



Teacher Student Success Plan LAND Trust Goals only

East Layton Elementary - SY 2024

Principal Kurt Farnsworth

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 East Layton Elementary is to promote the mission of learning first for all. To accomplish our goal, we will engage students in a high level of instruction and provide a balance of academics, social/civic responsibility, and cultural enrichment, thus, preparing students for college and careers in an ever-changing world. Our purpose incorporates involving parents, community, and school staff in providing an excellent education for all learners.

Description of the School

Community

East Layton Elementary is located near the Layton bench of the Wasatch Mountains in suburban Layton, Utah. It is located near Hill Air Force Base and near many retail establishments. East Layton Elementary lies in the middle of several established neighborhoods. Farmland in the area has recently been subdivided into large tracts of new homes.

Student Body

Our student body consists of approximately 650 students, Pre-K-Sixth grade. We serve a student population with approximately 15% ethnic minority diverse student population. We have two Academic Social Communication (ASC) classrooms serving students K-4th grade and a neighborhood combined special education pre-school.

Staff

Our school has a diverse staff of almost 90 confident, dedicated, caring professionals. We have approximately 10 employees with a Master's degrees.

Staff have certifications and endorsements including reading endorsements, STEM endorsements, math endorsements, and ESL (English Second Language) endorsements, gifted talented endorsements, Early childhood endorsements, and SPED certifications.

Classified staff members are trained to support various instructional and managerial areas. Many of our certified classroom teachers completed or are working through the LETRS professional learning program to enhance reading, spelling, and related language skills.

School Culture

Our school culture reflects a child-centered community that promotes individuality in all areas. Our emphasis is a focus on the Davis Essential Skills and Knowledge (DESK) Standards in a technology-enriched environment. Our staff is devoted to providing a welcoming, nurturing atmosphere for every student. Our active parent involvement is an integral part of our school success.

Unique Features & Challenges

A unique feature of East Layton Elementary is that we promote the arts through a school choir and annual large-scale school play/productions. Within the day, highly skilled music and art teachers instruct students. Staff write and produce monthly character education skits for the student body. A challenge at East Layton Elementary is the changing demographic. We serve many blended families and students who live with extended family members. Changing demographics reflect on our need to be responsive to student needs. We currently have a full-time counselor and part-time family service worker on staff to assist families in distress. Students have access to a calming room when they need a quiet place to self-reflect and refocus.

Additional Information

For the 2023-2024 school year, East Layton Elementary will work to continue teacher and student training in using our online learning system Canvas so that weather or other interruptions do not disrupt student learning. Remote learning will be available to students and can be utilized as needed.

Needs Analysis

Notable Achievements

The East Layton Elementary teachers have utilized Canvas to create remote and in-person learning options for all students. During bad weather days, students could continue learning through remote learning options in Canvas. Every teacher has an online learning option available for students. East Layton Elementary increased our social-emotional learning for students by hosting daily morning meetings, welcoming strategies daily for students, and meaningful closures to teacher lessons. Teachers were able to analyze student growth and need with in-depth Professional Learning Community training. The school created and maintained a robust Guiding Coalition of teachers to lead the student intervention process and ensure high levels of learning for all students.

Areas of Recent Improvement

- 2021 comparison to 2022 MOY Reading Acadience

- The composite score percent of students at or above grade level increased by eight percent (from 59% to 67%).
- Acadience Reading MOY comparison composite 2022 to 2023 decreased the number of students below benchmark from 13% to 11%.
- Acadience reading MOY composite scores increased in second-grade students at or above grade level from 62% in 2022 to 75% in 2023.
- Acadience reading MOY composite scores increased in third-grade students at or above grade level from 62% in 2022 to 70% in 2023.
- Acadience Math benchmarks from 2022-2023 increased percent of students at or above grade level from 41% to 46% (6%) in grades K-3.
- Rise assessments for 3rd-6th grade students show a definite upward trend in math 2021 percentage of proficient students was 43%, and in 2022 was 49% (six percent increase).
- Rise assessments percent of students proficient in 5th grade increased from 48% proficient in 2021 to 62% proficient in 2022 (14%).
- Average overall scaled scores on WIDA Access for ELLs show an upward trend in a 2021 score of 284 and a 2022 score of 307 (an increase of 23).

Areas of Needed Improvement

- Rise Language Arts Assessments grades 3rd-6th decrease from 2021 to 2022 % of the student proficient from 47% to 44%.
- Rise Language Science Assessments grades 3rd-6th decrease from 2021 to 2022 % of the student proficient from 57% to 53%.
- Decrease in the number of students at or above grade level on Acadience reading benchmarks Composite score MOY 2022 67% and 2023 65% grades K-3rd.

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 emergent reading proficiency as demonstrated by exceeding 65% of K-3 students making typical or better progress from BOY to EOY as measured by Acadience mClass Pathways to Progress.	Met goal	Academic performance was improved. Acadience reading pathways of progress scores increased three percent from 2020-2021 EOY to 2021-2022 EOY 65% to 68%.
Eighty percent of students engaged in Comprehensive Math Instruction (CMI) will show adequate progress from BOY to EOY on end of year assessments including RISE and Early Learning Systems.	Met goal	<p>Academic Performance was improved. Ninety percent of students participated in CMI based classroom lessons. Monthly faculty professional development sessions were implemented to increase teacher clarity in math research based instructional strategies.</p> <p>2020-2021 Rise Math scores increased six percent in 3rd -6th grade from prior year. 2020-2021 Acadience Math scores in grades 1st-2nd grade end of year proficiency 48%</p>

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
In the 2022/2023 school year, increase percentage of K-3 general education students scoring at or above benchmark on Acadience Reading middle of year composite score by two percent, when compared with beginning of year benchmark level on the Acadience Reading composite scores. The goal will be achieved by May 2023.	Progressing according to plan	The goal is to increase the percentage of K-3 general education students scoring at or above the benchmark on Acadience Reading middle-of-year composite score by two percent when compared with the beginning-of-year benchmark level on the Acadience Reading composite scores. For the 2022/2023 school year, 64% of general education students in grades k-3 are making typical or better growth using Acadience Pathways to Progress on middle-of-year scores, and 58% of all K-3rd grade students. 64% of K-3 students scored at or above the benchmark on MOY Acadience Reading benchmarks for the 2022/2023 school year.
Students at East Layton Elementary will participate in hands-on, engaging STEM experiences. Students in k-3 will increase the percentage of K-3 general education students scoring at or above benchmark on Acadience Math Middle of Year (MOY) composite score by two percent. When compared with beginning of year (BOY) benchmark on Math Acadience composite scores.	Progressing according to plan	All students participated in CMI-based math techniques in classrooms. Students in K-3 scored 49.87% at or above grade level on BOY Math Acadience benchmarks and 40.5% on MOY Math Acadience benchmarks. Second-grade students scored 52.86% at or above grade level on MOY Math Acadience benchmarks.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 17,906.38
B - Allocated new funds for Current Year SY22-23	\$ 77,476.66
C - Total Budget for Current Year SY22-23	\$ 95,383.04
D - Projected spending during Current Year SY22-23	\$ 90,000.00
E - Expected carryover from Current Year SY22-23	\$ 5,383.04
F - Projected new funding for Next Year SY23-24	\$ 81,186.18

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Literacy 1st -3rd
<i>Goal Statement</i>	In the 2023-2024 school year, 60% of students in grades 1st - 3rd will make typical or better progress using Acadience Pathways to Progress from BOY to MOY.
<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
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. The teacher identifies students needing reteaching/intervention through Acadience Reading and the drill-down assessment screeners. 2. Teachers design explicit literacy instruction using the DSD Literacy Planning Guide. 3. English Language Arts Coordinator coaches and models research-based practices for teachers. 4. Teachers will collaborate in grade-level Professional Learning Communities to analyze data, identify struggling students, and address, and modify instruction based on student needs. We will fund substitutes for the monthly teacher collaboration time. (LAND TRUST FUNDS) 5. Interventionists will help deliver targeted instruction using SIPPS and Sound Systems based on the need identified by Acadience testing, Davis drill-down assessments, and weekly progress. 6. Teachers will participate in Language Essentials for Teachers of Reading & Spelling (LETRS) training to improve literacy instruction. 7. Teachers will use technology to engage students and enhance their learning. 8. At-risk students will be progress monitored to track progress toward literacy goals. 9. Hire teacher assistants to support student interventions, progress monitoring, and teacher collaboration. (LAND TRUST FUNDS) 10. Purchase SIPPS and Sound Systems intervention materials. (LAND TRUST FUNDS) 11. Teachers will attend professional development to support Professional Learning Community (PLC) implementation.
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #TSISubGroups #Tech #CollegeCareerReady
<i>District Strategic Plan</i>	Student Growth & Achievement Empowered Employees

Area(s)																	
If you selected 'School Identified Area', please describe																	
Academic area(s) addressed by the goal	Writing Technology Reading																
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 - \$36,569.22</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 & Benefits</td> <td>4. Substitutes and classroom ta's will be utilized to provide time for classroom teachers to access PLC planning time.</td> <td>\$ 10,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>9. 2-4 Classroom TA's will be hired</td> <td>\$ 18,069.22</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Textbooks</td> <td>10. Purchase SIPPS and Sound System materials</td> <td>\$ 8,500.00</td> </tr> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	4. Substitutes and classroom ta's will be utilized to provide time for classroom teachers to access PLC planning time.	\$ 10,000.00	LAND Trust Academic	Salaries & Benefits	9. 2-4 Classroom TA's will be hired	\$ 18,069.22	LAND Trust Academic	Textbooks	10. Purchase SIPPS and Sound System materials	\$ 8,500.00
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LAND Trust Academic	Textbooks	10. Purchase SIPPS and Sound System materials	\$ 8,500.00														
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.																	

Goal Short Title	Mathematics 1st-6th grade
Goal Statement	Sixty percent of students will show typical or above growth according to iReady Diagnostics growth reports from BOY to EOY assessment scores in grades 1 st -6 th .
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing	

your TSI status?			
Measures	iReady Diagnostics growth reports		
Action Plan (please number steps)	<ol style="list-style-type: none"> 1. Every student in 1-6th grade will use the iReady digital math tool 3-4 times weekly. Teachers will use the data from this tool to inform instruction and provide intervention and enrichment opportunities. iReady digital tools will also be available for at-home student use. Teachers will monitor and focus carefully on TSI subgroups in ELL learners and SPED. (LAND TRUST FUNDS) 2. Teachers will identify students needing reteaching/intervention through Acadience math assessments and the iReady digital math tool. Teachers will monitor and focus carefully on TSI subgroups in ELL learners and SPED. 3. Teachers will attend professional development to support Professional Learning Community (PLC) implementation. 4. Hire teacher assistants to support student interventions, progress monitoring, and teacher collaboration. (LAND TRUST FUNDS) 5. Teachers will collaborate in grade-level Professional Learning Communities to analyze data, identify struggling students, and address, and modify instruction based on student needs. We will fund substitutes for the monthly teacher collaboration time. 6. Teachers will use technology to engage students and enhance their learning. 7. Technology, computer equipment, and sound system upgrades to support the delivery of tier-one instruction by teachers. Laptops, iPads, and digital devices for students and teachers will be purchased. (LAND TRUST FUNDS) 8. Funds will be used to purchase digital iReady math licenses for students. 9. A STEM Fair will be held to increase student knowledge in math and science, student participation, and community engagement. 		
This goal can be categorized as... (choose all that apply)	#TSISubGroups #Tech #CollegeCareerReady		
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 Technology		
Does this action plan include behavioral / character education / leadership efforts?	Yes		
Will LANDTrust funds be used to support the implementation of this goal?	Yes		
	Goal LAND Trust Expense Total - \$50,000.00		
	Funding	Expense	Description
			Item Cost

	Source	Category		
	LAND Trust Academic	Online Curriculum or Subscriptions	1. Purchase iReady program	\$ 10,000.00
	LAND Trust Academic	Salaries & Benefits	4. Hire two to four teacher assistants	\$ 20,000.00
	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	7. Student and staff devices will be purchased to access Iready and engaging Tier I instruction including iPads, keyboards, laptops, and other digital devices	\$ 20,000.00
<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
Literacy 1st -3rd	LAND Trust Academic	Salaries & Benefits	4. Substitutes and classroom ta's will be utilized to provide time for classroom teachers to access PLC planning time.	\$10,000.00
Literacy 1st -3rd	LAND Trust Academic	Salaries & Benefits	9. 2-4 Classroom TA's will be hired	\$18,069.22
Literacy 1st -3rd	LAND Trust Academic	Textbooks	10. Purchase SIPPS and Sound System materials	\$8,500.00
Mathematics 1st-6th grade	LAND Trust Academic	Online Curriculum or Subscriptions	1. Purchase iReady program	\$10,000.00
Mathematics 1st-6th grade	LAND Trust Academic	Salaries & Benefits	4. Hire two to four teacher assistants	\$20,000.00
Mathematics	LAND	Software or	7. Student and staff devices will be purchased to access Iready	\$20,000.00

1st-6th grade	Trust Academic	Technology Hardware (each item < \$5000)	and engaging Tier I instruction including iPads, keyboards, laptops, and other digital devices	
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Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 81,186.18
G - Total projected funding for Next Year SY23-24	\$ 86,569.22
H - Total planned expenditures for Next Year SY23-24	\$ 86,569.22
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%	Any additional funds will be used to enhance current goals including technology by purchasing student and teacher devices. Additional funds may be used for teacher professional development.
Plan for sharing the school LANDTrust plan with the community	School website School newsletter
Additional plan for sharing the school LAND Trust plan with the community.	

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	02/09/2023
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	2