



Teacher Student Success Plan LAND Trust Goals only

Stewart Elementary - SY 2024

Principal TJ Naylor

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 Stewart Elementary is to promote the mission of working together to create a successful educational experience for each student. To accomplish our purpose, we work together as administrators, teachers, and parents, with our Community Council to ensure all students are highly engaged as they receive quality instruction from highly qualified teachers. Students achieve growth in all academic areas as each student works to attain proficiency in a safe, respectful environment, where they are taught to be responsible and in turn are successful. Stewart Elementary's highly qualified teachers provide an engaging learning environment for all students in every classroom. Parents and students have the opportunity to choose and design the enrichment areas of interest through counselor lessons, personalized software, Chinese Immersion, STEAM focus, a discovery learning lab, personalized learning labs and other extracurricular activities.

Description of the School

Community

Stewart Elementary is located in Centerville, Utah which is a suburban middle class community. Centerville is located ten miles north of Salt Lake City adjacent to the eastern part of the Great Salt Lake to the foothills of the Wasatch Mountains. Stewart Elementary benefits from an involved community.

Student Body

As of March 2023, Stewart Elementary has 553 students enrolled in grades K-6. Demographic Counts: African American: .2% Multiple Races: 6.1% American Native: .2% Asian: 1.8% Hispanic: 3.1% Pacific Islander: .6%

Caucasian: 88%

Staff

Stewart Elementary has 78 employees. Thirty one are certified employees including; classroom teachers, one special education teacher, one principal, a part-time administrative intern, a functional skills teacher, a part-time speech and language pathologist, a part-time school psychologist, a part-time counselor, and a part-time English Language Arts (ELA) coordinator and a math coach. Seven teachers are English as a Second Language (ESL) endorsed. The faculty holds nine advanced degrees and a variety of educational endorsements. Stewart Elementary has thirty Classified Employees.

School Culture

Our school has a positive culture. The administration and faculty have worked to blend immersion and non-immersion students and parents. Parents and visitors frequently compliment us on the positive environment in our school. Stewart has highly supportive parents that volunteer regularly. Students are expected to be good and kind which, in turn, makes everyone successful. Our faculty is composed of an excellent group of dedicated educators who focus on student success.

Unique Features & Challenges

In the fall of 2009, Stewart Elementary began to offer Chinese Immersion as an opt-in program for students. We have two classes of immersion students in grades K-6. These students spend 50% of their day in an immersion classroom. Our students have test scores that are above state level and district level in Language Arts, Mathematics, and Science. However, since USBE has added the growth piece to assessment, we need to focus on individual student growth. The soft closure, hybrid scheduling and attendance has left us with lower academic scores than we are used to. We have made great progress in addressing the deficits created by the above listed concerns but have more work to do. Due to a decline in enrollment we have seen a reduction in teachers assigned to Stewart. This creates a situation where we must offer grade level splits and pod rotations in grades 1-6.

Additional Information

Enrollment by Significant Risk Factor; Students in Special Education: 59, English Language Learners: four, and 11.4% of students qualify for free or reduced lunch.

Needs Analysis

Notable Achievements

Overall, Stewart Elementary students are above District and State scores in Language Arts, math, and science. Our students also have the opportunity to participate in Martial Arts Club, Chess Club, Vex Club, Ukulele Club, the school play, 6th grade Orchestra, School and District Science Fairs, Battle of the Books, Spelling Bees, and other fabulous activities. Students also earn opportunities to participate in activities with the principal throughout the year.

Areas of Recent Improvement

Our continuing commitment to student learning has made our Student Assistants Team a priority in the school. This team focuses on helping the improvement of individual, tier two interventions, progress monitoring, and identification

of students with academic, behavioral, and social needs early in the school year. We have also implemented a multi-tiered system of supports (MTSS) to address school wide behavior and positive reinforcement. We began the 2021-2022 school year with one device per student. All teachers have an iPad, computer, projector, and document camera to use for instruction. An increase in mobile labs have allowed teachers to effectively integrate technology into their classrooms. Smart projectors have been added to all classrooms. An updated voice enhancement system is being installed in each classroom. New carpet was added throughout the school to increase the positive feel of the school. Teachers have participated in state LETRS training to enhance language arts instruction. We have added a math coach who has been an integral part in increasing our academic growth scores after the Covid-19 pandemic.

Areas of Needed Improvement

Stewart Elementary has been adversely affected by the Covid-19 pandemic in terms of student achievement. A drop in test scores in math, language arts and science were noted from the 2018-2019 school year to 2020-2021 school year. Attendance has also been a challenge for us since the Covid-19 pandemic. We have also seen a dramatic increase in the number of chronically absent students.

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')
Sixty percent of Students will receive a proficient or better score on the summative RISE assessment.	Did not meet goal	Forty-eight percent of students achieved proficiency on RISE end-of-year testing. Attendance has proven to be a major challenge inhibiting us from meeting our goal. In 2020 we had 24 students chronically absent. In 2021 that number went up to 64. In 2022 the number of students qualifying for chronic absenteeism hit 146. It is likely that many of the absences were due to Covid-19 quarantine expectations. Regardless of the reason for the absences, the number represents over 25% of our student population being chronically absent for the 2021-2022 school year. We have now implemented new procedures to inform parents of excessive absences.
Increase the number of students in grades K-6 performing at typical or higher progress on the middle of year Acadience Pathways to Progress report by 2% to 72%.	Did not meet goal	Sixty-three percent of students of K-6 students performed at typical or higher progress on the middle of year Acadience Pathways to Progress. Attendance has proven to be our biggest challenge inhibiting us from meeting our goal. In 2020 we had 24 students chronically absent for the year. In 2021 that number went up to 64. In 2022 the number of students qualifying for chronic absenteeism hit 146. It is likely that many of the absences were due to Covid-19 quarantine expectations. Regardless of the reason for the absences, the number represents over 25% of our student population being chronically absent for the 2021-2022 school year. We have now implemented new procedures to inform parents of excessive absences.

The study, *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions* found students who participated in the program Move This World enjoyed an eleven percent gain in academic achievement, along with a significant increase in social-emotional learning and an improvement in expected behavior.

We expect the implementation of this goal to support our academic goals as follows:

- 60% of Students will receive a proficient or better score on the summative RISE assessment.
- Increase the number of students in grades K-6 performing at typical or higher progress on the middle of year Acadiance Pathways to Progress report by 2% to 72%.

Did not meet goal

The program Move This World was implemented. However, we did not see our academic goals met.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Increase the number of students in grades 4-6 achieving proficiency on the end-of-year Summative RISE test from 44% to 48%.	Progressing according to plan	Preliminary data from Forefront and other data sources indicates we are progressing toward achieving the goal.
Increase the number of students in grades K-6 performing at typical or higher progress on the middle of year Acadiance Pathways to Progress report by three percent to 68%.	Progressing according to plan	This goal has been achieved by 69% of K-6 students performing at typical or higher

The study, *The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions* found students who participated in the program Move This World enjoyed an eleven percent gain in academic achievement, along with a significant increase in social-emotional learning and an improvement in expected behavior.

We expect the implementation of this goal to support our academic goals as follows:

- Forty-eight percent of 4-6 grade students will receive a proficient or better score on the summative RISE assessment.
- Increase the number of students in grades K-6 performing at typical or higher progress on the middle of year Acadience Pathways to Progress report by three percent to 68%.

Progressing according to plan

progress on the middle of year Acadience Pathways to Progress report.

Acadience reading scores, Forefront math forecasts and other data indicates we are on track to meet our academic goals supported by this goal.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 28,785.76
B - Allocated new funds for Current Year SY22-23	\$ 79,694.01
C - Total Budget for Current Year SY22-23	\$ 108,479.77
D - Projected spending during Current Year SY22-23	\$ 89,062.51
E - Expected carryover from Current Year SY22-23	\$ 19,417.26
F - Projected new funding for Next Year SY23-24	\$ 78,143.42
G - Total projected funding for Next Year SY23-24	\$ 97,560.68

Goals and Planned Actions / Resources

Goal Short Title	English Language Arts
Goal Statement	Increase the number of students in grades K-6 performing at typical or higher progress on the middle of year Acadience Pathways to Progress report by four percent from 69% to

	73%.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Reading progress is fundamentally important to what we do. The best way for us to measure student progress an success in this area is by using Middle of Year Acadience data.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. The Student Assistance Team will assist teachers with knowledge and ideas on how to support struggling students. 2. Targeted interventions will be suggested based on needs, as identified by Acadience testing, Drill-Down exercises, and progress monitoring. 3. Interventions will be provided in each classroom under the direction of the teacher and supported by the TA's. 4. Provide teacher assistant (TA) support for teachers, large class sizes, personalized learning labs, due to student enrollment changes. (LAND TRUST FUNDS) 5. Progress monitoring will take place to check and analyze student growth. 6. Teachers will attend Professional Learning Community meetings. 7. Teachers, administration and Family Service Worker will address attendance concerns with families directly on a case-by-case basis. 8. Purchase individualized software programs to enhance language arts learning outcomes. (LAND TRUST FUNDS) 9. Faculty and staff will attend pertinent professional developments and work with the Language Arts Instructional Coach to implement best practice instructional strategies. 10. Ensure access to an electronic device for each student.
<i>This goal can be categorized as... (choose all that apply)</i>	#GraduationRates #CollegeCareerReady
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Culture Parent & Community Connections
<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 /</i>	No

character education / leadership efforts?

Will LANDTrust funds be used to support the implementation of this goal?

Yes

Goal LAND Trust Expense Total - \$81,460.68

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#4 TA's /Professional Development	\$ 68,460.68
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 Hardware and other technology for school use.	\$ 5,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	#8 Software/licenses/subscriptions	\$ 5,000.00
LAND Trust Academic	General Supplies, Other	#8 General classroom supplies to support learning outcomes.	\$ 3,000.00

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

Goal Short Title

Goal Statement

TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?

Measures

Math

Increase the number of students in grades K-3 performing at typical or above in Acadience Math Pathways to Progress by four percent to 62%. 43% of 4-6 Grade students will achieve at or above proficiency in number's systems as measured by MOY in Forefront.

Middle of year data from Acadience math and Forefront will be used to measure progress.

Action Plan (please number steps)	<p>1. Math coaching will be implemented as a support for teachers and students. (LAND TRUST FUNDS)</p> <p>2. Teacher assistants will be hired to assist with small group instruction and facilitate teacher-led student interventions.</p> <p>3. Purchase individualized math software programs like, but not limited to, ST Math, iReady, Forefront and others to ensure progress toward the goal is facilitated for all students and teachers. (LAND TRUST FUNDS)</p> <p>5. Forefront will be used to drill-down and monitor/measure math progress in grades 4-6.</p> <p>6. Teachers, administration and Family Service Worker will address attendance concerns with families directly.</p> <p>7. The Student Assistance Team will assist teachers with knowledge and ideas on how to support struggling students.</p> <p>8. Targeted interventions will be suggested based on needs, as identified by Acadience testing, Drill-Down exercises, Forefront, and progress monitoring.</p> <p>9. Interventions will be provided in each classroom under the direction of the teacher and supported by the TAs.</p> <p>10. Faculty and staff will attend pertinent trainings and work with the Math Instructional Coach to implement best practice instructional strategies.</p> <p>11. Ensure access to an electronic device for each student.</p>											
This goal can be categorized as... (choose all that apply)	#PD #TeacherLeaders #CollegeCareerReady #Tech											
District Strategic Plan Area(s)	Student Growth & Achievement Empowered Employees Parent & Community Connections Culture											
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?	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$16,100.00</p> <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</td> <td>Online</td> <td>#3</td> <td>\$ 5,000.00</td> </tr> </tbody> </table>				Funding Source	Expense Category	Description	Item Cost	LAND	Online	#3	\$ 5,000.00
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LAND	Online	#3	\$ 5,000.00									

	Trust Academic	Curriculum or Subscriptions	Software/licenses/subscriptions	
	LAND Trust Academic	Salaries & Benefits	#1 Math coaching and TA's	\$ 11,100.00
<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
English Language Arts	LAND Trust Academic	Salaries & Benefits	#4 TA's /Professional Development	\$68,460.68
English Language Arts	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 Hardware and other technology for school use.	\$5,000.00
English Language Arts	LAND Trust Academic	Online Curriculum or Subscriptions	#8 Software/licenses/subscriptions	\$5,000.00
English Language Arts	LAND Trust Academic	General Supplies, Other	#8 General classroom supplies to support learning outcomes.	\$3,000.00
Math	LAND Trust Academic	Online Curriculum or Subscriptions	#3 Software/licenses/subscriptions	\$5,000.00
Math	LAND Trust Academic	Salaries & Benefits	#1 Math coaching and TA's	\$11,100.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 78,143.42
G - Total projected funding	\$ 97,560.68

for Next Year SY23-24	
H - Total planned expenditures for Next Year SY23-24	\$ 97,560.68
I - Planned carryover into the Following Year SY25-26	\$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Excess carryover is noted due to the number of TA's taking days off for a variety for reasons including sick and personal reasons. Carryover funding will be used to support the school improvement plan.
Plan for sharing the school LANDTrust plan with the community	School website
Additional plan for sharing the school LAND Trust plan with the community.	

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/30/2023
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	0