



# Teacher Student Success Plan LAND Trust only

**Adelaide Elementary - SY 2023**

**Principal Patty Arbon**

## 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 Adelaide Elementary is to promote the mission of learning first for all. To accomplish our purpose, we strive to provide a positive, safe, and respectful environment where all students can learn. Teachers work collaboratively to provide instruction using priority standards and effective instructional practices. We encourage and promote community and parental involvement to support our goals.

## Description of the School

### Community

Adelaide Elementary is a Title 1 suburban school located in the southern end of Davis County. Adelaide Elementary is located at 731 West 3600 South, Bountiful, UT 84010.

### Student Body

Adelaide Elementary has approximately 431 students almost equally distributed in grades PreK-6. We have a diverse socio-economic community. Forty-eight percent of the current student population is identified as economically disadvantaged, fourteen percent are students with disabilities, nineteen percent are multi-language learners, and forty-two percent are minorities.

### Staff

Adelaide staff consists of 16.5 certified General Education teachers, 3 Special Education teachers, 2 part-time Curriculum Specialists for math and ELA, 1 School Psychologist, 1 Speech Language Pathologist, 1 Speech Language Technologist, 1 Counselor, 1 Administrative Intern and a Principal. Classified staff consist of 17 paraprofessionals, 4 prep-time specialists (Art, Music, Computer, P.E.), 2 Multi-language learner (MLL) tutors, 1 Media Specialist, 1 SEM specialist, 1 part-time nurse, 1 part-time Family Service Worker, 1 Davis Behavioral Health therapist, 1 School Technology Support, 1 COVID Aide, 1 Health Clerk, 1 Office Manager, 3 Office Assistants (clerical, lunchroom, and playground), 5 Custodial staff, and 3 Kitchen staff, 1 Before and After School Site Coordinator, and 5 Before and After School tutors. We also house a Head Start Title I Pre-school taught by a pre-school teacher and an assistant.

## School Culture

Adelaide Elementary is focused on the whole child, which includes the academic, social-emotional, and physical needs of our student body. Academically we meet the needs of students through whole class and small group differentiated instruction. Teaching and mastery within language arts and mathematics are a critical focus in our school. We target the standards and utilize district approved resources and materials, best teaching strategies, and a focus on high student engagement to accomplish this focus. Teachers, staff and students are working to incorporate social-emotional learning into our daily practice.

## Unique Features & Challenges

Our school's diverse socio-economic population creates both challenges and opportunities within our school. Our unique school boundaries encompass both high and low-income households. Many of our students come from homes where English is not the primary language spoken. As a result, we are continually working to improve the way we communicate with and involve all parents. The student mobility rate continues to increase, posing academic challenges for students and teachers. Teachers have access to current technology needed to be effective, including grade-level iPad or laptop carts, SMART boards, Apple TV, projectors, audio enhancement, document cameras, swivel cameras, coding software and devices. We offer many opportunities for school-level professional development. We also have community partnerships with Latino-In-Action student tutors, reading volunteers, Promise Bountiful resources, Davis Behavioral Health, and the Bountiful Food Pantry.

## Additional Information

Our school houses two Essential Element Program classrooms, as well as Head Start and Title 1 preschool classrooms. We also offer a before and after school program, Tigers After-School Kids (TASK), for students in grades K-6 and Extended Day Kindergarten. The Bountiful Food Pantry donates approximately 120 weekend food packs for students. Adelaide Elementary continues to provide enrichment activities before, during, and after school, including a school play, Read Across Davis, Constitution Bowl, Spelling Bee, Martin Luther King Jr. Speech Contest, Girls on the Run, coding, and participation in the Hill Air Force Starbase Science, Technology, Engineering, and Math (STEM) program for 5th grade and Starbase 2.0 for 6th grade.

## Needs Analysis

### Notable Achievements

- Adelaide provides a six week Summer School program
- Adelaide offers student participation in a school play each year
- Our 5th graders participate in and graduate from a STEM program provided by Hill Air Force Base
- Our 6th graders participate in a STEM 2.9 program provided by Hill Air Force Base

## Areas of Recent Improvement

According to 2021-2022 Acadience data, our proficiency levels for students K-1 increased by 17% from BOY to MOY benchmark scores.

Our school has improved in its positive behavioral supports and helping students feel safe by adding a calming room called our Tigers' Den, a Tigers' 100 Club, and a MVP monthly initiative, decreasing our behavior referrals from the BOY to current. "Move This World" was implemented to provide Social-emotional learning and support.

2020-2021 BOY 49% to MOY 53% reflect a 4% increase in Acadience benchmark scores. 2019-2020 BOY 59% to MOY 65% Acadience Benchmark reflect a 6% increase Targeted Sub-group for Improvement (TSI) sub-group Hispanic: Acadience Pathways to Progress 2021--62% making typical or greater growth 2020-- 57% making typical or greater growth 2019--52% making typical or greater growth Acadience Benchmarks 2021 BOY 36% to MOY 44% reflect an 8% increase 2020 BOY 47% to MOY 51% reflect a 4% increase 2019 BOY 44% to MOY 46% reflect a 2% increase TSI sub-group English Language Learners (ELL): Acadience Pathways to Progress 2021--65% making typical or greater growth 2020--57% making typical or greater growth 2019--52% making typical or greater growth Acadience Benchmarks 2021 BOY 27% to MOY 37% reflect a 10% increase 2020 BOY 27% to MOY 27% reflect no increase 2019 BOY 17% to MOY 20% reflect a 3% increase.

## Areas of Needed Improvement

Math and language arts proficiency are below district and state averages. Three identified subgroups (ELL, Hispanic, and special education students) have performed well below school averages in these areas. We also continue to see a need for social emotional learning support with students. Recent student climate surveys have identified the playground as the location where students need additional support to use effective communication and emotional regulation skills.

## Prior Year Status Report

### Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Seventy percent of grades K-6 students will achieve “at or near standard” or greater on RISE benchmark grade level mathematic strand assessments or common formative grade level assessments.	Did not meet goal	Factors contributing to not meeting goal includes high mobility rates, chronic absenteeism, and one day less of instruction for this school year.
Seventy percent of K-6 students will show typical or greater progress on Acadience Pathways to Progress as measured by End of year (EOY) composite score.	Did not meet goal	Factors contributing to not making goal include one fewer days of school, chronic absenteeism, and high mobility rates.

Increase the number of students feeling safe and secure at school by 5% or greater.

Met goal

New administration for the 21-22 school year are not able to determine whether this goal has been met or not. Based on the climate survey for 2020-21, 67% of students in grades 3-6 feel like they belong and are included.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
Seventy percent of grades K-6 students will achieve 70% or higher on priority standard grade level common formative mathematics assessments.	Progressing according to plan	Action steps are being followed with fidelity.
Seventy percent of K-6 students will show typical or greater progress on Acadience Pathways to Progress as measured by End of Year (EOY) composite score.	Progressing according to plan	Action steps are being followed with fidelity.
Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators, and developmental goal. Extensive research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). Based on this research we expect student centered SEL goals to support learners and learner proficiency as outlined in goals 1 and 2.	Progressing according to plan	Action steps are being followed or have been carried out with fidelity.

# LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 0.00
B - Allocated new funds for current year SY21-22	\$ 47,403.00
C - Total Budget for current year SY21-22	\$ 47,403.00

D - Projected spending during current year SY21-22	\$ 43,126.00
E - Expected carryover from current year SY21-22	\$ 4,277.00
F - Projected new funding for next year SY22-23	\$ 51,435.00
G - Total projected funding for next year SY22-23	\$ 55,712.00

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Reading Growth</b>
<i>Goal Statement</i>	Increase the percentage of students demonstrating typical or above typical progress on Acadience end-of-year (EOY) benchmark by two percent from 48% to 50% or greater.
<i>Measures</i>	<p>For K-3 students, Acadience BOY and EOY benchmarks using pathway to progress data will be used. End goal will be determined by growth.</p> <p>For 4th-6th students, Acadience BOY and EOY composite score for accuracy data will be used to measure growth.</p>
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Teachers will use Tier 1 instruction best practices and district routines</li> <li>2. Teachers will attend LETRS training to build knowledge and skills in the science of reading for both Tier 1 and Tier 2 instruction.</li> <li>3. Administrators will support Tier 1 instruction by minimizing interruptions when possible and having weekly Local Case Management Team (LCMT) meetings to assist in Tier 2 and Tier 3 instruction as needed.</li> <li>4. English Language Arts (ELA) coach will support Tier 1 and Tier 2 reading instruction.</li> <li>5. Teachers will participate in weekly Professional Learning Community (PLC)s.</li> <li>6. After Acadience assessment is completed, struggling students will be identified. A Core Phonics Survey will be administered to these students and the data will be evaluated. Students will be placed into reading groups based on the targeted skill(s) needed.</li> <li>7. Data meetings with Admin., ELA coach, teachers and reading tutors will meet monthly to assess the data and move students through interventions. Groups will be fluid depending on student progress.</li> <li>8. Use of supplemental reading programs to support differentiated and personalized instruction, funded by LAND Trust monies             <ol style="list-style-type: none"> <li>1. iReady/Imagine Reading licenses</li> </ol> </li> <li>9. Funds to support district Refresh Program and other technology needs will be funded by LAND Trust monies.</li> <li>10. Focus on healthy student behaviors and Social Emotional Learning (SEL) strategies that decrease disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom.</li> </ol>

<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#PCBL #SEL #TeacherLeaders												
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Culture												
<i>Academic area(s) addressed by the goal</i>	Reading Writing Science Mathematics												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>													
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes Goal LAND Trust Expense Total - \$15,000.00												
	<table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Online Curriculum or Subscriptions</td> <td>#8 Licenses for online personalized curriculum</td> <td>\$ 10,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Software or Technology Hardware (each item &lt; \$5000)</td> <td>#9 Funds to support district Refresh program and other technology needs (i.e. headphones, cases, etc)</td> <td>\$ 5,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Online Curriculum or Subscriptions	#8 Licenses for online personalized curriculum	\$ 10,000.00	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#9 Funds to support district Refresh program and other technology needs (i.e. headphones, cases, etc)	\$ 5,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>										
LAND Trust Academic	Online Curriculum or Subscriptions	#8 Licenses for online personalized curriculum	\$ 10,000.00										
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#9 Funds to support district Refresh program and other technology needs (i.e. headphones, cases, etc)	\$ 5,000.00										

<i>Goal Short Title</i>	<b>Math Growth</b>
<i>Goal Statement</i>	<p>Students will acquire their math facts from memory by doing the following:</p> <ul style="list-style-type: none"> <li>• Eighty-percent of kindergartners will be able to identify and count numbers to 20</li> <li>• Eighty-percent of first and second graders will be able add and subtract within 20</li> <li>• Eighty-percent of third-sixth graders will be able to multiply and divide within 100</li> </ul>
<i>Measures</i>	Grade level beginning of year and end of year curriculum based formative assessments.
<i>Action Plan (please number steps)</i>	1. The math coach will support teachers in using best practices in math instruction for Tier 1 and Tier 2.

2. Teachers will use adaptive software to target personalized learning for students with LAND Trust funds.
3. Three math tutors will be hired, using LAND Trust funds to support targeted math interventions as directed by teachers.
4. Students will be progress monitored.
5. Math games and digital software will be used to help students practice and acquire their math facts and personalize their learning.
6. Math data team meetings will be held every other month to look at progress monitoring and benchmarks.
7. Focus on healthy student behaviors and Social Emotional Learning (SEL) strategies that decrease disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom.

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

#PCBL|#SEL

*District Strategic Plan Area(s)*

Student Growth & Achievement|Culture

*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 - \$38,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#3 Three Math Tutors	\$ 28,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	#2 Purchase of software licenses for mathematics adaptive software programs, (ST, iReady, Reflex Math, Generation Genius) for personalized learning	\$ 10,000.00

*Goal Short Title*

## Attendance

<i>Goal Statement</i>	Increase student academic achievement in reading, math, and science K-6 by 2% by reducing the percentage of chronically absent students by 10% from end of 3rd term 2021-2022 to end of 3rd term 2022-2023.
<i>Measures</i>	Acadience Reading, RISE summative data, and Power BI attendance report.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Teachers will be provided a report at the beginning of the 22-23 school year identifying students in their class who were chronically absent or tardy.</li> <li>2. Teachers will work to establish a relationship with parents and chronically absent students so they will desire to come to school.</li> <li>3. Morning meetings and other Social Emotional Learning (SEL) strategies will be conducted daily in every class to promote safety and well being.</li> <li>4. The Family Service Worker, attendance secretary, and/or counselor will make home visits and calls as needed, to connect with parents and find out what the barriers are in getting students to school.</li> <li>5. Attendance data and information will be presented at Back-to-school night and in the Adelaide Action Newsletter each month to encourage and help parents understand the critical need to get students to school.</li> <li>6. All grades will compete to win the attendance trophy by having the fewest absences. The class who keeps the trophy over three consecutive weeks will earn a class treat party.</li> <li>7. An individualized attendance action plan will be put in place for our most chronically absent students to positively reinforce their attendance using personalized incentives funded by LAND Trust.</li> </ol>
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL #SEL #GraduationRates
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Culture
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Science Social Studies
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes
<i>Will LANDTrust funds be used to support the</i>	



implementation of this goal?

Goal LAND Trust Expense Total - \$1,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	General Supplies, Other	#7 Individual and class attendance incentives	\$ 1,000.00

## Additonal LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Attendance	LAND Trust Academic	General Supplies, Other	#7 Individual and class attendance incentives	\$1,000.00
Math Growth	LAND Trust Academic	Salaries & Benefits	#3 Three Math Tutors	\$28,000.00
Math Growth	LAND Trust Academic	Online Curriculum or Subscriptions	#2 Purchase of software licenses for mathematics adaptive software programs, (ST, iReady, Reflex Math, Generation Genius) for personalized learning	\$10,000.00
Reading Growth	LAND Trust Academic	Online Curriculum or Subscriptions	#8 Licenses for online personalized curriculum	\$10,000.00
Reading Growth	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#9 Funds to support district Refresh program and other technology needs (i.e. headphones, cases, etc)	\$5,000.00

### Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 51,435.00
G - Total projected funding for next year SY22-23	\$ 55,712.00
H - Total planned expenditures for next year SY22-23	\$ 54,000.00
I - Planned carryover into the following year SY23-24	\$ 1,712.00

J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Extra funding will be spent to enhance goals as written.
Plan for sharing the school LANDTrust plan with the community	School newsletter!School website
Additional plan for sharing the school LAND Trust plan with the community.	

## Additional Items for Title I Schools

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

*District-wide assessment practices include the following:*

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

*Additional schoolwide practices for assessment include the following:*

Attendance data

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

## WebsitelNewsletter

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

The reading growth goal and attendance goal both focus on student improvement in Language Arts.

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

The math goal and attendance goal both focus on student improvement in Mathematics.

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

Professional Learning Communities/Davis Collaborative Teams

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

- Strong Tier 1 instructional strategies and early intervention
- Hiring highly qualified para educators and teachers to instruct our multi-language learners
- Special education teachers work with general education teachers to bridge the gap in learning

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

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

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

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

Advanced students receive enrichment through SEM and differentiation. Drill down assessments including the Core Phonics Survey and PAST assessment are given to struggling readers to identify holes in reading growth. iReady and ST Math diagnostic assessment to identify holes in math development.

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

*Districtwide practices for parent involvement include the following:*

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.*
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.*
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.*
- Meetings are held at different times during the day to enable all parents to be involved.*
- Programs and activities are scheduled throughout the year to involve parents and guardians.*

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

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

ILP Conferences|Back to School|Website

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

The school coordinates funds from multiple sources to meet the goals of the TSSP. Funds are used to enhance Tier instruction by supporting evidence-based practices in reading and math as well as effective interventions for students who are struggling.

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

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

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

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

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/05/2022
Number who approved	9
Number who did not approve	0
Number who were absent or abstained	