



Teacher Student Success Plan LAND Trust Goals only

West Bountiful Elementary - SY 2024

Principal Adrienne Kennett

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

West Bountiful Elementary students are problem solvers, innovators, critical thinkers, and leaders, in not only our community, but also our world! Every student, every day will wonder, think critically, collaborate, and communicate their thoughts in all subject areas and in all grade-levels. Our classrooms strive to create students who are self-motivated, competent, lifelong learners who persevere even when tasks are challenging. As the roles of science, mathematics, and technology grow in our society, education must prepare students to thrive in a highly complex world. West Bountiful Elementary will provide a challenging learning environment in Science, Technology, Engineering, and Math, which maximizes individual potential and ensures students are well equipped to meet the challenges in the world around them. Through a rigorous and engaging curriculum, our students will develop the skills necessary to become successful problem solvers, innovators, critical thinkers, and leaders.

Description of the School

Community

West Bountiful Elementary is a suburban community with a rural feel. West Bountiful City is an incorporated city. It is located on the west side of Bountiful separated largely by the interstate. It is near convenient shopping and large residential areas yet has property that is zoned for horses and other livestock. It is located at 500 N 800 W, West Bountiful, Utah.

Student Body

West Bountiful Elementary has a student population of 695 students preschool through sixth grade. Of those students, we have 87.1% Caucasian, 6.3% Hispanic/Latino, 1.9% Multiple Races, 1.3% Asian, 0.3% Native American/Alaskan Native, 2.0% Native Hawaiian/Pacific Islander, and 1.2% Black/African American. Risk factors include 14.8% of our students identified as economically disadvantage, 1.9% having limited English proficiency, and 10.2% receiving special education services.

Staff

The West Bountiful staff includes 27 certified general education teachers, two special education teachers, 29 support staff, 1.5 administrators, 0.5 school counselor, and 0.5 literacy coach. Of our teachers, 92.89% are fully qualified, 4.78% are partially qualified, and 2.34% are not qualified (currently hold a bachelor degree and are completing teacher endorsement programs).

School Culture

West Bountiful Elementary is a school where tradition is proud and strong. We have a commitment to student achievement and progress that is evident in the positive attitude of our faculty and staff. Our focus on student learning is supported by high parental involvement, including a vibrant PTA, Community Council, and classroom volunteers. We have weekly professional learning community meetings, allowing teachers to collaborate on grade-level and cross grade-level teams to plan lessons, analyze student data, assess teaching and student learning, and provide site-based professional learning opportunities. We recognize that not all students learn at the same rate, but believe all students can progress. Our culture is rooted in data-driven decisions to improve student achievement. This strong commitment to helping each student reach their full potential is supported by the supportive and encouraging environment created by our faculty and staff.

Unique Features & Challenges

West Bountiful Elementary is a school that is committed to advancing technology integration to increase student achievement. We have a one on one student device access in grades K-6, and many teachers that are specialized in integrating technology. We are continuing to train in blended learning and personalized competency-based learning to enhance and individualize student learning. STEM-focused programs are a priority at West Bountiful Elementary, including an in-school and after-school physics and robotics program, STEMP prep time class for grades K-6, and computer science class for grades K-6. Additionally, our 6th grade students participate in an orchestra before school program and perform annually for parents and peers. We also have a Jr. HOPE Squad and student council to provide 5th and 6th grade students with opportunities to be leaders in our school and support social diversity. Our school also hosts a HeadStart preschool program.

Due to our growing student population, West Bountiful Elementary has large class sizes. We have three Spectrum advanced learning classes (grades 4-6) that draw students from other communities in the Bountiful/Centerville area. With the added programs and continued community growth, we have to closely collaborate with our local law enforcement to address our traffic concerns.

Additional Information

West Bountiful Elementary has a very active PTA that provides various enriched programs such as Fun Food Fridays, Fine Arts Fridays, Great Artist program, and Junior Achievement. They are dedicated to supporting the school staff with their tireless volunteer hours and providing financial support for the community activities. The PTA promotes growth and learning through Summer Reading Programs and a focus on STEAM (Science, Technology, Engineering, Art, & Math) integration in grades K-6. These initiatives are supported by Project Lead the Way, InfiniD lab, a green screen and 3D printers in the Imaginarium. Additionally, the school is one on one with iPads and Cloudbooks for grades K-6. Faculty members have also learned to use Office 365 software such as TEAMS, CANVAS, and NearPod for

communication and collaboration in the learning process. West Bountiful Elementary's faculty and PTA are committed to providing the best educational opportunities for their students.

Needs Analysis

Notable Achievements

Our school offers a wide range of before and after school programs. Our 6th grade orchestra meets before school, and our K-6 choir meets before school as well. We also have Vex Robotics and a Theatre Club. This year, our school musical is being student-led and run. Additionally, our students have the opportunity to compete at the district level in Spelling Bee, STEM Fair, and PTA Reflections.

West Bountiful Elementary is making great strides in closing the achievement gap, as evidenced by their 2021-2022 RISE assessment scores. The English Language Arts MGP was 57, the math MGP was 65, and the science MGP was 63 – all of which exceeded the expected growth for one school year of academic achievement of 40. These scores demonstrate the hard work and dedication of both the teachers and students of West Bountiful Elementary and are a clear indication of the school's successful efforts to close the achievement gap.

Areas of Recent Improvement

West Bountiful Elementary is making great strides in closing the achievement gap. According to the RISE assessment, the school's English Language Arts MGP was 57, math MGP was 65, and science MGP was 63. All of these scores exceeded the expected growth for one school year of academic achievement, which is 40. The teachers and students of West Bountiful Elementary are doing an excellent job of achieving and exceeding their academic goals. Through the collaborative dedication of faculty, school counselors, family service advocates, and administration, the number of students chronically absent has been reduced by seven percent. Additionally, the Acadience Reading Pathways of Progress report has shown that 62% of students in grades K-6 are making at or above typical progress, a five percent increase. Lastly, the Acadience Math report states that 58% of students in grades K-3 are proficient, a two percent increase. This is a testament to the hard work and dedication of the West Bountiful Elementary community in closing the achievement gap.

Areas of Needed Improvement

West Bountiful Elementary has seen an increase in reported disciplinary needs from 25 total incidents to 29. This increase is likely due to the new disciplinary reporting mandates instituted at the beginning of the 2022-2023 school year. To address these disciplinary needs, faculty and staff will take proactive steps such as utilizing restorative practices, developing a systematic reporting system to communicate with parents earlier in the process, reteaching and clarifying established expectations for common areas using a common language, and using a positive reward and recognition system to encourage positive pro-social behavior among students. Additionally, a reward and recognition system will be implemented to acknowledge the efforts of faculty and staff.

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')
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Sixty-four percent of students in grades K-3 will show typical or higher progress on the EOY Acadience Reading Pathways to Progress.	Did not meet goal	Sixty-one percent of students in grades K-3 showing typical or higher progress on the EOY Acadience Reading Pathways to Progress during the 2021-2022 school year was 54%. The difference between the goal and outcome is negative ten percent, thus the goal was not achieved.
83% of students in grades K-6 will demonstrate proficiency at 80% or higher on a grade level common assessment in Mathematics.	Met goal	Eight-four percent of students in grades K-6 will demonstrate proficiency at 80% or higher on a grade level common assessment in Mathematics. The difference between the goal and outcome is positive one percent, thus the goal was achieved.
Implement STEM teaching and learning processes into every classroom to create a comprehensive STEM learning environment for students. 80% of students in grades 4-6 will demonstrate proficiency at 80% or higher on a grade level common assessment in science.	Met goal	Eight percent of students in grades 4-6 will demonstrate proficiency at 80% or higher on a grade level common assessment in science. The difference between the goal and outcome is was the same, thus the goal was achieved.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Sixty-six percent of students in grades 1-3 will show typical or higher progress on the End of Level (EOY) Acadience Reading Pathways to Progress.</p> <p>AMENDMENT</p> <ul style="list-style-type: none"> Reason for Amendment: There will be a carry-over of Trust Land funds at West Bountiful Elementary School in excess of 10%. The Council met in December 2022 and in January 2023 to discuss potential use for the excess carry-over. Current Reading Goal: Sixty-six percent of students in grades 1-3 will show typical or higher progress on the End of Level (EOY) Acadience Reading Pathways to Progress. <p><u>No Changes to Reading Goal Needed (Goal #1)</u></p>	Progressing according to plan	Seventy-two percent of students in grades K-3 showing typical or higher progress on the EOY Acadience Reading Pathways to Progress Middle of Year (MOY) benchmark assessment.

No Changes to Action Plan Needed

- **Proposed Budget Changes for Reading Goal:**
Allocate \$1,348.60 from Reading Goal (Goal #1) carry-over to purchase:
- Decodable text/leveled text and LETRS materials for phonics instruction
- Step Up to Writing for K-6

No changes to Math & Science Goal (Goal #2)

No Changes to Action Plan Needed

- **Proposed Budget Changes for Math & Science Goal (Goal #2):**
- Allocate \$7,565.90 from Math & Science Goal carry-over (Goal #2) to support Reading Goal (Goal #1) to purchase:
- Decodable text/leveled text and LETRS materials for phonics instruction
- Step Up to Writing for K-6

- Allocate \$5,000 from Goal #2 carry-over to purchase:
- Math manipulatives
- Generation Genius Science resources for K-6 and to pay the additional \$99 for Mystery Science that was not previously budgeted.

West Bountiful Elementary School Community Council voted unanimously on January 10, 2023 to support these budget change.

Eighty-five percent of students in grades K-6 will demonstrate proficiency at 80% or higher on a grade level common assessment in Mathematics.

Implement STEM teaching and learning processes into every classroom to create a comprehensive STEM learning environment for students. Eighty-two percent of students in grades 4-6 will demonstrate proficiency at 80% or higher on a grade level common assessment in science.

Progressing according to plan

Progressing according to plan

Eighty percent of students in grades K-6 will demonstrate proficiency at 80% or higher on a grade level common assessment in Mathematics based on middle of year grade assessment data.

Implement STEM teaching and learning processes into every classroom to create a comprehensive STEM learning environment for students. Currently completing benchmark assessments in grades 4-6 on a grade level common assessment in science.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22

\$ 61,471.69

B - Allocated new funds for Current Year SY22-23	\$ 83,998.26
C - Total Budget for Current Year SY22-23	\$ 145,469.95
D - Projected spending during Current Year SY22-23	\$ 73,119.50
E - Expected carryover from Current Year SY22-23	\$ 72,350.45
F - Projected new funding for Next Year SY23-24	\$ 92,803.96
G - Total projected funding for Next Year SY23-24	\$ 165,154.41

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Kindergarten Reading
<i>Goal Statement</i>	<ul style="list-style-type: none"> • Increase percentage of kindergarten students making typical or better growth on Acadience Pathways of Progress from 60% to 63% by End of Year Acadience Benchmark Assessments.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Pathways of Progress and Acadience Reading Nonsense Word Fluency (NWF) - Correct Letter Sound (CLS) from Middle of Year (MOY) to End of Year (EOY).
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Bi-weekly grade-level professional learning community (PLC) following the DuFour PLC model. 2. Collaborate with Literacy Coach and cross-grade-level teams to identify instructional needs, resources, and professional learning. 3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments. Reducing class/group size will allow the teachers to target specific academic needs and provide tailored instruction through increased educator-student interaction during whole class instruction for at-risk to advanced students. In addition, smaller class/group size will increase opportunities for explicit interventions for at-risk students and improve growth rates. (TSSP FUNDS) 4. Participate in targeted Tier I professional learning principles and pedagogy related to TSSP goals. (TSSP FUNDS) 5. Kindergarten teachers will maintain the percentage of students scoring at or above benchmark on Acadience Reading NWF-CLS from MOY to EOY at 72%.

6. Students identified from TSI classification for targeted support and mentoring are those who have demonstrated below benchmark scores in previous years Acadience assessment data. These students will be prioritized for intervention and support, including mentoring, to improve their academic performance. These students will be regularly monitored for progress and adjusts will be made in their support and mentoring strategies if needed to ensure that they are successful.
7. Purchase instructional materials based in the Science of Reading for progress monitoring, application, and home school connections. (LAND TRUST FUNDS)

This goal can be categorized as... (choose all that apply)

#PD|#TSISubGroups|#CollegeCareerReady|#TeacherLeaders|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Culture|

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 goal?

Yes

Goal LAND Trust Expense Total - \$900.00

<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)	7. Purchase Educational Software for Guiding Instruction (ESGI) one per teacher; 3 teachers	\$ 900.00

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

Goal Short Title

First Grade Reading

<i>Goal Statement</i>	Increase percentage of 1 st grade students reading at or above benchmark on Acadience Reading composite from Beginning of Year (BOY) to End of Year (EOY) from 67% to 75%.
<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 from BOY to EOY.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Bi-weekly grade-level professional learning community (PLC) following the DuFour PLC model. 2. Collaborate with Literacy Coach and cross-grade-level teams to identify instructional needs, resources, and professional learning. 3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments. Reducing class/group size will allow the teachers to target specific academic needs and provide tailored instruction through increased educator-student interaction during whole class instruction for at-risk to advanced students. In addition, smaller class/group size will increase opportunities for explicit interventions for at-risk students and improve growth rates. (LAND TRUST FUNDS) 4. Participate in targeted Tier I professional learning principles and pedagogy related to (TSSP GOAL). 5. 1st grade teachers will increase the percentage of students scoring at or above benchmark on Acadience Reading NWF-CLS from BOY to EOY by from 78% to 81%. 6. Students identified from TSI classification for targeted support and mentoring are those who have demonstrated below benchmark scores in previous years Acadience assessment data. These students will be prioritized for intervention and support, including mentoring, to improve their academic performance. These students will be regularly monitored for progress and adjusts will be made in their support and mentoring strategies if needed to ensure that they are successful. 7. Purchase instructional materials based in the Science of Reading for progress monitoring, application, and home school connections.
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #TSISubGroups #TeacherLeaders #CollegeCareerReady
<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
<i>Does this action plan include behavioral /</i>	

character education / leadership efforts?

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

Yes

Goal LAND Trust Expense Total - \$12,592.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments.	\$ 12,592.00

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

Goal Short Title

2nd-6th Grade Reading

Goal Statement

Increase percentage of 2-6 students at or above benchmark Acadience Reading Oral Reading Fluency (DORF) Accuracy from 76% to 80% and/or increase the percentage of 2-6 students making typical, above typical, or well-above typical progress from 60% to 63% based on the Acadience Reading Pathways of Progress.

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

Measures

Acadience Reading Oral Reading Fluency (DORF) Accuracy and Acadience Reading Pathways of Progress.

Action Plan (please number steps)

1. Bi-weekly grade-level professional learning community (PLC) following the DuFour PLC model.
2. Collaborate with Literacy Coach and cross-grade-level teams to identify instructional needs, resources, and professional learning.
3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments. Reducing class/group size will allow the teachers to target specific academic needs and provide tailored instruction through increased educator-student interaction during whole class instruction for at-risk to advanced students. In addition, smaller class/group size will increase opportunities for

explicit interventions for at-risk students and improve growth rates. (LAND TRUST FUNDS)

4. Participate in targeted Tier I professional learning principles and pedagogy related to TSSP GOALS. (TSSP FUNDS)
5. West Bountiful Elementary data has revealed a strong correlation between reading skill and student progress in math concepts and applications. This is likely due to the fact that reading skills are essential for comprehending and solving the types of math problems that involve story elements. To ensure that all students have the opportunity to succeed in these types of problems, teachers at West Bountiful Elementary explicitly teach students how to analyze the text for understanding.
6. Students identified from TSI classification for targeted support and mentoring are those who have demonstrated below benchmark scores in previous years Acadience assessment data. These students will be prioritized for intervention and support, including mentoring, to improve their academic performance. These students will be regularly monitored for progress and adjusts will be made in their support and mentoring strategies if needed to ensure that they are successful.
7. Purchase instructional materials based in the Science of Reading for progress monitoring, application, and home school connections.

This goal can be categorized as... (choose all that apply)

#PD|#TSISubGroups|#TeacherLeaders|#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Culture|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|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 - \$115,254.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments.	\$ 115,254.00

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

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
2nd-6th Grade Reading	LAND Trust Academic	Salaries & Benefits	3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments.	\$115,254.00
First Grade Reading	LAND Trust Academic	Salaries & Benefits	3. Hire an education and/or paraprofessionals to support class size reduction and/or support classes with 15+% of students below benchmark or proficiency as identified by benchmark and/or end of year assessments.	\$12,592.00
Kindergarten Reading	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	7. Purchase Educational Software for Guiding Instruction (ESGI) one per teacher; 3 teachers	\$900.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 92,803.96
G - Total projected funding for Next Year SY23-24	\$ 165,154.41
H - Total planned expenditures for Next Year SY23-24	\$ 128,746.00
I - Planned carryover into the Following Year SY25-26	\$ 36,408.41
J - Is planned carryover more than 10% of projected new funds?	Yes
Plan for carryover in excess of 10%	Any additional 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 website

Additional plan for sharing the school LAND Trust plan with the community.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/23/2023
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	0