



Teacher Student Success Plan LAND Trust Goals only

Windridge Elementary - SY 2024

Principal Casey Pickett

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 Windridge Elementary is to promote the mission of learning first for all. To accomplish our purpose we will provide a guaranteed curriculum at rigorous levels to all learners with extra time and support provided for intervention and enrichment. Educators will be provided opportunities to improve and refine their practice through collaborative teaming and ongoing professional development. We will partner with parents, Parent Teacher Association (PTA) and community members to provide opportunities for each child to engage in learning that prepares them with 21st century learning skills of critical and creative thinking in a collaborative environment.

Description of the School

Community

Windridge is a quintessential neighborhood school, nestled among the homes of the families it serves in the suburbs of East Kaysville, Utah. Staff members, parents, and community members share a mutual respect and rapport as they collaborate to create an environment of learning that addresses the whole child.

Student Body

Windridge is a K-6 school with an enrollment of 560 students. We support a functional skills/medically fragile unit for students in grades K-12 as well as a medically fragile preschool for students aged 3-5. Enrollment subgroup percentages are 10% economically disadvantaged, one percent ethnic minority and 13% receiving special education services (including the medically fragile population).

Staff

The Windridge staff consists of 33 certified educators, 25 of these teach in regular or special education classrooms, two are school administrators, one is a math interventionist, one is a Science, Technology, Engineering and Math (STEM) specialist, and one is a Beverly Taylor Sorenson (BTS) art specialist. Of these 30 certified staff members, 11 hold a graduate degree and 27 carry one or more endorsements. Windridge also employs 40 classified staff including secretaries, custodians, lunch workers, a media specialist, music, P.E. and computer teachers as well as literacy tutors, math interventionists, and classroom aides. 10 district personnel employees assist students including psychologist, speech therapist, nurse, vision hearing, school technology specialist, occupational therapist, physical therapist, and orchestra teacher. (Data found on Certified Employee Information Listing)

School Culture

Windridge stakeholders share the common goal of learning first for the whole child and collaboration between parents, teachers, and students supports that goal. We average over 300 volunteer hours each month by our PTA board, Community Council, and classroom volunteers. Due to this volunteer support we are able to offer several in school and after school programs and events including: Walking and Running Club, Meet the Masters Art Program, PTA Reflections contest, Windridge Talent Show, Robotics Club, Junior Achievement and STEAM Night, Beverly Taylor Sorenson Program, Planet Pals, Windridge Choir, Battle of the Books, and various STEAM after school clubs. Teachers support opportunities for students to share their learning through grade level programs, informances, and events such as: 6th Grade Influential People Wax Museum, 5th grade US History/Veterans Day, 4th grade Utah History presentations and artist in residence, 3rd Grade Kids Marketplace, 2nd Grade Patriotic presentations and art butterflies. Windridge students represented the school at the District Spelling Bee, the STEM Olympiad, the Constitution Bowl, the state Storytelling Festival, and Robotics Competitions. Windridge Elementary strives to create learning experiences that reach beyond the walls of the classroom. With the addition of our new STEM Lab, Outdoor Learning Classroom, and Platinum STEM Designation status, and BTS Arts Foundation, students are ready to explore cutting-edge technologies and tools to create relevant and meaningful learning experiences.

Unique Features & Challenges

Windridge boasts a dynamic volunteer base. Parents support the school through tutoring in classrooms, running a top-notch PTA program, supporting teachers in grant writing, donating time and honoring and feeding teachers and staff several times during the year. At the beginning of the school year, the PTA and many community members join efforts in participating in a Back to School evening to earn money for the PTA and school events. The Windridge student council consists of 25 sixth grade students and Hope Squad consists of 27 fourth, fifth, and sixth graders who are responsible for leading assemblies, managing the school recycling program and welcoming the community during school events. This year both student groups led spirit weeks, red ribbon week, white ribbon week, wellness week and assisted in collecting food for a food drive to support families in need. Students from our functional skills classrooms and regular education classrooms have opportunities to work together, play together and create together. Students of all ages can sign up to visit their peers in the functional skills unit during recess and there is often a waiting list. The Windridge faculty has accepted the challenge to improve on excellence. We strive to provide students the skills they will need to be critical, creative thinkers who can collaborate with other learners and communicate their knowledge and learning to a wide audience. Windridge is home to a state-of-the-art STEM lab and Outdoor Learning Classroom. These amenities include makers spaces, collaboration areas, scientific equipment, 3-D printers, robotics equipment, and technology tools to create engaging and exciting STEM experiences. Windridge is currently working on their five year STEM plan that will focus on cultivating community and industry partners, increase student involvement in the educational process, and increase professional development opportunities for faculty and staff. The Outdoor Learning Classroom will get students outside, thinking in new ways, and engaging in hands-on learning with real-world application. Art has become another focus at Windridge with collaboration from Meet the Masters Program and the Beverly Taylor Sorensen Foundation. Including the arts in the STEAM program will help teachers to integrate the arts into all curriculum across grade levels. Student enrollment at Windridge is declining and is projected to continue

declining over the next five years. This trend will require strategic staffing decisions.

Additional Information

Needs Analysis

Notable Achievements

Outdoor Learning Classroom completed spring of 2022, STEM lab's seventh annual Science Night was planned, Platinum STEM designation rating from the State of Utah, Robotics team placed at various competitions, Social and Emotional Learning was implemented in all classrooms and for staff creating a new culture, 5th and 6th grade classrooms participated in Learning to Breathe Program.

100% of teacher participation in the third year of Comprehensive Math Instruction (CMI), 100% of teacher participation in Schools Cubed paired with 99% of teacher participation in LETRS Professional Development. Online learning and remote learning implemented 100% by all staff members. 100% of teacher participation in Beverly Taylor Sorenson Foundation implementation.

Areas of Recent Improvement

In 2022 MOY Pathways to Progress Benchmark K-6 students were at 67%. Now in 2023 MOY Pathways to Progress Benchmark K-6 students are at 71%. This showing great improvement. Windridge is intentionally working on literacy by working closely with Schools Cubed and the Teaching and Learning Department. Windridge has implemented and research-based Tier three intervention program to target individual student needs. The data is proving to be beneficial.

Areas of Needed Improvement

Although Windridge scores above state and district averages in all areas, math scores are consistently lower than scores in Language Arts and Science. It is anticipated that math scores will improve as we continue utilizing Comprehensive Math Instruction (CMI) training for all teachers. Windridge is one of three lab schools for literacy in Davis School District. This narrows the focus on increasing literacy outcomes.

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')
Academic achievement will improve as outlined in goals 1 and 2 (see below) with the direct teaching and support of Social Emotional Learning skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students and adults will use grit, resiliency, and citizenship through healthy activities to create a positive school climate, demonstrate proficiency in the Social Emotional Learning Competencies, and	Met goal	The Goal Statement above was entered incorrect and should represent the following: Literacy Goal: Eighty percent of students in grades K-3 will show “typical” or higher progress on the

enhance student learning.

1. Literacy Goal:

Eighty percent of students in grades K-3 will show “typical” or higher progress on the end of year Acadience Pathways to Progress report.

Eighty-seven percent of students in grades 4-6 will score at or above benchmark on the end of year Acadience proficiency assessment.

2. Mathematic Instruction Goal:

Eighty percent of students will show proficiency determined by a rubric created by the team during the unit planning process.

Teachers will improve their Mathematic instruction through implementation of CMI pedagogy and strategies.

Every student in every grade level will engage and participate in a comprehensive STEAM learning curriculum.

Academic achievement will improve as outlined in goals 1 and 2 (see below) with the direct teaching and support of Social Emotional Learning skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students and adults will use grit, resiliency, and citizenship through healthy activities to create a positive school climate, demonstrate proficiency in the Social Emotional Learning Competencies, and enhance student learning.

1. Literacy Goal:

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end of year Acadience Pathways to Progress report. Eighty-seven percent of students in grades 4-6 will score at or above benchmark on the end of year Acadience proficiency assessment.

Yes, this goal was met.

Met goal

Teachers finished up year three of CMI Math pedagogy which contributed to the success of this goal. The CMI model directly affected teaching and learning of mathematics for all grade levels. Through the CMI process, teachers selected a learning goal and then planned lessons and activities to achieve this goal.

Met goal

One hundred percent of students in every grade level engaged and participated in a comprehensive STEAM learning curriculum. (Examples: STEM prep, science participation in class, STEAM night for community, VEX Robotics course)

Met goal

Academics were improved and goals achieved as outlined in goals one and two. Wellness week completed for students and teachers helping to create a positive school climate.

285 students given survey:

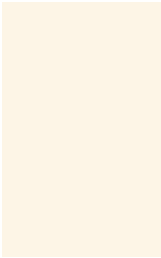
I feel safe at school...

82% Yes/ 17% Sometimes/ one percent No

Eighty-seven percent of students in grades 4-6 will score at or above benchmark on the end of year Acadience proficiency assessment.

2. Mathematic Instruction Goal:

Eighty percent of students will show proficiency determined by a rubric created by the team during the unit planning process.



Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Eighty percent of students in grades K-6 will show “typical” or higher progress on the end of the year Acadience Reading Pathways to Progress.	Progressing according to plan	Students are delivered targeted interventions such as SIPPS based on Acadience progress monitoring and testing. Heggerty and LETRS training is used daily during instruction. Hired trained personnel to aide with academic progress. SEL and incentives used to enhance student accountability towards academic growth. 100% of faculty, PTA, and Community Council have participated in professional development to involve all stakeholders towards the success for all students.
Increase math proficiency on each grade level by 10% (8 students each grade level).	Progressing according to plan	Math Interventions have been identified through targeted diagnostic tools on each grade level. Interventions by tutors are provided during dedicated intervention time for all grade levels. Teachers continue to incorporate CMI (Comprehensive Math Instruction) pedagogy and strategies during math instruction. Trained math interventionists use Acadience Math to improve instruction and targeted interventions.
Every student in every grade level will engage and participate in a comprehensive Science, Technology, Engineering, Arts, and Math (STEAM) learning curriculum.	Progressing according to plan	One hundred percent of teachers engage in SEEdS (Science and Engineering Education) storyline science modules. Students in grades 4-6 have participated in the VEX IQ course. 17-Sustainable Development Goals have been completed by all grade levels. Meet the Master Art Program has been enhanced by the BTS Foundation which every student benefits from. Admin and staff continue efforts in strengthening the Platinum STEM (Science, Technology, Engineering and Math) Designation status.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 11,403.94
B - Allocated new funds for Current Year SY22-23	\$ 70,824.62

C - Total Budget for Current Year SY22-23	\$ 82,228.56
D - Projected spending during Current Year SY22-23	\$ 74,228.56
E - Expected carryover from Current Year SY22-23	\$ 8,000.00
F - Projected new funding for Next Year SY23-24	\$ 75,377.28
G - Total projected funding for Next Year SY23-24	\$ 83,377.28

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Literacy
<i>Goal Statement</i>	Students will increase their proficiency by three percent from beginning of year to middle of year on Acadience Reading Benchmark.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	<ol style="list-style-type: none"> 1. Acadience Benchmark Assessments 2. Acadience Progress Monitoring 3. Classroom reading data 4. Progress in SIPPS program (small group Tier III reading intervention)
<i>Action Plan (please number steps)</i>	<ul style="list-style-type: none"> • Admin <ol style="list-style-type: none"> 1. Observe Tier I and small group literacy instruction. 2. Provide feedback to teachers on their Tier I literacy instruction. 3. Provide professional development relative to Tier I instructional needs. 4. Provide paraprofessionals to support small group learning opportunities for students. 5. Share information to stakeholders about school efforts towards improvement and system changes with Schools Cubed paid by Land Trust Funds. Windridge is one of three lab schools working with the Teaching and Learning Department to make necessary changes in literacy and growth for all students. (LAND TRUST FUNDS) 6. Write and disperse a weekly newsletter and consistent changes to webpage detailing the school's plan regarding the action items listed above to stakeholders. Development and distribution of digital tools for at home use will be paid for through Land Trust Funds. (LAND TRUST FUNDS)

- Teachers
 1. Provide Tier I literacy instruction following the DSD framework and routines.
 2. Progress Monitor students in Acadience Reading at recommended intervals.
 3. Participate in data meetings to discuss teaching practices and learning outcomes.
 4. Intentionally plan for small group instruction.
 5. Deliver Tier III, evidence-based interventions by classroom teacher and hired reading tutors for literacy. These tutors will be paid from Land Trust Funds. (SIPPS and Sound Partners) (LAND TRUST FUNDS)
 6. Share information to stakeholders about school efforts towards improvement and system changes with Schools Cubed paid by Land Trust Funds as well as use text and materials recommended by Schools Cubed. Windridge is one of three lab schools working with the Teaching and Learning Department to make necessary changes in literacy and growth for all students. (LAND TRUST FUNDS)
 7. Participate in professional development relative to Schools Cubed and LETRS training.
- Students
 1. Read at home 20 minutes per night. (Increased time for upper grades)
 2. Work hard in class to increase reading fluency and accuracy.
 3. Participate in all literacy learning activities.

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

#PD|#TeacherLeaders|#PCBL|

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|

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 - \$61,369.72

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Teacher #5: Reading Tutor Salaries	\$ 47,869.72

LAND Trust Academic	Online Curriculum or Subscriptions	Admin #6: Development and distribution of digital tools for at home use	\$ 3,500.00
LAND Trust Academic	General Supplies, Other	Admin #5 & Teacher #6: Schools Cubed	\$ 10,000.00

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

<i>Goal Short Title</i>	Mathematics
<i>Goal Statement</i>	Students will increase their math proficiency by three percent on a beginning of year benchmark to middle of year benchmark.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	<ol style="list-style-type: none"> 1. Acadience Proficiency Assessments K-3 2. Acadience Progress Monitoring K-3 3. Grade level digital tool diagnostics 4-6
<i>Action Plan (please number steps)</i>	<ul style="list-style-type: none"> • Admin <ol style="list-style-type: none"> 1. Observe Tier I and small group math instruction. 2. Provide feedback to teachers on their Tier I instruction. 3. Provide professional development relative to Tier I instructional needs. 4. Provide paraprofessionals to support small group learning opportunities for students. 5. Provide other need to support teacher and students learning. • Teachers <ol style="list-style-type: none"> 1. Give RISE Benchmark, Interim tests, and grade level digital assessment tools according to school created testing schedule. This will also include purchasing grade level digital tools with Land Trust Funds for all students to grow and develop their mathematic skills. (LAND TRUST FUNDS) 2. Review RISE data and classroom assessment data.

3. Participate in PLC meetings and leadership roles. Professional Development for teachers in this area will be paid by using Land Trust Funds. (LAND TRUST FUNDS)
4. Provide multiple learning opportunities for students throughout the day/week utilizing grade level math curriculum purchased with Land Trust Funds. (LAND TRUST FUNDS)
 - Students
 1. Actively participate in daily learning activities.
 2. Ask for support when needed.

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

#PD|#PCBL|#TeacherLeaders|

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|

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 - \$20,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Online Curriculum or Subscriptions	Teacher #1: Grade level digital tools	\$ 10,000.00
LAND Trust Academic	General Supplies, Other	Teacher #4: Grade level new math curriculum	\$ 4,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	Teacher #3: PLC Subs	\$ 6,000.00

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
Literacy	LAND Trust Academic	Salaries & Benefits	Teacher #5: Reading Tutor Salaries	\$47,869.72
Literacy	LAND Trust Academic	Online Curriculum or Subscriptions	Admin #6: Development and distribution of digital tools for at home use	\$3,500.00
Literacy	LAND Trust Academic	General Supplies, Other	Admin #5 & Teacher #6: Schools Cubed	\$10,000.00
Mathematics	LAND Trust Academic	Online Curriculum or Subscriptions	Teacher #1: Grade level digital tools	\$10,000.00
Mathematics	LAND Trust Academic	General Supplies, Other	Teacher #4: Grade level new math curriculum	\$4,000.00
Mathematics	LAND Trust Academic	Online Curriculum or Subscriptions	Teacher #3: PLC Subs	\$6,000.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 75,377.28
G - Total projected funding for Next Year SY23-24	\$ 83,377.28
H - Total planned expenditures for Next Year SY23-24	\$ 81,369.72
I - Planned carryover into the Following Year SY25-26	\$ 2,007.56
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 existing goals.
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	03/08/2023
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Number who approved	13
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Number who did not approve	0
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Number who were absent or abstained	0
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