# Teacher Student Success Plan
# LAND Trust Goals only

## Parkside Elementary - SY 2024

### Principal Sandra Carmony

# 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

Parkside Elementary values: Community, Opportunity and Individuality.  We value and embrace a community that cultivates mutual respect, social responsibility, and a strong partnership between home and school.  We value the freedom to explore and acquire social, emotional, and academic skills.  We value personalized learning that creates experiences, builds self-confidence, and prepares students for success now and in the future.  We are dedicated to the growth and development of Parkside Panthers.  We: engage, respect, prepare and empower, "Every Panther, Every Day!"

# Description of the School

## Community

Parkside Elementary is located at 2262 North 1500 W in Clinton, Utah a former farming community that in the past decade has developed into a suburb.  Families are supportive of education and involved in every aspect of student learning.

## Student Body

Current Parkside enrollment consists of 461 students including a Hub School for Essential Element classes from kindergarten through sixth grade.  Approximately 73% of students are Caucasian. 20% are Hispanic and four percent are multi-ethnic.  32% of our students are Economically Disadvantaged and five percent are English Language Learners.

# Staff

We have a wonderful staff who focuses on student safety, connections and confidence with the goal of seeing every Panther thrive!  Our staff includes 71 employees with 27 licensed educators.  Within our instructional staff over 70% are ESL endorsed. We have a diverse staff in terms of years spent teaching, we have several veteran teachers who bring experience and  provisional teachers who bring new ideas and ways of doing things to our team.

# School Culture

Parkside Elementary invites community volunteers and visitors to help enrich our learning environment, while taking measures to ensure the safety of students and staff. To enhance student learning, our staff is committed to continuous professional development while incorporating current best practices and standards.  Using this professional development Parkside will continue with Professional Learning Communities (PLC), to improve student academic achievement as well as focus on personalized learning for every student.

# Unique Features & Challenges

Parkside Elementary continues to have one on one Apple devices for students in kindergarten through sixth grade. Teachers continue to participate in Apple trainings such as:  Keynote, Pages, iMovie and Virtual Reality to enhance student learning as well as using Apple Classroom to manage and monitor student progress.  Parkside also has an InfiniD lab where students are assessed in academic skills as well as the 21st Century Skills of collaboration, communication, and perseverance. We are seeing an increase in the number of students dealing with anxiety and other mental health issues. In addition to the Sanford Harmony and Mindfulness curriculums provided for classroom teachers, under the direction of our school counselor, Parkside provides several groups for students to learn and address specific issues: Friendship, Anxiety, Grief, Self Management and Cancer.  Parkside began an inclusion and connection program for Kindergarten through Sixth Grade.  Students and faculty are divided into 4 houses and will participate in bi-monthly activities to build safety, connection, confidence and leadership opportunities for all students.

# Additional Information

Parkside provides a number of opportunities for students:  InfiniD Lab, Hope Squad, Student Council, Orchestra, Art, Choir, and Lego Coding experiences for every student.  Students' positive behaviors are reinforced through interactive programs such as Lunch with the Mayor, Student of the Month and opportunities for students to earn House Points. During the 2023-2024 school year, Parkside teachers and administrators will finish up a robust, language arts, professional development course: Language Essentials of Teachers Reading & Spelling (LETRS).

# Needs Analysis

## Notable Achievements

 Parkside faculty and staff are exceptional in their focus on meeting the needs of the students.  Parkside continues to be progressive with Social Emotional Learning (SEL) for students.  Mindfulness practices continue to be utilized as well as the continuation of the Jr. Hope Squad.  Students have access to a calming room, after school focused groups for targeted children dealing with anxiety, self management, friendship skills, grief and cancer and ongoing SEL lessons provided by teachers and the school counselor. Parkside 5th and 6th grade students participate in an after school robotics club using Lego Mindstorms EV3 materials culminating in a state competition. Parkside participated in the Beverly T Sorenson (BTS) Arts integration program culminating in a Arts Integration Night for Parkside families.   Parkside's choir performed at our Veteran Day's celebration, Christmas Sing-a-long, and Arts Integration Night. Parkside continues to make learning relevant by utilizing community resources to bring in speakers and demonstrations for grade levels to

participate in presentations such as:  Discovery Gateway, Loveland Living Aquarium,  and Ogden Nature Center.

# Areas of Recent Improvement

Parkside kindergarten through third grade students have increased in the percentage of students making typical or better progress over the last three years on MOY Acadience benchmarks.  In 2021 57% of students were making typical or better progress, in 2022 66% of students were making typical or better progress and in 2023 73% of kindergarten through third grade students were making typical or better progress on MOY Acadience pathways of progress.

# Areas of Needed Improvement

Identified needs for Parkside Elementary include: The number of ELL students making adequate or typical progress on MOY Acadience benchmarks.  During the MOY benchmark only 50% of ELL students were making typical or better progress.  This percentage was the lowest performing sub category at Parkside where 67% of the overall student body was making typical or better progress.

Parkside has seen an increase in the number of students scoring below proficient on the EOY Acadience benchmark.  In 2019- 23% of students were not proficient, in 2021-29% of students were not proficient and in 2022- 35% of students were not proficient.
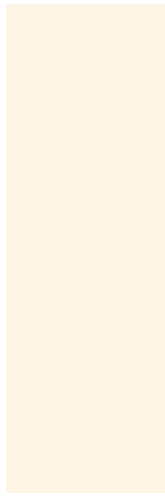
# Prior Year Status Report

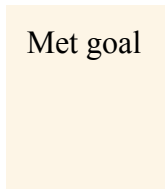## Report progress on __PRIOR YEAR__ 2022 Composite School Plan

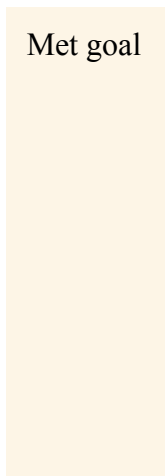| Goal description | Progress toward goal | Comments (required if 'Did not meet goal') |
|---|---|---|
| The percentage of students performing at "typical or better progress" on Acadience EOY benchmark testing will increase by 5% from the previous year's EOY benchmark. | Did not meet goal | We did not see an increase in the number of students making typical or better progress on EOY benchmarks.  We had 66% making typical or better progress at MOY and did not see additional growth. Kindergarten scored lower than usual, we have seen students struggle with self management and self regulation skills that impacted the learning in the classroom.  Other classes that did not meet the goal are participating in Data Dives to identify deficits and provide interventions. |
| Increase the percentage of ELL students making adequate progress by 3% from the previous year. | Did not meet goal | ELL learners making adequate progress on WIDA test scores dropped from 44.4% in 2021 to |

| | | 26.7% in 2022. A change in personnel affected the ability to provide outlined interventions. The team overseeing ELL progress redefined the goal to use the Acadience benchmarks so we could track student progress with more frequency than once a year on a test. Roles and responsibilities of the ESL team were changed to better track and meet the needs of individual ELL students. |
|---|---|---|
| Seventy percent of 4-6 grade students will make typical progress on the i-Ready Math EOY benchmark. | Met goal | Seventy percent of 4-6 grade students made typical or better progress on EOY i-Ready math benchmarks. |
| Teachers, staff, administrators and families will work together to create a supportive school community where students can thrive and learn the academic, social and emotional skills they need to succeed in life. We will development the Five Casel competencies and use restorative practices to provide a way for us to strengthen community, respect individuality and prepare students for opportunity now and in the future. Research states, "emotions can facilitate or impede children's academic engagement, work ethic, commitment, and ultimate school success. Because relationships and emotional processes affect how and what we learn, schools and families must effectively address these aspects of the educational process for the benefit of all students." (Elias et al.,1997) | Met goal | All teachers and recess staff were given a restorative practice book. Teachers were trained on using restorative circles in their classrooms, the recess team was trained on using restorative questions on the playground. The school counselor provided classroom lessons on the five Casel SEL Skills. |

# Current Year Progress Report

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

| Goal description | Progress toward goal | Comments |
|---|---|---|
| The percentage of K-3 students performing at typical or better progress on Acadience Reading Middle of Year (MOY) benchmark testing will increase by three percent from 66.8% to 69.8%. | Progressing according to plan | Seventy-three percent of Kindergarten through Third grade students made typical or better progress on MOY Acadience Reading Benchmark. |
| Increase the percentage of ELL students making typical or better | Not progressing | We saw a decrease in the percentage of ELL students making typical or better progress on MOY Acadience benchmark |

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|---|---|---|
| progress on MOY Acadience pathways of progress from 54% to 57%. | according to plan | testing dropping from 54% to 50%. |
| The percentage of 4-6 grade students making typical or better progress on EOY(End of year) i-Ready Math Benchmark will increase by five percent from the previous year. | Progressing according to plan | Additional i-Ready licenses were purchased so that every first through sixth grade student has access to the i-Ready math software. Middle of Year (MOY) i-Ready benchmark data was used to identify students not making needed progress. Data dives where held and interventions planned. A Stem coordinator is planning at least two grade level experiences for every grade level. |
| Parkside Elementary will focus on Positive Behavior Supports using MTSS (Multi-Tiered Systems Support) to promote a school culture of inclusion and opportunities for pro-social involvement. The purpose of this goal is to promote:<br><br>• Students taking accountability for their own learning.<br>• Empower students to make good choices.<br>• Prepare students for academic growth.<br>• Foster a culture of mutual respect.<br>• Increase attendance.<br>• Give opportunities for service and peer mentoring across grade levels.<br>• Frequent recognition of students participating in positive social behavior. | Progressing according to plan | The Parkside house system is working well, monthly house activities occur focusing on the house traits and school rules, students earn points for their house which are shown on a TV in the common area where students see which house has the most points and a picture of the student who earned the last point for each house. Each month teachers are provided a list of books that they can use with their class that supports the monthly activity.<br><br>Parkside is participating in the Davis School District Positive Behavioral Interventions & Support. The data from our last Tiered Fidelity Inventory showed 88% of students knew three of the four school rules. 100% of teachers and staff knew the school rules. 83% of staff indicated that they had awarded students house points in the last month and 79% of student indicated they had earned house points in the last month. |

# LAND Trust Funding Projections

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| A - Carryover funds from Prior Year SY21-22 | $ 13,233.01 |
| B - Allocated new funds for Current Year SY22-23 | $ 61,955.24 |
| C - Total Budget for Current Year SY22-23 | $ 75,188.25 |
| D - Projected spending during Current Year SY22-23 | $ 36,184.00 |

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| E - Expected carryover from Current Year SY22-23 | $ 39,004.25 |
| F - Projected new funding for Next Year SY23-24 | $ 61,823.20 |
| G - Total projected funding for Next Year SY23-24 | $ 100,827.45 |

# Goals and Planned Actions / Resources

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| *Goal Short Title* | **Kindergarten -Third Grade Literacy Goal** |
| *Goal Statement* | Seventy-Five percent of Kindergarten through Third Grade students will make typical or better progress on Acadience Reading MOY benchmark. |
| *TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?* | |
| *Measures* | Parkside faculty are committed to improving reading progress during the crucial K-3rd grade years and have identified the need to better integrate use of data and instructional support to foster this growth and will use  Acadience MOY Reading Benchmark to measure growth. |
| *Action Plan (please number steps)* | 1. Grade Level Teams will set a proficiency goal and a growth goal to measure Beginning of Year (BOY) to End of Year (EOY) progress.<br>2. Screeners and diagnostic testing will be used to identify fluid groups of students to participate in the Specialized Program Individual Reading Excellence (Spire) tutoring program, a Tier III structured literacy program that incorporates proven best practices for reading and language development.<br>3. In Instructional Data Professional Learning Community (PLC) meeting calendar will be set for the 2023-2024 school year.  This calendar will include meetings and focuses of the Guiding Coalition Team, Grade Level Teams, ELL and SPED support teams.<br>4. Grade Level Deep Data Dives to review available data on student proficiency and progress will be held in September and January. Teachers will be given a half day for data analysis.<br>5. Spire tutors, classroom tutors and a progress Monitoring Team of tutors will be hired using LAND Trust Funds to provide Tier II and Tier III interventions. During the intervention time, identified students will leave the classroom and work under the direction of the Spire tutors for Tier III support.  During intervention a classroom teacher will be provided to every teacher to work with students on Tier II interventions and enrichment.  A tutoring team will also assist teachers with required progress monitoring.<br>6. A Beverly T Sorenson (BTS) Arts Integration teacher will be hired using LAND Trust Funds and will collaborate with all classroom teachers to integrate music into Language Arts instruction. |

7. Substitutes will be paid to cover classes so classroom teachers can participate in Deep Data Dives.
8. Individualized reading licenses will be purchased to support Language Arts Instruction. (LAND TRUST FUNDS)

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| *This goal can be categorized as... (choose all that apply)* | |
| *District Strategic Plan Area(s)* | |
| *If you selected 'School Identified Area', please describe* | |
| *Academic area(s) addressed by the goal* | Reading\|Writing\|Fine Arts\| |
| *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 - $80,000.00

| Funding Source | Expense Category | Description | Item Cost |
|---|---|---|---|
| LAND Trust Academic | Salaries & Benefits | #5 A team of tutors will provide Tier II, Tier III, Enrichment and progress monitoring support. | $ 75,000.00 |
| LAND Trust Academic | Software or Technology Hardware (each item < $5000) | #8 i-Ready reading licenses | $ 5,000.00 |

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

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| *Goal Short Title* | **ELL and SPED Goal** |

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| *Goal Statement* | Parkside will increase the percentage of ELL students making typical or better progress on MOY Acadience Reading Pathways of Progress from 50% to 55%. We will increase the percentage of SPED students making typical or better progress on MOY Acadience Reading Pathways of Progress from 56% to 60%. |
| *TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?* | |
| *Measures* | Parkside was identified as a Targeted Support and Improvement School (TSI) in 2023 for ELL and SPED students. We will be using Acadience Benchmark MOY to measure data. We will also be using progress monitoring data to more quickly identify if interventions are benefiting students. |
| *Action Plan (please number steps)* | 1. An ESL team will be created that includes, the ESL liaison, administration, school counselor and teachers that will hold Data dives four times throughout the year to determine needed interventions and measure progress using a data protocol.<br>2. Hire an ESL Liaison to work with ELL students, their families and teachers. (LAND TRUST FUNDS)<br>3. The ESL Liaison will conference with the family of every ELL student quarterly to identify and address needs and barriers affecting student success.<br>4. Activities to support ELL learners will be held monthly.<br>5. The ESL Liaison will set quarterly goals with every ELL student.<br>6. The ESL Liaison will provide translation to support of families if needed.<br>7. A SPED team comprising case managers, teachers and administration will hold SPED Deep Data Dives four times throughout the year to determine needed interventions and measure progress using a data protocol. |
| *This goal can be categorized as... (choose all that apply)* | #TSISubGroups| |
| *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* | Reading|Writing|Mathematics| |
| *Does this action plan include behavioral / character education / leadership efforts?* | |
| *Will LANDTrust funds be used to support the* | Yes |

| | Goal LAND Trust Expense Total - $10,000.00 | | | |
|---|---|---|---|---|

*implementation of this goal?*

| **Funding Source** | **Expense Category** | **Description** | **Item Cost** |
|---|---|---|---|
| LAND Trust Academic | Salaries & Benefits | #2 ESL Liaison Aide will be hired to work with the students and families of ELL learners and provide translation support | $ 10,000.00 |

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

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|---|---|
| *Goal Short Title* | **i-Ready Math Goal** |
| *Goal Statement* | Mathematics and STEM opportunities remain a priority at Parkside elementary. Seventy percent of Fourth through Sixth grade students will make typical or better progress on the Math Personalized Learning Software provided by the Math Grant or via a similar program as designated by the district adopted math curriculum. |
| *TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?* | |
| *Measures* | Beginning of Year to End of Year Math Personalized Learning Software |
| *Action Plan (please number steps)* | 1. Teachers will participate in district provided professional development on the new adopted Math Curriculum as well as professional development on the Personalized Math Learning Software.<br>2. Teachers will participate in regular PLC meetings to identify grade level priority standards, plan Tier I and Tier II interventions and enrichment for differentiated instruction.<br>3. Every grade level team/PLC will write a growth and proficiency math goal based on beginning of year to end of year results.<br>4. Using LAND Trust funding, a STEM coordinator will be hired to arrange for community resources to provide grade level enrichment activities to make learning relevant.<br>5. Using LAND Trust funding, a STEM tutor will provide STEM related activities for identified students. |
| *This goal can be categorized as... (choose all that apply)* | #TSISubGroups|#PCBL|#PD| |

| District Strategic Plan Area(s) | Student Growth & Achievement\|Parent & Community Connections\| |
|---|---|
| *If you selected 'School Identified Area', please describe* | |
| *Academic area(s) addressed by the goal* | Mathematics\|Science\| |
| *Does this action plan include behavioral / character education / leadership efforts?* | |
| *Will LANDTrust funds be used to support the implementation of this goal?* | Yes<br><br>Goal LAND Trust Expense Total - $10,000.00 |
| *If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.* | |

| Funding Source | Expense Category | Description | Item Cost |
|---|---|---|---|
| LAND Trust Academic | Salaries & Benefits | #4 & #5 STEM Coordinator and Tutor | $ 10,000.00 |

# Additonal LAND Trust Questions

## Budget Item List

| GoalTitle | Funding Source | Expense Category | Description | Item Cost |
|---|---|---|---|---|
| ELL and SPED Goal | LAND Trust Academic | Salaries & Benefits | #2 ESL Liaison Aide will be hired to work with the students and families of ELL learners and provide translation support | $10,000.00 |
| i-Ready Math Goal | LAND Trust Academic | Salaries & Benefits | #4 & #5 STEM Coordinator and Tutor | $10,000.00 |
| Kindergarten - Third Grade Literacy Goal | LAND Trust Academic | Salaries & Benefits | #5 A team of tutors will provide Tier II, Tier III, Enrichment and progress monitoring support. | $75,000.00 |

| Kindergarten - Third Grade Literacy Goal | LAND Trust Academic | Software or Technology Hardware (each item < $5000) | #8 i-Ready reading licenses | $5,000.00 |
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## Summary of Planned Expenditures

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|---|---|
| F - Projected new funding for Next Year SY23-24 | $ 61,823.20 |
| G - Total projected funding for Next Year SY23-24 | $ 100,827.45 |
| H - Total planned expenditures for Next Year SY23-24 | $ 100,000.00 |
| I - Planned carryover into the Following Year SY25-26 | $ 827.45 |
| J - Is planned carryover more than 10% of projected new funds? | No |
| Plan for carryover in excess of 10% | In the event of changes in expenditures due to unforeseen circumstances or unplanned carryover, Parkside would use the funds to support the three school goals and support the technology needs of the school in the form of software licenses, laptops, iPads, Projectors, cables and other technology needs. |
| Plan for sharing the school LANDTrust plan with the community | School newsletter|School website|School marquee| |
| 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 |
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| Number who approved | 6 |
| Number who did not approve | 0 |
| Number who were absent or abstained | 1 |