



Teacher Student Success Plan LAND Trust Goals only

Reading Elementary - SY 2024

Principal Roger King

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 Reading Elementary is to promote the mission of learning first for all. To accomplish our purpose, we are committed to teaching grade-level Davis Essential Skills and Knowledge (DESK) standards to mastery holding high expectations of teachers and students providing a welcoming and safe environment for all students, teachers and stakeholders partnering with our community to provide excellent educational opportunities for all students.

Description of the School

Community

Lucile C. Reading Elementary is located at 360 West 2025 North in Centerville, Utah. Our school is in a residential area below the mountains of Davis County. Salt Lake City is approximately 15 minutes south of our school, while Ogden lies about 25 minutes to the north. We serve students from both Centerville and Farmington. All students live within walking distance of the school. We are a traditional neighborhood school in a caring community. We are blessed to have the support of wonderful parents.

Student Body

L.C. Reading Elementary has a student body of 445 children. We serve students in kindergarten through grade six. Approximately 11.4% of our students are economically disadvantaged and another 12.5% of students are eligible for special education services. About 89% of the children at Reading identify as Caucasian. Among the remaining students, we have minority representation that includes American Indian, Asian, African American, Hispanic, Pacific Islander

and Multiple Races. We do not currently have any students from migrant families.

Staff

Lucile C. Reading Elementary has a full-time principal working alongside a part-time administrative intern. We have 16 certified teachers in K-6 general education classrooms. Two special education teachers provide services to eligible students. One works with children classified with mild/moderate disabilities, and the other serves those with moderate/severe disabilities in a K-2 Academic Social Communication (ASC) classroom. Related services are provided by a full-time speech-language pathologist and part-time remote school psychologist. Itinerant services such as adapted PE, occupational therapy, vision services, hearing services, nursing services and physical therapy are provided to eligible students by specialists shared between schools throughout the district. L.C. Reading has one full-time librarian and five part-time classified specialists teaching Art, Music, Computer Science, Engineering and Physical Education. We have a part-time Literacy Coach and a part-time guidance counselor. We employ 12 teacher assistants in a variety of roles. Part-time literacy tutors work with lower grade classrooms and part-time math tutors work with those in the upper grades. A part-time employee organizes the Student Tutoring Achievement Reading (STAR) tutor program. We have a health clerk trained to help our students with diabetes and address other medical needs. Our special education classrooms have four part-time teacher assistants working with children on IEP goals, behavior and other individualized needs. A part-time Davis Enhanced Education Programs (DEEP) teacher assistant provides learning and extension opportunities to our gifted and talented students. We have a part-time Family Service Worker. Our main office is managed by three part-time secretaries and one full-time office manager. Four part-time employees provide supervision in the lunchroom and during recesses. Our school building and grounds are maintained by one full-time facility manager and three part-time custodians, while the cafeteria is run by a full-time manager working with two part-time cooks.

School Culture

L.C. Reading Elementary is located in a middle class community that is very family-oriented. There is a high percentage of volunteerism and parental involvement at Reading. Our Parent Teacher Association has a strong and active presence in the school. The majority of parents place a high priority on education and are passionate about meeting the emotional and learning needs of their children in partnership with the school. Families moving into our school boundaries often express Reading's reputation of providing quality instruction and a positive educational environment were influential in their decision to enroll here. We strive to develop the whole child by providing a variety of enrichment activities in the areas of art, music, drama and STEM (Science, Technology, Engineering and Math).

Unique Features & Challenges

Over the past seven years, Reading Elementary's enrollment has been in decline due to the aging population of our surrounding neighborhoods and the addition of nearby Ascent Academy, a charter school in Farmington. We lose some students each year to the Chinese immersion program at Stewart Elementary and the Spectrum program at Centerville Elementary. Over time, our upper grade classes of 80-90 students have been replaced by incoming Kindergarten groups of 50 students each year. This presents challenges in staffing as we strive to maintain reasonable class sizes without resorting to split-grade classrooms or funnels. Like any school, we strive to meet the unique learning needs of students with a wide-range of challenges and abilities. We acknowledge our role in helping Davis District overcome challenges of racism and discrimination, and support efforts to help each and every student feel safe while in our care. Continued support and training from the newly formed Office of Equal Opportunity improves our response to student needs and concerns. Overall, Lucile C. Reading is an excellent elementary school.

Additional Information

We strive to help students deepen understanding of core concepts and make stronger connections to the world around them. Sixth grade students learn to play instruments as part of our school orchestra program, with instruction provided by the junior high band teacher. Our student council members meet weekly. Some of their duties include weekly

announcements over the intercom and organizing service-learning opportunities several times each year. Sixth grade students graduate from the Drug Abuse Resistance Education (DARE) with the support of Centerville Police Department. An important school tradition at Reading is our school musical. PTA volunteers offer 3rd-6th grade students an opportunity to perform. This year we were pleased to present "Newsie's Junior" during March of 2023. Reading Elementary parents and staff consistently look for ways to enhance student learning through enrichment opportunities.

Needs Analysis

Notable Achievements

During the 2022-23 school year, Reading focused on the theme "Better Together". Our student council has organized a series of service-learning project this year. In September we collected books to be donated. In October we had a custodial appreciation effort. In December we collected hats and gloves on our "Warming Tree". These items were then donated to Lantern House, in Ogden Utah. In February we will be volunteering at the Food Pantry. Students received awards at the school, district, region and state levels of the Reflections arts contest sponsored by the Utah PTA. All students at Reading Elementary receive weekly instruction in Computer Science (including Coding) and Engineering. All students at Reading received licenses through the Utah STEM Action Center for a personalized learning program called ST Math.

Areas of Recent Improvement

2022 RISE data shows Reading Elementary students exceeded proficiency scores of their peers districtwide and statewide across all tested areas. READING ELEMENTARY ELA = 62% Math = 65% Science = 72% DAVIS ELA = 48% Math = 48% Science = 51% UTAH ELA = 44% Math = 41% Science = 44%. Acadience Reading composite scores for K -3 showed an increase of six percent of students at/above proficiency from BOY (75%) to MOY (81%). An area that was focused on last year was increasing the growth of students in the lowest 25%. In the 20-21 school year the lowest 25% showed growth of 58.8% compared to the growth of 82.4% in the 21-22 school year. The state and district average for growth of the lowest 25% is between 61% and 62%.

Areas of Needed Improvement

K-6 Acadience reading scores from BOY to MOY showed increased proficiency in all grade levels except 4th grade who went down six percent and 5th grade who went down by one percent. Kindergarten Acadience math scores from BOY to MOY remained stagnant. At the mid-year point, only 13 of 21 classes were on track to complete ST Math syllabi. While proficiency scores at Reading Elementary have traditionally been high, our growth scores have consistently been concerning. We've worked together to improve in this area over the past six years, but with changes in testing systems, core curriculum and cancellation of testing due to COVID, we have not had data to provide answers for three years. End of year data for 2022 should give us answers on whether efforts to increase growth scores at Reading have been successful. SEL Climate Surveys show a 13% decline in 2022 in the number of students who have a trusted adult at school they can turn to for help with a problem. This number was 92% on the 2021 survey and 79% on the 2022 survey.

Prior Year Status Report

Report progress on PRIOR YEAR 2022 Composite School Plan

	Progress	
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Goal description	toward goal	Comments (required if 'Did not meet goal')
<p>Students in 3rd-6th grades will outperform district and state peers in both proficiency and growth on RISE mathematics testing at the end of the school year as measured by our Utah School Report Card or other available accountability reports.</p>	Met goal	<p>Sixty-five percent of Reading students grades 3-6 were proficient on RISE Math. The district and state were both at 48%.</p> <p>Reading students had a 57 MGP compared to the districts 51 MGP. A state MGP could not be found.</p>
<p>Students in 4th-6th grades will outperform district and state peers in both proficiency and growth on RISE science assessments at the end of the school year as measured by our Utah School Report Card or other available accountability reports.</p>	Met goal	<p>Seventy-two percent of Reading students grades 4-6 were proficient on RISE Science. The district was at 52% and state was at 48%.</p> <p>Reading students had a 79 MGP on science compared to the districts 49 MGP. A state MGP could not be found.</p>
<p>A minimum of 70% of our students will make typical, above typical or well-above typical progress as measured by Acadience Pathways of Progress reporting tools.</p>	Met goal	<p>Seventy-two percent of Reading students achieved typical or above growth as measured by Acadience Reading Pathways of Progress.</p>
<p>Children in all grade levels will increase a collective sense of belonging and learn new skills to control their feelings as measured by a 5% increase on items 11 and 13 of the Climate Survey for Students.</p>	Did not meet goal	<p>Question numbers changed from the prior year as did the format for answering. Comparing the strongly agree plus the agree against the yes responses the school increased by four percent on the controlling feelings and decreased by four percent on the belonging question. Because of the difference in the answering format actual change in student feels/perception is not clear. We will be implementing an SEL program, Move This World, to provide common language and skills to address controlling feelings. Continued work with our councilor to promote belonging during classroom lessons will occur.</p> <p><u>2021</u></p> <p>11. At my school I feel included and like I belong: Strongly disagree - two percent, Strongly Agree - 41%, Agree - 43%, Disagree - four percent, and Don't Know - nine percent. This seems to equate to 84% of students who feel like they belong, six percent feeling like they do not belong and 9% not knowing.</p> <p>13 When I am upset, I use skills (e.g., brain breaks, mindfulness, stretching, deep breathing, etc) to control my feelings: Strongly disagree - three percent, Strongly Agree - 31%, Agree - 43%, Disagree - six percent, and Not Sure - 16%. This seems to equate to</p>

74% of students who feel like they belong, six percent feeling like they do not belong and 16% not sure.

2022

12. At my school I feel included and like I belong: Yes - 80%, No - six percent, Not Sure - 14%

14. When I am upset, I can control my feelings: Yes - 78%, No - nine percent, Not Sure - 13%

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
Reading Elementary students will outperform district and state averages on RISE mathematics testing at the end of the 2022-23 school year for both achievement and growth.	Progressing according to plan	ST Math licenses have been provided for all students and currently the school is at about 34% complete on the ST Math syllabi. Common Formative Assessments are being implemented sporadically. Teacher assistants have been hired to support interventions.
Reading Elementary students will outperform district and state averages on RISE science testing at the end of the 2022-23 school year for both achievement and growth.	Progressing according to plan	Instruction in STEM areas is being provided. Engineering is Elementary and Engineering Adventures curriculum is being provided weekly. Twenty-five percent of the teachers decided to accept the invitation to refine their CANVAS pages.
Reading Elementary students will outperform district and state averages on RISE English Language Arts testing at the end of the 2022-23 school year for both achievement and growth.	Progressing according to plan	Reading students are participating in Acadience assessments and have increased their composite score from 77% at BOY to 79% at MOY. Teachers are identifying and providing individual plans for students low in the area of ELA. The STAR tutoring program is up and functioning. Teachers are completing the LETRS courses and receiving support from our Literacy Coach. Davis Collaborative Teams have not been fully functional as we move towards improved Professional Learning Communities, we are hoping to see a shift.
Additionally, Reading Elementary students will outperform district and state averages at the end of the 2022-23 school year for Early Literacy measures including reading on grade level and making typical or better progress.		

Increase by 10% the number of students who have a trusted adult at school they can turn to for help with a problem.

Not progressing according to plan

The District SEL Toolkit has been made available to teachers. There is minimal evidence of a school wide use of morning meetings. Restorative practices has not been a focus on a classroom level.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 8,528.01
B - Allocated new funds for Current Year SY22-23	\$ 61,042.22
C - Total Budget for Current Year SY22-23	\$ 69,570.23
D - Projected spending during Current Year SY22-23	\$ 61,707.00
E - Expected carryover from Current Year SY22-23	\$ 7,863.23
F - Projected new funding for Next Year SY23-24	\$ 61,546.59
G - Total projected funding for Next Year SY23-24	\$ 69,409.82

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	English Language Arts Goal
<i>Goal Statement</i>	At Reading Elementary 89% of the students K-6 will be at or above proficiency on reading as measured by the composite score on the EOY Acadience assessment.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Progress towards 89% of the students reading at or above proficiency will be measured using Acadience MOY, BOY, and EOY results.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Teacher Assistants will receive professional development in SIPPS, Acadience, Heggerty, Sound Partners. 2. Teacher Assistants trained in SIPPS will provide small group Tier III instruction four to five days a week to students in grade 2-6 who are red or yellow on the Accuracy in Acadience. (LAND TRUST FUNDS) 3. Teacher Assistants trained in Sound Partners will provide small group intervention

- for student in grade 1.5 – 2 whose accuracy score on Acadience is in the red or yellow level. (LAND TRUST FUNDS)
4. Teachers will follow the progress monitoring schedule for all students.
 5. Students will receive additional reading supports using dyad reading, SIPPS, and Sound Partners through tutors enlisted in the schools STAR reading program. (LAND TRUST FUNDS)
 6. Substitutes will be made available for teachers to attend professional development or to observe best practices.
 7. Staff members will attend the PLC institute for professional development and guidance in the establishment of functioning professional learning communities at Reading Elementary.
 8. Substitutes will be provided to conduct DATA dives and PLC work necessary to identify students needing support and promote best teaching practices.
 9. Technology to support implementation of reading intervention, assessment, and/or monitoring will be purchased.

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

#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|

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 - \$52,929.50

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#5 STAR Tutoring program coordinator	\$ 9,410.00
LAND Trust Academic	Salaries & Benefits	#2 & #3 ELA Teacher Assistants for SIPPS and Sound Partner Intervention	\$ 43,519.50

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>	Math Goal
<i>Goal Statement</i>	At Reading Elementary less than 20% of the students K-3 will be identified as at-risk on math as measured by the composite score on the EOY Acadience math screener. At Reading Elementary 80% of students 4 - 6 will be proficient on the RISE Math assessment for the 2023 -2024 school year.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Progress towards the goal of less than 20% of the students k -3 being at risk as measure by using Acadience Math MOY, BOY, and EOY results. We will also use results found on the DATA Gateway for RISE scores to determine if 4-6 grade met the goal.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none">1. Substitutes will be made available for teachers to attend professional development or to observe best practices.2. Staff members will attend the PLC institute for professional development and guidance in the establishment of functioning professional learning communities at Reading Elementary.3. Substitutes will be provided to conduct DATA dives and PLC work necessary to identify students needing support and promote best teaching practices.4. Limited Teacher Assistant time will be provided to support students who are struggling with math skills. (LAND TRUST FUNDS)5. ST Math and iReady adaptive math software will be purchased to supplement student learning and provide opportunities for teachers to work in small groups with students.6. Technology to support implementation of math intervention, assessment, and/or monitoring will be purchased.
<i>This goal can be categorized as... (choose all that apply)</i>	#CollegeCareerReady
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement
<i>If you selected 'School Identified Area', please describe</i>	
<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 - \$14,506.25

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#4 Math TA support	\$ 14,506.25

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

Goal Short Title

STEM Growth and Achievement Goal

Goal Statement

Reading Elementary students will outperform district and state averages on RISE science testing at the end of the 2023-24 school year for both achievement and growth.

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

Measures

The 2022-23 Utah School Report Card publicly available on USBE's Data Gateway will show Science measures comparing Reading Elementary School's averages to those of Davis School District and the state of Utah. Success will be determined by our students' comparative scores for both achievement and growth in the area of science.

Action Plan (please number steps)

1. Upper grade students will complete science RISE benchmark assessments. Teachers will analyze this benchmark data during PLCs will determine appropriate interventions for struggling students.
2. Enrichment opportunities in science, technology and engineering will be provided by our DEEP teacher assistant. The DEEP teacher will be compensated for five additional hours per week to provide science enrichment and support programs such as the STEM Olympiad.
3. All students will learn computer science skills and coding techniques in weekly lessons provided by our computer specialist.
4. Mystery Science will be purchased to support the STEM class.
5. Technology to support implementation of STEM activities.
6. Substitutes will be made available for teachers to attend professional development or to

observe best practices.

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

#CollegeCareerReady|

District Strategic Plan Area(s)

Student Growth & Achievement|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Science|Technology|

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 - \$0.00

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
English Language Arts Goal	LAND Trust Academic	Salaries & Benefits	#5 STAR Tutoring program coordinator	\$9,410.00
English Language Arts Goal	LAND Trust Academic	Salaries & Benefits	#2 & #3 ELA Teacher Assistants for SIPPS and Sound Partner Intervention	\$43,519.50
Math Goal	LAND Trust Academic	Salaries & Benefits	#4 Math TA support	\$14,506.25

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 61,546.59
G - Total projected funding for Next Year SY23-24	\$ 69,409.82
H - Total planned expenditures for Next Year SY23-24	\$ 67,435.75
I - Planned carryover into the Following Year SY25-26	\$ 1,974.07
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Additional or unused funds will first be used to enhance existing goals. Any remaining funds will then be allocated for: technology purchases to support students and teachers increased hours for teacher assistants and/or hiring additional assistants, books for the media center, additional hours for a part-time employee to track chronic absenteeism, and incentive increases in punctuality and attendance additional software purchases for math screeners and interventions such as Acadience Math.
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	03/29/2023
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	3