



# Teacher Student Success Plan LAND Trust only

**Sunset Elementary - SY 2022**

Principal Jodi Rees

## **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 Sunset Elementary is to promote the mission of creating successful educational experiences for all students. To accomplish our purpose, we provide first-rate instruction, based on research, that includes differentiation for the various needs of our students. Classroom instruction is monitored by administration. Individual student progress is frequently checked through common formative assessments, regular data meetings, professional learning communities, and teachers working within and across grade levels. This ensures differentiated instruction occurs, so all students' master essential learning skills. Technology is used to support our mission by providing students access to curriculum and information, as well as various digital learning opportunities. Parents and community members work with our staff to actively engage with the student body in activities that promote personal and academic growth.

# Description of the School

## Community

Sunset Elementary is a Title One school located at 2014 North 250 West in Sunset, Utah, a community just west of Hill Air Force Base. Our school is in a low socio-economic residential area with low-end starter homes and some apartment complexes. The majority of our students reside in Sunset but we do have a small population of students that live in Clinton.

## Student Body

We are a kindergarten through sixth grade school with 280 students. The ethnic breakdown includes: 71% Caucasian, 21% Hispanic, 4% Multiple Races, and 4% combined for Pacific Islander, African American, American Indian and Asian. Sunset has 53% of its student body on free/reduced lunch.

## Staff

Our staff consists of 15 certified classroom teachers, including four certified Special Education teachers. We also have a principal, a full-time administrative intern, a full-time counselor, part-time Math and Language Arts coaches, a speech therapist and part-time psychologist. We have seven special education aides and eight Title One paraprofessionals, four classified prep time teachers, a part-time nurse, health clerk, and a Covid aide. In addition, Sunset Elementary has a Before/After School program with one director and four assistants. Other support staff are employed to assist with running and maintaining the school.

## School Culture

Sunset Elementary is focused on student and teacher learning. We provide opportunities for teachers to learn new skills and strengthen their current practices. This happens through school-wide and individual professional development, professional learning communities, and coaching related to observations. Students are provided with a variety of learning opportunities in all content areas, including social emotional learning. We focus on priority standards and work to develop quality Tier One learning experiences for all of our students.

Sunset Elementary also works to ensure that the basic needs of our students are met. We work with several community partners to help with clothing, food, housing, and other basic needs. We also work with our local PTA and Community Council to provide additional activities and learning experiences for our students and their families.

## Unique Features & Challenges

We provide students with targeted small group instruction through scatter-groups. Students get a minimum of 30 minutes of small group instruction, four times a week. The instruction in these groups is based on data and individualized learning needs. Paraprofessionals assist our teachers in providing Tier 2 instructional support. In addition, we are able to offer an extended day kindergarten schedule that allows all of our kindergarten students extra time with their teachers.

In addition to our Before/After school program, some of our students participate in extra-curricular activities that include; MESA, VEX Robotics, SeaPerch, HOPE squad and Student Council.

Teachers will continue their work in Comprehensive Mathematics Instruction (CMI) professional development. This will strengthen teachers' understanding on math content and pedagogy as well as influence how math is taught in Sunset classrooms. Lesson studies help strengthen Tier One math instruction to best meet the needs of all students.

Teachers will participate in LETRS training (Language Essentials for Teachers of Reading and Spelling), which is a Language Arts professional development geared at helping teachers understand the research and science of learning to read. Teachers will work independently and collectively to deepen their foundational understanding of reading and how to better help students improve their own reading.

Our challenges include student mobility, poverty, and home cultures that create potential issues for students. Excessive student behaviors and chronic attendance issues are daily struggles we face. Community involvement is limited despite our efforts to improve home to school connections. Most of our student population enter school with limited literacy and math background. Thus, our teachers must provide additional background knowledge and intensive skill/strategy instruction to bring students up to grade level.

Technology integration is a focus with the goal of providing enhanced, engaging learning opportunities for students. Our teachers are at a variety of levels with their technology use but all try to implement its use in unique ways. We are currently a one-to-one school with all students having access to either an iPad or a Chromebook. We continue to provide learning opportunities for teachers to enhance their use of technology in the classroom with students.

## **Additional Information**

# Needs Analysis

## Notable Achievements

Teacher turnover has been low this past year. We had one teacher retire and one move to another school. This helps maintain continuity in school policies, procedures, and professional development.

All classroom teachers worked to develop quality Canvas courses to support digital/distance learning that happened due to Covid. They continue to use these courses with their students and add additional content when necessary.

Teachers have utilized their current Friday situation to offer additional Tier 2 instruction for students who need extra support. This has been a great opportunity for many of our students.

Sunset Elementary students have been at or near the top of the District for usage and book checked out via the SORA reading app. This is in great part due to a wonderful librarian who gets our students excited about reading.

During this time of Covid, we are happy to report that we have not had any cases that resulted from exposure at school. Our staff has worked hard to maintain the BIG 5 and keep our students as safe as possible while learning face-to-face.

## Areas of Recent Improvement

## Areas of Needed Improvement

Based on school data and data from Power BI, we have identified a couple of areas of need at Sunset Elementary.

In Language Arts, we have seen a nearly 15% drop in the number of students at benchmark, according to Acadience reading data. With that same data, we also found that we only grew our students at benchmark by 0.8% from beginning of year to middle of year. Another data point of note is that of Pathways of Progress. This is how we measure reading growth relative to like peers. The State goal is 60% of students making typical or above growth. Sunset Elementary was at 54%.

Writing continues to be an area of need with many grade levels. We have minimal data from the current school year to show progress in writing. Individual teachers have some writing data but whole school data is lacking. According to 2019 data, grades 3, 4, and 6 had an average writing score of 4.92 out of 10 on RISE writing assessments.

In Math, our data is minimal due to not having end of year testing for a couple of years. With that said, we have tracked students progress on RISE benchmark tests during this school year. Looking at this data, we found that only 4% of our 3rd-6th students were proficient at the middle of year test. This was a 2% increase from beginning of the year.

Teachers need continued support and learning opportunities on how to implement technology into their daily teaching/learning so that students grow skills that will help them be career ready in the 21st century. We also need to improve on personalizing learning for our students.

Professional Learning Communities(PLC)/Davis Collaborative Teams (DCT) will continue to be a working priority for our school. Grade level teams will meet weekly to discuss common formative assessments and

collaborate on best teaching practices. Coaches and administration will work with teams at least once a month to discuss students progress and other areas of need or support.

# Prior Year Status Report

## Report progress on PRIOR YEAR 2020 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Increase the K-3 students achieving typical or better growth in Dibels MOY benchmark scores (Pathways to Progress) by 5% (from 64% in 2018 to 69% in 2019).	Did not meet goal	We had two grade levels, 1st and 3rd, have 75% or more of their students making typical or better growth on Pathways to Progress. However, our K-3 scores show 58.8% of students making typical or better growth. K-6 scores are 55.7% with the same growth. We will continue to work on this goal and hope to see significant improvements by the end of the school year.
Increase the proficiency in Math for grades K-6 by 3%, relative to each grade level's standards (KEEP, CRT, RISE).	Did not meet goal	According to RISE reports, our 3-6 grade students showed a 6.1% decrease in math proficiency from last year. Our school's CRT reports show that our first grade proficiency dropped by 9% point. Our second grade proficiency grew by 4% from the previous year. Our KEEP assessment showed an overall 15% improvement.
Sunset Elementary staff will participate in Comprehensive Mathematics Instruction professional development to improve teachers' knowledge of mathematical pedagogy and teaching practices.	Met goal	
Implement two (2) STEM related activities into student learning each term, a total of 8 activities per year.	Met goal	

# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
Improve student and staff relationships to improve school climate and build a sense of community and safety by implementing Social Emotional Learning (SEL) strategies as measured by SEL Walkthrough Tool and DSD School Climate Surveys.	Progressing according to plan	We have created an SEL team at the school which meets monthly to look at our SEL needs. Our needs were determined by data from last year's Climate Survey and the SEL Walkthrough Tool provided by DSD. We have provided teachers with resources to implement SEL competencies into their daily practices. We are currently waiting for the data from this year's School Climate Survey so that we can make comparisons and determine continued areas of need.
Increase the K-6 students achieving typical or better growth in Acadience EOY benchmark scores (Pathways to Progress) to at least 60%.	Not progressing according to plan	We have seen a 1% drop in the number of students making typical or better growth on Pathways of Progress, from 55% to 54%. The school provided Title One tutors to help teachers facilitate small-group Tier 2 instruction, 30 minutes a day, four days a week. We have an ELA instructional coach that has been working with teachers to help them better understand the District ELA routines and ways to implement them into their Tier 1 instruction. Grade level teams meet weekly to discuss student data and make adjustments where needed to targeted instruction and additional supports.
Increase school-wide math proficiency by at least 3%, relative to each grade level standards (Keep, CRT, RISE).	Progressing according to plan	Looking only at benchmark data for the current school year, we have seen a 2% growth in math proficiency for our 3rd-6th grade students. Grade level teams meet weekly to discuss student data and make adjustments where needed to targeted instruction and additional supports.

# LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 9,726.00
B - Allocated new funds for current year SY21-22	\$ 40,750.00
C - Total Budget for current year SY21-22	\$ 50,476.00
D - Projected spending during current year SY21-22	\$ 46,363.20
E - Expected carryover from current year SY21-22	\$ 4,112.80
F - Projected new funding for next year SY22-23	\$ 34,847.35
G - Total projected funding for next year SY22-23	\$ 38,960.15



# Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>ELA-Reading</b>
<i>Goal Statement</i>	Increase the K-6 students achieving typical or better growth in Acadience Pathways to Progress to at least 60%, while continuing to acquire knowledge and skills relative to SEL competencies.
<i>Measures to determine progress</i>	Acadience Pathways to Progress Report
<i>Action Plan</i>	<p>Administration--</p> <ul style="list-style-type: none"> <li>• Provide time and support to complete Language Essentials for Teachers of Reading and Spelling (LETRS) training.</li> <li>• Help provide training for paraprofessionals.</li> <li>• Participate with teacher in PLC meetings.</li> <li>• Provide additional staffing, technology or other supports as needed.</li> </ul> <p>Teachers--</p> <ul style="list-style-type: none"> <li>• Participate in LETRS training with supplies purchased with LAND Trust funds</li> <li>• Work to understand and implement the DSD routines in Tier 1 and 2 instruction</li> <li>• Work with paraprofessionals, hired with LAND Trust funds, to provide targeted Tier 2 support for students.</li> <li>• Participate in PLCs to review data, plan instruction, and improve practices.</li> <li>• Provide SEL learning activities throughout the year.</li> </ul> <p>Students--</p> <ul style="list-style-type: none"> <li>• Use data binders to track their individual progress toward learning goals.</li> <li>• Actively participate in Tier 1 and Tier 2 English Language Arts instruction.</li> <li>• Participate in SEL learning activities.</li> </ul>
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #SEL #TeacherLeaders
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Culture
<i>Academic area(s) addressed by the goal</i>	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 - \$16,000.00

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
LAND Trust Academic	Salaries & Benefits	Paraprofessionals to support targeted Tier 2 instruction.	\$ 15,000.00
LAND Trust Academic	General Supplies, Other	Supplies and materials related to LETRS training for staff members.	\$ 1,000.00

<i>Goal Short Title</i>	<b>Math</b>
<i>Goal Statement</i>	Increase school-wide math proficiency by 3% relative to each grade level's standards (KEEP, RISE, CRT), while continuing to acquire knowledge and skills relative to SEL competencies.
<i>Measures to determine progress</i>	Common formative assessment data for each grade level, relative to their standards. Benchmark data for CRT and RISE.
<i>Action Plan</i>	<p>Admin-</p> <ul style="list-style-type: none"> <li>• Support teachers in their efforts related to priority standards, common formative assessments, and grade level team meetings.</li> <li>• Attend all CMI related trainings.</li> <li>• Pay teacher's a stipend with LAND Trust funds for their work with priority standards and CMI.</li> <li>• Hire paraprofessionals with LAND Trust funds to support in Tier 2 instruction.</li> <li>• Provide additional staffing, technology or other supports as needed.</li> </ul> <p>Teachers-</p> <ul style="list-style-type: none"> <li>• Develop "I CAN" statements to match their grade level priority standards.</li> <li>• Create a pacing guide to guide instruction throughout the year.</li> <li>• Work with our math coach for feedback relative to planning, lesson delivery, and assessment.</li> <li>• Review CMI Year One material through school-wide professional development.</li> <li>• Review common formative assessments during PLC time to address celebrations and areas of need.</li> <li>• Provide SEL learning opportunities throughout the school day.</li> </ul> <p>Students-</p> <ul style="list-style-type: none"> <li>• Use data binders to track their individual progress toward learning goals.</li> <li>• Actively participate in Tier 1 and Tier 2 math instruction.</li> <li>• Participate in SEL learning activities.</li> </ul>
<i>This goal can be categorized as... (choose all that apply)</i>	#PD #Tech #TeacherLeaders #SEL
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Culture
<i>Academic area(s) addressed by the goal</i>	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 - \$19,700.00

<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
LAND Trust Academic	Salaries & Benefits	Paraprofessional for Tier 2 instructional support	\$ 18,000.00
LAND Trust Academic	Salaries & Benefits	Stipend for teacher work with math standards, common formative assessments, and pacing guides.	\$ 1,700.00



# Additional LAND Trust Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
ELA-Reading	LAND Trust Academic	Salaries & Benefits	Paraprofessionals to support targeted Tier 2 instruction.	\$15,000.00
ELA-Reading	LAND Trust Academic	General Supplies, Other	Supplies and materials related to LETRS training for staff members.	\$1,000.00
Math	LAND Trust Academic	Salaries & Benefits	Paraprofessional for Tier 2 instructional support	\$18,000.00
Math	LAND Trust Academic	Salaries & Benefits	Stipend for teacher work with math standards, common formative assessments, and pacing guides.	\$1,700.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY22-23 \$ 34,847.35

G - Total projected funding for next year SY22-23 \$ 38,960.15

H - Total planned expenditures for next year SY22-23 \$ 35,700.00

I - Planned carryover into the following year SY23-24 \$ 4,560.15

J - Is planned carryover more than 10% of projected new funds? Yes

Plan for carryover in excess of 10% Money held over for additional teacher stipend related to Professional Development (PD) expectations. If there are any additional funds we will use them to enhance existing goals.

Plan for sharing the school LANDTrust plan with the community Labels to identify LAND Trust purchases

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

# Additional Items for Title I Schools

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?

*District-wide assessment practices include the following:*

- Acadience Reading*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
- RISE*
- DLM*
- WIDA*
- District assessments*
- Kindergarten Readiness Inventory*
- Kindergarten Inventory of Skills*
- 1st and 2nd Grade Language Arts CRTs*
- 1st and 2nd Grade Math CRTs*
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.*
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.*
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.*

*Additional schoolwide practices for assessment include the following:*

Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Language Arts?

Goal 2 and 3--The ELA Reading and Writing goals

Title I Plan / TSSP: Which of your school plan goals focus on student

Goal 1: Math



improvement in Mathematics?

Title I Plan / TSSP: Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Title I Plan / TSSP: Other evidence-based methods used by your school

School-wide professional development for both language arts and math. (LETRS and CMI)

Title I Plan / TSSP: How does the plan improve academics for all students while supporting those most at-risk?

*Districtwide practices for helping struggling students include the following:*

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

*Additional schoolwide practices for helping struggling students include the following:*

Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

*Districtwide practices for parent involvement include the following:*

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.*
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.*
- An annual meeting is held at the beginning of the school year explaining the Title I*

*program and informing parents of their right to be involved.*

*--Meetings are held at different times during the day to enable all parents to be involved.*

*--Programs and activities are scheduled throughout the year to involve parents and guardians.*

*Additional schoolwide practices for parental involvement include the following:*

Plan Evaluation and Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?

Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?

We have used Acadience progress reports and Math benchmark tests to assess the progress of students relative to school goals and funding for those goals.

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

*Evidence of how the Title I plan and designation of funds impact student learning and achievement. The school will provide this information to Federal Programs by October 1*

Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?

*Examples: Associate degree, 48 hrs., of pass test The school will provide this information to Federal Programs by October 1*

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote 03/16/2021

Number who approved 6

Number who did not approve 0

Number who were absent or abstained 1