Weber Elementary works to build unity between the two buildings. One way this is accomplished is by emphasizing a strong "buddy class" system. Our older grade levels partner with our younger students, often on reading and writing projects. South Weber Elementary also produces a weekly broadcast, SWKN, which involves students across grade levels, and is broadcast in both buildings. We have a Junior Hope Squad that is active at recess and works to include all students.

# Needs Analysis

## Notable Achievements

South Weber Elementary was recommended by AdvancED for full accreditation for a full five year period, along with all schools in Davis School District. We are excited about our Team Recess initiative which is a group students can join during recess for structured recess activities. Students learn rules for the game of the week, and enjoy playing with a large group of students. We have provided an opportunity for all students to play with a group of friends. All of our students have access to technology and we currently have a 1:1 student to device ratio in grades K-6. We are in the process off adding four maker space carts that will allow classes to explore STEM concepts while using their imagination and creativity. South Weber Elementary is the first public school in the state of Utah to have adopted the Harmony curriculum for Social and Emotional Learning. We have made it our mission to educate the whole child and have seen immediate and marked improvement in student behavior, drastically decreased our office referrals, and have nurtured a positive, cooperative, and inclusive culture. We have also shifted away from a punitive disciplinary system to a restorative practice that focuses on identifying any harm caused and working to repair it. Overall, students are happy, comfortable, and growing!

## Areas of Recent Improvement

South Weber Elementary is the first public school in the state of Utah to have adopted the Harmony curriculum for Social and Emotional Learning. We have made it our mission to educate the whole child and have seen immediate and marked improvement in student behavior, drastically decreased our office referrals, and have nurtured a positive, cooperative, and inclusive culture. This allows students the skills to address their well-being, which allows them to be successful in the school setting. We have also shifted away from a punitive disciplinary system to a a restorative practice that focuses on identifying any harm caused and working to repair it. We are proud of the safe and inviting environment we have created.

## Areas of Needed Improvement

South Weber Elementary is excited about implementing all we are learning in our LETRS training. We are continuing to improve our phonics and morphology routines and have recently adopted the SIPPS program for Tier three reading interventions. We are focused on great academic gains, particularly in reading, which we believe leads to success in all subjects. We will also continue to fine tune our work in support of Social and Emotional Learning. We will also continue to work to improve student growth and achievement in all areas.

# 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 % of students at or above benchmark at Beginning of Year (BOY) by 10% at End of Year (EOY) as measured by Acadience Composite Score.	Did not meet goal	At BOY, 71% of our students were at or above benchmark in composite score. At the end of the year, 75% of our students were at or above benchmark in composite score. While we are pleased that we maintained the percentage of students that were proficient, and increased our student

		proficiency levels by 4 percent, we were hopeful for more growth than that.
Increase % of students at or above grade level at Beginning of Year (BOY) by 60% at End of Year (EOY) as measured by iReady Diagnostic.	Met goal	We increased our percent of students at grade level in Math by 60% from BOY to EOY as measured by iReady Diagnostics.
Students will improve academic outcomes and study skills / work habits by identifying and explaining our Five Core Competency Areas at 90% proficiency as measured by a student survey at the end of each of the five units.	Met goal	SEL action steps are firmly in place and we see the benefits of our work here.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Increase percent of students at or above benchmark at Beginning of Year (BOY) by 10% at End of Year (EOY) as measured by Acadience Reading Composite Score.	Progressing according to plan	All action steps are firmly in place. At MOY, we had increased by five percent from BOY. This leads me to believe that we will make the 10% growth by EOY.
Increase percent of students at or above grade level at Beginning of Year (BOY) by 60% at End of Year (EOY) as measured by iReady Diagnostic.	Progressing according to plan	All action steps are firmly in place. We are working hard and utilizing math tutors to help students increase proficiency in math. We will review data at EOY.
Improve academic outcomes and study skills / work habits by identifying and explaining our five core competency areas. Measured by full implementation of SEL instruction.	Progressing according to plan	All action steps firmly in place.

# LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 584.26
B - Allocated new funds for Current Year SY22-23	\$ 103,954.37

C - Total Budget for Current Year SY22-23	\$ 104,538.63
D - Projected spending during Current Year SY22-23	\$ 85,363.92
E - Expected carryover from Current Year SY22-23	\$ 19,174.71
F - Projected new funding for Next Year SY23-24	\$ 105,251.58
G - Total projected funding for Next Year SY23-24	\$ 124,426.29

# Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Reading</b>
<i>Goal Statement</i>	Increase 12% of students at or above benchmark at BOY by 12% at EOY as measured by Acadience Composite Score.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Reading Composite Score
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. SIPPS and Sound Partners designated tutors for phonics and decoding.</li> <li>2. Traveling Reading Aides for support in fluency and comprehension. (LAND TRUST FUNDS)</li> <li>3. Kindergarten aides in all K classes.</li> <li>4. LETRS Training</li> <li>5. 8 Step Phonics Routine Daily in grades K-2.</li> <li>6. Morphology Routine weekly in grades 3-6.</li> <li>7. Monthly Data dives with Admin, coach, teachers, &amp; tutors. (LAND TRUST FUNDS)</li> <li>8. Focus on well-functioning, data-driven PLC meetings weekly with teams, monthly with school.</li> <li>9. SWKN</li> <li>10. SEL to support students and decrease disruptions to learning.</li> <li>11. Optional PD stipends to increase teacher capacity.</li> </ol>

<i>This goal can be categorized as... (choose all that apply)</i>	#PD #GraduationRates												
<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												
<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>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$112,426.29</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>Salaries &amp; Benefits</td> <td>Reading Tutors</td> <td>\$ 100,426.29</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>Additional SPED Aide support</td> <td>\$ 12,000.00</td> </tr> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	Reading Tutors	\$ 100,426.29	LAND Trust Academic	Salaries & Benefits	Additional SPED Aide support	\$ 12,000.00
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LAND Trust Academic	Salaries & Benefits	Additional SPED Aide support	\$ 12,000.00										
<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>	<b>Math</b>
<i>Goal Statement</i>	Eighty-five percent of our students will be proficient (85% or higher) in grade level math content as measured by math software diagnostics at EOY.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student</i>	

populations; on changing your TSI status?	
Measures	Math program software diagnostics
Action Plan (please number steps)	1. STEAM funding for each grade level to integrate math into other subjects. 2. Mystery Science and Generation Genius subscriptions. 3. Math Adoption support (Math manipulatives, tools, supplies, PD). 4. A focus on well functioning, data-driven PLC meetings weekly with teams, monthly with school. 5. Optional PD stipends to increase teacher capacity. 6. SEL to support students and decrease disruptions to learning.
This goal can be categorized as... (choose all that apply)	#PD #GraduationRates
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees
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?	Goal LAND Trust Expense Total - \$0.00
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.	

Goal Short Title	SPED reading / TSI

Goal Statement	Sixty percent of our students being provided SPED services in reading will make typical or better progress as measured by Acadience Pathways of Progress.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	Acadience Reading Pathways of Progress
Action Plan (please number steps)	<div>1. Additional SPED aide support. (LAND TRUST FUNDS)</div> <div>2. SIPPS and Sound Partners for phonics and decoding interventions.</div> <div>3. Kindergarten aides in K classes.</div> <div>4. LETRS Training</div> <div>5. 8 Step Phonics Routine Daily in Grades K-2.</div> <div>6. Morphology Routine Weekly in Grades 3-6.</div> <div>7. SWKN</div> <div>8. A focus on well-functioning, data-driven PLC meetings weekly with teams, monthly with school.</div> <div>9. SEL to support students and decrease disruptions to learning.</div> <div>10. Optional PD stipends to increase teacher capacity.</div>
This goal can be categorized as... (choose all that apply)	#PD #GraduationRates
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees
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?	
Will LANDTrust funds be used to support the implementation of this	Yes
	Goal LAND Trust Expense Total - \$12,000.00



goal?	Funding Source	Expense Category	Description	Item Cost
	LAND Trust Academic	Salaries & Benefits	#1 Additional SPED aides	\$ 12,000.00
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
Reading	LAND Trust Academic	Salaries & Benefits	Reading Tutors	\$100,426.29
Reading	LAND Trust Academic	Salaries & Benefits	Additional SPED Aide support	\$12,000.00
SPED reading / TSI	LAND Trust Academic	Salaries & Benefits	#1 Additional SPED aides	\$12,000.00

### Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 105,251.58
G - Total projected funding for Next Year SY23-24	\$ 124,426.29
H - Total planned expenditures for Next Year SY23-24	\$ 124,426.29
I - Planned carryover into the Following Year SY25-26	\$ 0.00
J - Is planned carryover more than 10% of	No

projected new funds?	
Plan for carryover in excess of 10%	Any funds that are not spent as planned or are otherwise available will be used to support school goals and may include technology, support personnel, supplies, stipends for faculty & staff development, academic materials, SEL support, curriculum, training, and other resources needed to promote effective teaching and learning and the successful completion of our goals.
Plan for sharing the school LANDTrust plan with the community	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	04/12/2023
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	1