Teacher Student Success Plan LAND Trust Goals only

West Point Elementary - SY 2024

Principal Marjorie Conrad

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 West Point Elementary is to promote the district mission of Learning First for all. To accomplish our purpose, we utilize the individual expertise and strengths of the entire school community to create an engaging and innovative learning experience. We address the whole child academically, socially, and emotionally by diligent practice of a safe school environment, quality instruction, professional development, collaboration, parental involvement, and community partnerships with a unified commitment to Learning First.

Description of the School

Community

West Point Elementary is located in West Point, Utah, which borders the eastern shoreline of the Great Salt Lake and is located along the northwestern border of Davis County. The community of West Point offers a rural feel, but the community is part of one of the fastest growing areas in Davis County. West Point Elementary is currently the largest elementary school in Davis School District, with an enrollment of 1,092 students. The original West Point Elementary was built in 1911 on the same location as the current building.

Student Body

West Point Elementary has a student body of 1,092 Pre K - 6th grade students. Our student population is comprised of 85.4% Caucasian, 10% Hispanic, 1.6% Multiple Races, eight percent African American/Black, seven percent American Native, six percent Asian, and five percent Pacific Islander. 14% of our students qualify for Free and Reduced Meals.

We have 26 active military families. Two percent of our students qualify as ELL status (English Language Learners). 13.5% of our students receive special education services, which include speech/articulation, special education preschool, K-6 resource, and K-6 Essential Elements. For the 2022-2023 school year we have 6 kindergarten classes, six first grade classes, six second grade classes, six third grade classes, six fourth grade classes, six fifth grade classes, six sixth grade classes, two Essential Elements classrooms, and two Tier two preschool classrooms.

Staff

Currently at West Point Elementary we have 109 employees. Our certified staff include 42 classroom teachers, two SPED Resource teachers, one Preschool SPED teacher, two Essential Elements teachers, one literacy coach, and two administrators (principal and assistant principal). Nine of our certified employees have a Master's degree, and 17 employees have English as a Second Language endorsements. In addition, we have two speech pathologists, one full-time school counselor, one half-time school psychologist, and 59 classified staff who all support student learning and well-being at West Point Elementary.

School Culture

West Point Elementary has a strong tradition of community support and pride in the school. We believe all students should feel safe, both physically and emotionally, and should be engaged in meaningful instruction that supports all learners. We build a positive culture through our school-wide behavior plan, which is based on the PBIS model (Positive Behaviors Interventions and Supports). We have school-wide expectations throughout the school that are based on our overarching expectations to be safe, respectful, responsible, and caring. Our school-wide positive behavior program recognizes and encourages positive student behavior. School-wide programs include WOW tickets, classroom PAW-some Behavior Parties, and monthly "Principal Wildcat Pride" recognition. Our school counselor and teachers teach students lessons that build their competencies in SEL (Social and Emotional Learning) skills and strategies. Our school theme this past year has centered on inclusiveness by drawing bigger circles. Our PTA has supported this theme as they have provided enrichment experiences for our students. The teachers at our school are unified in implementing research-based practices and using data to drive instruction and interventions as we strive to meet the needs of all learners. We also have many extra-curricular activities throughout the year which are rooted in both STEM and the ARTS.

Unique Features & Challenges

Our elementary school has the largest enrollment of all elementary schools in Davis School District. We have put schedules, procedures, and routines in place to create a small school feel despite the large numbers. Recesses, lunch times, and door assignments for entering and exiting the building have been intentionally scheduled so we do not have too many students in one area at a time. We have also contracted with Playworks this year to create a recess environment that is structured and provides opportunities for students to play a variety of games.

One challenge we face is space. We do not have any extra classrooms or portables, as they are all filled with our 42 classes. We continue to be innovative in ways to house support personnel, reading tutors, etc. We also need to plan double dates for any parent-supported activities. We divide families by last name and have half of our families come one day and the other half come the next day.

Pre-Covid, West Point Elementary was a STEAM (Science, Technology, Engineering, Arts and Mathematics) school and focused on STEM in the classroom. West Point Elementary was also the first designated STEM elementary school in Davis School District, as recognized by the STEM Action Center of Utah. During Covid, many of these classroom and extra-curriculuar activities were suspended. During this same time, West Point Elementary experienced large growth and hired many new teachers. One of our current challenges is to train our new staff in strategies that coordinate science, technology, engineering, and math courses in order to give our students opportunities for authentic real-world practice. We have a STEM Lead at our school, and she has helped each grade level discuss ways to build STEM experiences in their classrooms. She has also worked with each team to identify materials to purchase with a STEM

grant this year. For extra-curricular activities, we were able to bring back our after-school STEM Club this year. We are committed to the Arts through our art and music prep times and extracurricular programs such as our school musical, orchestra, and Battle of the Books.

We are also working to fill the learning gaps that were created from lost instructional time during the pandemic. All teachers are participating in LETRS training, which teaches best instructional practices according to the latest science of reading. Our literacy coach helps teachers implement strong Tier 1 reading instruction using these research-based routines and methods. We have invested in strong Tier 2 reading intervention programs, UFLI and Foundations, as well as have invested time in training our teachers and tutors how to use them. We have also purchased extra Lexia Reading software licenses so students can have the opportunity to work on skills on their individual paths. We have had iReady Math train our teachers on how to interpret data from the math iReady diagnostic assessment that is given three times/year. This assessment also identifies instructional needs and provides lessons that teachers can use. Next year the school district is adopting a new math program for all grade levels. We have written into next year's plan that we would like to hire a part-time math coach to help teachers learn this program and implement strong math strategies in their instruction. We have applied for iReady Math software licenses again next year through the STEM Action Center grant. Our students have also used Reflex Math this year and will continue to use it next year for fact fluency.

Additional Information

Needs Analysis

Notable Achievements

West Point Elementary was awarded the Silver STEM School designation, June 2016, by the Utah State Office of Education. West Point Elementary focuses on STEAM as a school and STEM in the classroom. All students have one-to-one devices in the classroom. Arts opportunities include the school musical, which has been a tradition since 2017, the orchestra program for 4th-6th grades, and the PTA Reflections Arts program for all students. All classroom teachers received Social and Emotional Learning Training in 2021-22. Teachers implemented the Harmony SEL curriculum daily practices in 2022-2023 with the support of our SEL committee.

Areas of Recent Improvement

We have made several improvements this past year.

- Teachers and staff at West Point Elementary have put an increased emphasis on creating a safe and supportive environment where students thrive. We have instituted a PBIS positive behavior system throughout the school as well as emphasized expectations in all areas of the campus. A SEL Team has been established to facilitate the social and emotional needs of students and staff members.
- All teachers participated in LETRS (Language Essentials for Teachers of Reading and Spelling) training. This training was delivered by both state and district trainers. This training provided teachers with research and training on the science of reading. Teachers have already begun to implement research proven strategies from the training into their classroom instruction.
- We have created a PLC (Professional Learning Community) Leadership Team to help teams tighten the process of using student data to direct their instruction.
- Our faculty room is currently being remodeled to provide a relaxing space for our staff.

Areas of Needed Improvement

- We are continuing to develop teacher competencies in teaching reading and math so all students can be successful.

- We are continuing to develop team competencies to work as professional learning communities.
- We are continuing to teach students self-management and self-regulation skills.
- We are continuing to teach students to be respectful to other students and adults.
- We are continuing to increase the number of students who are proficient in all academic areas.
- We are continuing to find solutions to house all classes, preps, and programs within our school.
- Our playground needs upgrading to support the needs of a large school community. The district is in the process of remodeling our playground.

Prior Year Status Report

Report progress on <u>PRIOR YEAR</u> 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Sixty-three percent of students in grades Kindergarten through third will achieve typical or better growth from the 'Beginning of Year" Acadience benchmark to "End of Year" on Acadience mClass Pathways to Progress testing.	Did not meet goal	Fifty-nine percent of K-3 students made typical or above progress on the End of Year Reading Acadience Assessment. We are seeing great progress with the reading plan we have put in place for this school year. When comparing middle of year data, 58% of K-3 students made typical or above progress last year at middle of year as compared to 62% of K-3 students at the middle of this school year. In addition, 72% of K-3 students were proficient at the middle of this school year as compared to 68% of K-3 students last year at middle of year. Our teachers have been applying strategies they are learning through the LETRS course instruction on the science of reading. They are also working with our literacy coach and with their grade-level teammates to provide quality Tier one instruction, track student data, and provide targeted interventions in response to student data. Our reading tutors are helping to provide targeted interventions with the UFLI and Rewards intervention programs that focus on phonics instruction.
Sixty-five percent of West Point Elementary students, grades 3-6, will score at or above proficiency on end of year RISE testing.	Did not meet goal	Forty-eight percent of 3rd-6th grade students were proficient on the end of year RISE math assessment. This percent is an increase from 2020-2021 when 45% of students were proficient on the RISE math assessment. This year our teachers have received professional development on how to use the iReady math diagnostic tool to track student growth and provide targeted instruction for students who are struggling.

Current Year Progress Report

Report progress on <u>CURRENT YEAR</u> 2023 Composite School Plan

Goal description	Progress toward goal	Comments

Fifty-seven percent of students in grades kindergarten through third will achieve typical or better growth from the beginning of year Acadience Reading to end of year on Acadience Pathways of Progress Growth Measurement.

AMENDMENT

- **Reason for Amendment:** It was the West Point Elementary council's idea to review the plan and update it based on the rationale below:

Changes to Reading Goal and Rationale:

- *Original Goal: Fifty-seven percent of students in grades kindergarten through third will achieve typical or better growth from the beginning of year AcadienceReading to end of year on Acadience Pathways of Progress Growth Measurement.*
- *New Goal: We will increase by 3% the number of students achieving typical or higher growth on AcadiencePathways to Progress end-of-year assessment.*

Rationale: West Point hit 57% at the end of last year. We don't want a maintenance goal but would like a goal that supports continued improvement and growth. Also, we would like to include K-6 in this goal, not just K-3. We removed the SEL walk-through tool as an assessment tool for this goal.

Progressing according to plan

We are progressing towards this goal. Last year, 57% of students made typical or above progress on the Acadience Reading End of Year benchmark. Our goal is to increase by three percent to 60% of students making typical or above progress on this year's Acadience Reading End of Year benchmark. On our middle of year benchmark this year, 62% of K-6 students made typical or above progress. Last year, we had 58% of students who made typical or above progress on the middle of year benchmark. We are happy with this progress and are continuing to implement the steps of our plan to meet our goal by the end of the year.

*We still have our SEL goal, but we are not
using Trustland funds to support the goal.*

Changes to Math Goal and Rationale:

- *Original Goal: Students in grades 3-6 will increase overall proficiency by 3% on RISE math testing, from 45% to 48%.*
- *New Goal: Students in grades 3-6 will increase overall proficiency by 3% on RISE math testing.*

Rationale: West Point hit 48% at the end of last year. Same as above, we don't want a maintenance goal but would like a goal that supports continued improvement and growth.

Students in grades 3-6 will increase overall proficiency by 3% on RISE math testing, from 45% to 48%.	Progressing according to plan	As listed under the Reading Goal, our Community Council made an amendment to our math goal as well. Changes to Math Goal and Rationale: - Original Goal: Students in grades 3-6 will increase overall proficiency by 3% on RISE math testing, from 45% to 48%. - New Goal: Students in grades 3-6 will increase overall proficiency by 3% on RISE math testing. Rationale: West Point hit 48% at the end of last year. Same as above, we don't want a maintenance goal but would like a goal that supports continued improvement and growth We are monitoring student proficiency in math through monitoring student assessment data each week, participating in teacher grade-level discussions about who and is not meeting proficiency, and monitoring student growth on classroom assessments and iReady math. We began our school year with 22% of K-6 students working on grade-level material as measured by the iReady math diagnostic. By middle of year, 44% of our K-6 students were working on grade-level material. We are focusing on how to deliver explicit and engaging instruction in both reading and math, which will better help our students become proficient in math skills. Last year we went from 23% to 42%

		proficiency from beginning of year to middle of year as measured by the iReady math diagnostic.
West Point Elementary will create an environment in which all learners feel safe and valued. We will help students develop skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills will support learners to increasing academic proficiency in literacy and mathematics.	Progressing according to plan	We have been implementing the Harmony Daily Practices of class meetings and buddy up to build community and relationships within the classroom. Our SEL committee has met monthly to discuss school-wide emotional and behavioral needs. The committee discusses current school needs as well as data from the SRSS (Student Risk Screening Scale to identify internalizing and externalizing behaviors). This data showed a need for a school-wide problem solving strategy and for teachers to focus on building community through the Harmony Daily Practices. The SRSS data also helped our school counselor build groups and plan lessons that matched students' needs. We have given the SRSS two times this year and will give it to students one more time in May. The results of the survey will show if our students have developed skills for appropriately handling situations and behaviors.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	$ 25,743.36
B - Allocated new funds for Current Year SY22-23	$ 134,866.78
C - Total Budget for Current Year SY22-23	$ 160,610.14
D - Projected spending during Current Year SY22-23	$ 155,000.00
E - Expected carryover from Current Year SY22-23	$ 5,610.14
F - Projected new funding for Next Year SY23-24	$ 145,637.21
G - Total projected funding for Next Year SY23-24	$ 151,247.35

Goals and Planned Actions / Resources

Goal Short Title	**Reading Goal**
Goal Statement	We will increase by three percent the number of K-6 students achieving typical or higher growth on Acadience Reading Pathways to Progress end-of-year assessment.
TSI SCHOOL QUESTION: Will this	

goal focus on TSI student populations; on changing your TSI status?	
Measures	We will increase by three percent the number of K-6 students achieving typical or higher growth on Acadience Pathways to Progress end-of-year assessment.
Action Plan (please number steps)	1. Teachers will use highly effective strategies to teach ELA during Tier I instruction. 2. Teachers will hold weekly professional learning community (PLC) meetings to assess student data to drive Tier I instruction and Tier II interventions. 3. LAND Trust funding will be used to fund reading tutors who will deliver quality, targeted interventions to at-risk students, Monday through Thursday, with the support of teachers and the English Language Arts (ELA) Coordinator. (LAND TRUST FUNDS) 4. Adjustments will be made to interventions based on frequent progress monitoring and drill down of students with scores below benchmark. 5. Language Essentials for Teachers of Reading and Spelling (LETRS) training will continue for all teachers, grade K-6. 6. LAND Trust funding will be used to purchase technology licenses for LEXIA and ESGI digital software to enhance reading instruction. (LAND TRUST FUNDS) 7. LAND Trust funding will be used to purchase reading intervention materials and other classroom materials that support reading instruction. 8. LAND Trust funding will be used to purchase library books to support student reading in the "The Battle of the Books" program implemented by our school librarian. (LAND TRUST FUNDS) 9. LAND Trust funding will be used to provide field trips and other academic enrichment experiences. These learning opportunities will provide first-hand experiences, enhance critical thinking skills, and stimulate interest and motivation to increase vocabulary, reading, and writing skills. (LAND TRUST FUNDS) 10. TSSA funding will be used to pay for a group of teacher leaders to attend a PLC conference. 11. TSSA funding will be used to pay for a full-time ELA Coordinator.
This goal can be categorized as... (choose all that apply)	#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?	Yes Goal LAND Trust Expense Total - $119,000.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Salaries & Benefits	#3 Reading Tutors	$ 90,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	#6 Technology Licenses: Lexia, ESGI	$ 15,000.00
LAND Trust Academic	Library Books	#8 Books for Battle of the Books	$ 2,000.00
LAND Trust Academic	Transportation, Admission, Per Diem	#9 Field Trips	$ 12,000.00

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**
Goal Statement	Students in grades 3-6 will increase overall proficiency by three percent on end-of-year RISE math testing.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	End-of-year RISE math assessment
Action Plan (please number steps)	1. Teachers will use highly effective strategies to teach mathematics during Tier I instruction. 2. LAND Trust funding will be used to purchase iReady math and Reflex math licenses, math manipulatives, and other math resources that support Tier I classroom instruction and Tier II interventions. (LAND TRUST FUNDS) 3. Teachers will hold weekly professional learning community (PLC) meetings to assess student data to drive Tier I instruction and Tier II interventions. 4. LAND Trust funding will be used to support the school's Refresh plan by providing additional devices, technology components, and software to increase learning. (LAND TRUST FUNDS) 5. TSSA funding will be used to hire a math coach to help teachers learn the newly

adopted math program and become proficient in best practice strategies. (TSSA)

This goal can be categorized as... (choose all that apply)	#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 - $32,000.00

Funding Source	Expense Category	Description	Item Cost
LAND Trust Academic	Online Curriculum or Subscriptions	#2 Technology: Additional iReady Math licenses, Reflex Math	$ 12,000.00
LAND Trust Academic	Software or Technology Hardware (each item < $5000)	#4 Technology that supports school's Refresh plan	$ 20,000.00

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 Goal	LAND Trust Academic	Online Curriculum or Subscriptions	#2 Technology: Additional iReady Math licenses, Reflex Math	$12,000.00
Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < $5000)	#4 Technology that supports school's Refresh plan	$20,000.00
Reading Goal	LAND Trust Academic	Salaries & Benefits	#3 Reading Tutors	$90,000.00
Reading Goal	LAND Trust Academic	Online Curriculum or Subscriptions	#6 Technology Licenses: Lexia, ESGI	$15,000.00
Reading Goal	LAND Trust Academic	Library Books	#8 Books for Battle of the Books	$2,000.00
Reading Goal	LAND Trust Academic	Transportation, Admission, Per Diem	#9 Field Trips	$12,000.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	$ 145,637.21
G - Total projected funding for Next Year SY23-24	$ 151,247.35
H - Total planned expenditures for Next Year SY23-24	$ 151,000.00
I - Planned carryover into the Following Year SY25-26	$ 247.35
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any carryover will be used to provide TA, reading, math, and technology support and materials for our students.
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
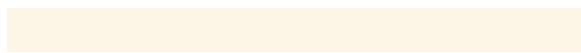
Date of community council approval vote	03/15/2023
Number who approved	7
Number who did not approve	0
Number who were absent or abstained	3