



Teacher Student Success Plan LAND Trust Goals only

Sand Springs Elementary - SY 2024

Principal Kimberly Johnston

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 Sand Springs Elementary is to: Advance the educational experience of students through 21st Century learning. Provide students with rich learning experiences that meet them at their current level and help them to advance. A diverse group of educators and support staff support student success through research based instructional strategies and interventions. Teachers use the DESK Standards along with Priority Skills to plan and assess student growth and achievement through the PLC process. Programs such as iReady Math, Lexia and others allow students to learn at their own pace and advance as they master concepts. Teachers provide students with knowledge and skills to handle difficult life experiences by utilizing the SEL curriculum Sanford Harmony. Teachers and school counselor will teach the lessons from the program along with daily practices of Meet Up and Buddy Up. Mindfulness strategies are taught and practiced school wide along with the Learning to Breathe program in 6th grade. Teaching and practicing a Growth Mindset allows students to realize that mistakes are opportunities to improve. All faculty and staff are trained in using Restorative Practices, Trauma Informed Responses, and Affirmative Statements. Collaborative efforts of educators, administrators, parents and other community members provide a clear direction that with perseverance, stamina and hard work, students can accomplish goals that will help them become effective members of society.

Description of the School

Community

Sand Springs is located in West Layton which is primarily a residential community with some farmland still remaining. This area has experienced tremendous growth in the last ten years with much of the surrounding land being sold to builders for homes. Sand Springs was previously a year round school but transitioned to a traditional schedule in 2020. The majority of our students live in Layton or Clearfield, with the exception of some in the Spanish Immersion Program who come from Syracuse and Clearfield. Parent involvement from our community is high. Parents willingly volunteer

time and supplies as they support their students in their academic and social interaction at school and home.

Student Body

Sand Springs has approximately 760 students in grades K-6. Half of that number are enrolled in the Spanish Immersion Program. The Spanish Immersion Program begins in Kindergarten and goes through 6th Grade. We also have two ASC Classrooms one for 3rd and 4th grade and one for 5th and 6th grade students. The demographics of our student body are two percent Asian 1.5% African American or Black 10.1% Hispanic/Latino 3.7% Multiple Races 82.7% White and 11.7.1% Economically Disadvantaged.

Staff

Sand Springs has a staff made up of: Principal, Administrative Intern, 1 Office Manager, 1 Office Assistant, 31 Highly Qualified Classroom Teachers, 1 Full-Time School Counselor, School Psychologist, Speech Pathologist, Occupational Therapist, 1.5 Sp. Ed. Teachers Resource, 2 Sp. Ed. Teachers ASC Classroom, a Literacy Coach, a Math Coach, 1 School Technology Specialist, 1 SEM Teacher, 5 Sp. Ed. Teacher Assistants, 5 Reading Intervention Teacher Assistants, 3 Math Intervention Teacher Assistants, 6 Classroom Teacher Assistants, 5 Prep Time Specialists, 4 Playground Supervisors, 1 School Nurse, 1 Health Clerk, 1 Kitchen Manager, 2 Cooks, 1 Lunchroom Supervisor, 1 Facilities Manager, 1 General Custodian. 3 Part-time Custodians. We have a large staff of teachers, custodians, para-educators and administrators who work together across grade levels to communicate needs, understand student progressions, support professional growth and relationships, and create a positive learning environment to help students reach their potential.

School Culture

Sand Springs is a Dual Language Immersion School that offers Spanish Immersion in grades K-6. Sand Springs offers a school Choir, Multi-Cultural Club, MESA Club, VEX Robotics, Lego League, and Mindstorms. We are also a Project Lead the Way School that focuses on project-based learning. Sand Springs Elementary has a welcoming environment that focuses on kindness, mindfulness, and growth mindset. Sand Springs has a highly qualified staff that is focused on individual student growth and achievement as well as social and emotional development. Sand Springs is committed to promoting the teaching profession by offering student teachers and administrative interns opportunities to begin and further their careers. The faculty and staff are united in their goals and objectives to create a positive environment to meet the needs of all Sand Springs Elementary students.

Unique Features & Challenges

Sand Springs has experienced challenges over the years from rapid growth in the community. It was a year round school until 2020 when it transitioned to a traditional schedule. We faced another challenge as a new school was built and our boundaries were readjusted. These events brought changes to faculty, enrollment, and adjusting to a traditional schedule. One of the unique features of Sand Springs is its Spanish Immersion Program in grades K-6. Sand Springs had the unique opportunity to pilot the dual-immersion program, now in its 18th year. Another unique feature is STEM integration in K-6 classrooms using the Project Lead the Way (PLTW) model. Afterschool programs in both the Arts and STEM, and competitive teams in both Mind Storms and VEX provide all students with a STEM focused education.

Additional Information

Needs Analysis

Notable Achievements

Sand Springs has consistently shown high scores on the Dual Language Immersion assessment AAPPL. Eighty-two percent of 6th Grade students are at or above grade level in reading Spanish 88% of 3rd Grade students are at or above grade level in speaking Spanish 94% of 4th Grade students are at or above grade level in Reading Spanish 87% of 5th Grade students are at or above grade level in Speaking Spanish. Seventy four percent of K-6 students scored at or above benchmark on MOY Acadience assessment. The 5th grade team at Sand Springs was awarded the 2018 Outstanding Elementary Department Award for Science in the state of Utah. Highly ranked in the state in AAPPL Testing (Spanish Language Testing). Most tenured Spanish Immersion School in Davis School District. a 6th Grade teacher, Ms. Melinda Lewis was awarded the MVE Most Valuable Educator Award by the Utah Jazz and Instructure this year.

Areas of Recent Improvement

90.7% of Kindergarten students showed typical or above progress on 2022 Acadience MOY compared to 88.6% in 2021. 65.9% of 1st grade students showed typical or above progress on 2022 Acadience MOY compared to 65.2% in 2021. Sand Springs ran an in-person Summer School to maintain learning in the area of Math for students K-5 during the summer of 2021. Sand Springs Kindergarten teachers provided in-person instruction in the areas of literacy and math during summer school. Sand Springs is currently a 1:1 school where every students has access to their own device. Sand Springs teachers have created and maintain active Canvas pages where students access and submit work. Sand Springs has focused on providing students targeted Tier 2 and Tier 3 interventions in reading to increase reading fluency and accuracy. Sand Springs has implemented SEL curriculum and is focusing on the five CASEL Competencies.

Areas of Needed Improvement

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')
<p>In the area of Science, student proficiency will increase by 5% as follows:</p> <ul style="list-style-type: none">4th Grade will increase from 40.85% to 45.85% proficient5th Grade will increase from 70.37% to 75.37% proficient6th Grade will increase from 67.30% to 72.30% proficient	Did not meet goal	<p>4th Grade Science 47% proficiency - district average 47%.</p> <p>5th Grade Science 58% proficiency - district average 50%.</p> <p>6th Grade Science 59% proficiency - district average</p>

In the area of Math, students in grades 4-6 will show an increase in Median Growth Percentile (MGP) by 5 points.

- 4th Grade will increase MGP in Math from 42 - 47
- 5th Grade will increase MGP in Math from 46 - 51
- 6th Grade will increase MGP in Math from 40 - 45

We expect student centered Social Emotional Learning (SEL) goals to support learning and measurable learner academic proficiency and growth as outlined in goals number 1 and 2 (referenced below) by implementing Social Emotional

58%.

Teachers were limited on what types of science experiments they could do, what tasks they could assign students due to masks, COVID protocol, etc.

Did not meet goal

Students in grades 1-3 showed a decrease of 2.21% on Acadience Math BOY to MOY assessment.

- 1st Grade 72% at or above at MOY
- 2nd Grade 68% at or above at MOY
- 3rd Grade 48% at or above at MOY

Students were still overcoming learning losses from COVID.

Math Interventionists helped with students increasing skills and showing growth.

Did not meet goal

Seventy-four percent of K-3 grade students

Learning strategies using the five CASEL SEL competencies (Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness) indicators, and strategies along with Sustainable Development Goals.

1) English-Language Arts Goal: Increase the percent of students in grades K-3 making typical or above progress on 2022 Acadience MOY benchmark from 71% to 74%.

2) Mathematics Growth Goal: In the area of Math, students in grades 4-6 will show an increase in Median Growth Percentile (MGP) by 5 points.

- 4th Grade will increase MGP in Math from 42 - 47
- 5th Grade will increase MGP in Math from 46 - 51
- 6th Grade will increase MGP in Math from 40 - 45

Increase the percent of students in grades K-3 making typical or above progress on 2022 Acadience MOY benchmark from 71% to 74%.

were showing typical or above progress at MOY (Middle Of Year).

4th Grade MGP in Math 39 Did not meet Goal.

5th Grade MGP in Math 60 Exceeded Goal.

6th Grade MGP in Math 61 Exceeded Goal.

Students were still overcoming learning losses from COVID.

Math Interventionists helped with students increasing skills and showing growth.

Did not meet goal

Sixty-eight percent of students grades K-3 made typical or above progress from BOY to MOY on Acadience Pathways.

K MOY 91% showed typical or above progress EOY only 83% showed typical or above progress decrease if eight percent.

1 MOY 67%

showed typical or above progress EOY only 62% showed typical or above progress decrease of five percent.

2 MOY 53% showed typical or above progress EOY 71% showed typical or above progress increase of 18%.

3 MOY 56% showed typical or above progress EOY 59% showed typical or above progress increase of three percent.

We were still recouping learning losses due to the effects of COVID.

Reading Interventionists working with specific students made a big impact on student growth and proficiency.

Current Year Progress Report

Report progress on CURRENT YEAR 2023 Composite School Plan

Progress

Goal description	toward goal	Comments
<p>Increase the percent of students in grades K-3 making typical or above progress on 2023 Acadience MOY benchmark Pathways to Progress from 65% to 68%.</p>	<p>Not progressing according to plan</p>	<p>At MOY 72% of K-3 students were at typical or above progress on Acadience Pathways.</p> <p>K - 89%</p> <p>1- 67%</p> <p>2 - 65%</p> <p>3 - 67%</p>
<p>Students in grades K-3 will show at least a three percent increase in proficiency on Acadience Math from Beginning of Year (BOY) to Middle of Year (MOY).</p>	<p>Progressing according to plan</p>	<p>At MOY students in grades 1-3 showed a 2.21% decline. We are hopeful that EOY (end of year) will show at least a one percent growth.</p>
<p>In the area of Science, student proficiency will increase by three to five percent as follows:</p> <p>4th Grade will increase from 45% to 50% proficient.</p> <p>5th Grade will increase from 75% to 78% proficient.</p> <p>6th Grade will increase from 72% to 75% proficient.</p>	<p>Progressing according to plan</p>	<ul style="list-style-type: none"> • PLTW License purchased. • VEX Robotics ran as an after-school club VEX tournaments. • Lego League ran as an after-school club Lego Mindstorm Competition. • Mystery Science license purchased.
<p>We expect student centered Social Emotional Learning (SEL) goals to support learning and measurable learner academic proficiency and growth as outlined in goals number 1 and 2 (referenced below) by implementing Social Emotional Learning strategies using the five Collaborative, Academic, social, and Emotional Learning (CASEL), SEL competencies (Self-Awareness, Self-</p>	<p>Progressing according to plan</p>	<ul style="list-style-type: none"> • SEL Curriculum being taught. • Mindfulness being used

Management, Responsible Decision-Making, Relationship Skills, and Social Awareness) indicators, and strategies along with Sustainable Development Goals.

1) English-Language Arts Goal: Increase the percent of students in grades K-3 making typical or above progress on 2022 Acadience MOY benchmark from 65% to 68%.

2) Mathematics Growth Goal: In the area of Math, students in grades K-3 will show at least a 3% increase in proficiency on Acadience Math from BOY to MOY.

- throughout the school.
- Jr. Hope Squad active part of school.
- Multi-Cultural Club was organized and bimonthly meetings were held.
- Student Council 4S was an active part of the school.
- SWIS license was purchased and used to track behavior. Data analyzed by MTSS Team.
- SEL Aide was hired but left and we were unable to hire another for a period of time.

LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 32,674.34
B - Allocated new funds for Current Year SY22-23	\$ 98,215.36
C - Total Budget for Current Year SY22-23	\$ 130,889.70
D - Projected spending during Current Year SY22-23	\$ 115,640.03

E - Expected carryover from Current Year SY22-23	\$ 15,249.67
F - Projected new funding for Next Year SY23-24	\$ 106,081.43
G - Total projected funding for Next Year SY23-24	\$ 121,331.10

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Literacy
<i>Goal Statement</i>	Increase the percentage of students Grades K-3 who are proficient (at or above benchmark) at MOY (middle of year) from 74% to 77%.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Benchmark BOY (beginning of year) and Acadience Benchmark MOY (middle of year).
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. All K-6 students will be assessed using Acadience BOY and MOY Benchmark assessments. Reading Interventionists and classroom teachers will administer assessments. 2. Five Reading Interventionists' salaries will be paid for to support this goal. (LAND TRUST FUNDS) 3. Students scoring Below Benchmark and Well-Below Benchmark will receive further drill down using District Drill Down protocol along with the PAST assessment to determine areas of need. 4. Students will be grouped based on specific skill and area of need. Students will receive targeted, Tier II intervention from Reading Interventionists under the direction of the school Literacy Coach. Interventionists will use district summer school model (Heggerty, Language Essentials for Teachers of Reading & Spelling (LETRS), etc.) interventions, and SPIRE Tier three Interventions. 5. Literacy Coach will train Interventionists in Heggerty, LETRS, District Phonics Routine, use of Sound Walls, and Specialized Program Individualizing Reading Excellence (SPIRE) practices, etc. 6. Students will receive intervention M-Th with Fridays being used to progress monitor and assess student growth. Reading Interventionists will be paid additional hours for Fridays. 7. Classroom teachers will implement LETRS training, and explicit instruction in their

daily Lang. Arts Literacy instruction. Decodable Readers will be purchased to be used for repeated exposure for students in the classroom.

8. Literacy Coach will facilitate data dives with each grade level three times a year using Acadience Reading data and. Subs will be paid so teachers can attend half-day data dives. LAND Trust will be used to pay for subs. (LAND TRUST FUNDS)

9. Students will receive the appropriate amount of literacy instruction based on the SOR (Science of Reading) and their grade level. This applies to Tier I, Tier II, and Tier III instruction. A Master schedule will be created to facilitate this.

10. Sand Springs will host Summer School and invite specific students who are below and well-below benchmark to attend. Summer School teachers will be paid a stipend of \$4,000.00 for working. Goal is for students to maintain growth achieved during the school year and continue to show progress through the summer. Prevention of learning loss over the summer.

11. An extra contract day will be paid to teachers to facilitate professional development and preparation for the year.

12. Literacy Leadership Team will be paid a stipend of \$1,000.00 each. Literacy Leadership Team works with Schools Cubed to help implement changes recommended by the classroom visits and feedback we receive to improve literacy instruction.

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

#CollegeCareerReady|#GraduationRates|

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|

Does this action plan include behavioral / character education / leadership efforts?

Yes

Will LANDTrust funds be used to support the implementation of this goal?

Goal LAND Trust Expense Total - \$69,400.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#2 Five Reading Interventionists Salaries	\$ 61,400.00

LAND Trust Academic	Salaries & Benefits	#8 Subs provided for three half-day data dives	\$ 4,500.00
LAND Trust Academic	Textbooks	#7 Decodable Readers to provide repeated exposure to concepty within text.	\$ 3,500.00

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>	Math Growth Goal
<i>Goal Statement</i>	Students in grades 1-3 will show at least a three percent increase in proficiency on Acadience Math from Beginning of Year (BOY) to Middle of Year (MOY).
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	Acadience Math Assessment
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. All students will be assessed by Math Interventionists and supervised by Math Coach at BOY and MOY. Grades K-3 will use Acadience Math to assess. Grades 4-6 will use iReady diagnostic tool. 2. Students below and well below benchmark on BOY Acadience Math will be identified. Students in grades 4-6 below and well-below in specific strands/standards on iReady diagnostic tool will be identified. 3. Drill down assessments will be used to determine student's gaps in learning. 4. Students will receive Math intervention by Math Interventionists and classroom teachers using math manipulatives and other materials. iReady will be used to group students by area of need and to provide specific targeted interventions. 5. Students K-6 will utilize iReady as their personalized Math digital program to enhance their mathematical learning and to access specific targeted interventions in areas where they struggle. 6. Math Coach will instruct classroom teachers on research-based Tier I and Tier II instructional practices. LAND Trust funding will be used to fund .5 Math Coach.

7. Math Coach will facilitate data dives with each grade level three times a year using Acadience Math data and iReady diagnostic tool to identify students for intervention. Subs will be paid so teachers can attend half-day data dives. LAND Trust will be used to pay for subs.

8. Sand Springs uses the PLC process to analyze data, provide interventions for students who don't meet benchmark, and provide enrichment for those who have already mastered the concept. The PLC Leadership Team will attend a PLC Conference in October to learn how to hold more effective PLCs that affect student achievement and then return and train faculty.

9. Sand Springs will host Summer School and invite specific students who are below and well-below grade level in Math to attend. Summer School teachers will be paid a stipend of \$4,000.00 for working. Goal is for students to maintain growth achieved during the school year and continue to show progress through the summer. Prevention of learning loss over the summer.

10. 6 Classroom TAs will be hired to provide extra support to students with their learning and reduce the adult to student ratio.

11. An extra contract day will be paid to teachers to facilitate professional development and preparation for the year.

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

#CollegeCareerReady|#GraduationRates|

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 - \$51,869.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#6 Math Coach half-time	\$ 47,369.00

	LAND Trust Academic	Salaries & Benefits	#7 Subs provided for three half-day Data Dives	\$ 4,500.00
<p><i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i></p>				

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Literacy	LAND Trust Academic	Salaries & Benefits	#2 Five Reading Interventionists Salaries	\$61,400.00
Literacy	LAND Trust Academic	Salaries & Benefits	#8 Subs provided for three half-day data dives	\$4,500.00
Literacy	LAND Trust Academic	Textbooks	#7 Decodable Readers to provide repeated exposure to concepty within text.	\$3,500.00
Math Growth Goal	LAND Trust Academic	Salaries & Benefits	#6 Math Coach half-time	\$47,369.00
Math Growth Goal	LAND Trust Academic	Salaries & Benefits	#7 Subs provided for three half-day Data Dives	\$4,500.00

Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 106,081.43
G - Total projected funding for Next Year SY23-24	\$ 121,331.10
H - Total planned expenditures for Next Year SY23-24	\$ 121,269.00
I - Planned carryover into the Following Year SY25-26	\$ 62.10
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Use to purchase any literacy supplies for SPIRE.
Plan for sharing the school LANDTrust plan with the	Labels to identify LAND Trust purchases School

community

newsletter|School website|

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

Communication from principal.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/14/2023
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Number who approved	10
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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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