



Teacher Student Success Plan LAND Trust only

Clinton Elementary - SY 2023

Principal Julie Lundell

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 Clinton Elementary is to promote and put into application the shared vision with the Davis School District. To accomplish our purpose, we have an expectation of staff and students to set and achieve high standards for learning, proficiency, and growth in academics. We promote high expectations of learning through the use of best practices that are aligned with DESK standards and reinforced by Evaluate Davis. We provide quality instruction through a three-tiered model focusing on strong classroom instruction, interventions, and re-teaching in small groups. We embrace our mission statement which is: Clinton Elementary has high expectations that each student will achieve exceptional levels of success and growth, now and in the future. We celebrate our motto which is: Grow, Achieve, Succeed!

Description of the School

Community

Clinton Elementary is in a suburban community in the northern part of Davis County, Utah.

Student Body

Clinton Elementary currently enrolls approximately 425 students K-6 and hosts a community pre-school. We have a K-3 Essential Elements classroom, which is a self-contained special education classroom. Currently 33% of our students qualify for free/reduced lunch. We have 24% of our students who identify themselves to an

ethnic group other than Caucasian, 7% identify as ELL and 16% of the student body receives services in special education.

Staff

Clinton Elementary staffs both certified and classified faculty members. We have a full-time school counselor, a part-time school psychologist, a part-time ELA Coach, two full-time speech pathologists, and two resource teachers on staff. Through LAND Trust monies we employ six aides who work in the content areas of math and language arts across all grade levels. To aid our Essential Elements, and pre-school teachers, we have additional aids within those classrooms. There is also a principal and part-time assistant principal. We have 9 employees with their ESL Endorsement.

School Culture

We support the Davis School District vision and strategic plan of Learning First. Clinton Elementary has established a school wide classroom management system with common expectations and positive rewards. Through the deliberate and successful implementation of Evaluate Davis, all teachers and staff are held to high and measurable standards through observations and summative evaluations. Clinton Elementary has a very active and deliberate growth mindset which is evident in our ability to adapt and transition as education and teaching practices evolve. This is accomplished through continuous reinforcement, appreciation, and professional development. At Clinton Elementary, we also teach, model, and expect kindness and respect from students and faculty alike. We teach, model, and expect the replacement behavior of kindness and as a result, the reports of “bullying” by students and parents have dropped significantly as have actual instances of authentic bullying. Our school culture is one of acceptance, collaboration, innovation, and kindness.

Unique Features & Challenges

Currently we have a self-contained special education classroom as well as a district community preschool, which has a mix of general education and special education students. Students’ positive behaviors are reinforced through interactive programs such as Lunch with the Mayor, Principal’s Club, Student of the Month, etc. Another positive aspect of the community is the high level of participation at parent teacher conferences, and school sponsored events.

Additional Information

Needs Analysis

Notable Achievements

With one-to-one technology, our teachers have been on the forefront of exploring personalized learning strategies. Our K-3 students have shown strong reading growth scores on the state Acadience reading assessment.

Areas of Recent Improvement

All our K-6 and Special Education teachers are participating in the LETRS Reading professional development program. Our K-3 students are showing strong growth on the Acadience Pathways to Progress reading assessment each year and have been at or above the district average for growth on this measure.

Areas of Needed Improvement

Clinton Elementary has had difficulty with the special education population making adequate progress on the state end of level tests.

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')
65% of students in grades K-3 will show at least typical or greater progress in End-of-Year Acadience results as measured through Pathways to Progress.	Did not meet goal	The mid-year Acadience Pathway to Progress was 58% and the end-of-year growth, as shown in Pathway to Progress, was 62%. While it fell short of our school-wide goal of 65%, it was still an improving trend line for student growth in reading.
To increase positive peer relationships by encouraging communication, collaboration, and mutual respect, and to decrease discipline referrals by 10% from the previous school year, using data from the first three terms of the school year.	Met goal	no response provided
On average, students will have a score of 40, or above, on the Median Growth Percentile for the 2021 end of level 4th-6th grade state math assessment.	Did not meet goal	We were unable to collect the growth data from the Rise Growth Percentile due to the lack of testing in the 2020 school year. The percent of students testing as proficient in math on the Rise state test in 2021 was 27% and the school will continue to focus on student growth in mathematics.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
Sixty-two percent of students in grades K-4 will show at least typical or greater progress in End-of-Year Acadience results as measured	Progressing according to plan	Teachers and aides are using ongoing assessments to drive individual instruction and growth with reading. Mid-year

through Pathways to Progress.

assessments show strong reading growth toward the target.

Each 3rd-6th grade classroom will have 70% of students scoring proficient on a pre-selected Rise benchmark test in math.

Progressing according to plan

Grade level PLC teams are working collaboratively on instruction and assessments to attain this goal. Multi-tiered instruction and intervention is provided to students by teachers or instructional aides to support the continued growth and mastery of key standards.

We will improve academic success by increasing positive peer relationships, encouraging communication, collaboration, and mutual respect, and to decrease discipline referrals by 10% from the 2019-2020 school year, using data from the first three terms of the year.

Progressing according to plan

Preliminary data shows a significant drop in office discipline referrals. There was approximately a 50% reduction in office discipline referrals during this time frame.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 4,924.79
B - Allocated new funds for current year SY21-22	\$ 50,093.00
C - Total Budget for current year SY21-22	\$ 55,017.79
D - Projected spending during current year SY21-22	\$ 50,400.00
E - Expected carryover from current year SY21-22	\$ 4,617.79
F - Projected new funding for next year SY22-23	\$ 55,482.00
G - Total projected funding for next year SY22-23	\$ 60,099.79

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Reading Goal
<i>Goal Statement</i>	Sixty-two percent of students in grades K-4 will show typical or greater progress in End-of-Year Acadience results as measured through Pathways to Progress.
<i>Measures</i>	Acadience Pathways to Progress

<p><i>Action Plan (please number steps)</i></p>	<p>ACTION PLAN:</p> <ol style="list-style-type: none"> 1. We will identify struggling readers through curriculum based measures, use of our Local Student Assistance Team (SAT), classroom assessments, and Acadience assessments. 2. We will utilize technology and software purchased through LAND Trust funds for instruction of all readers. 3. Clinton Elementary will fund three reading instructional assistants through LAND Trust funds to support the multi-tiered approach to reading intervention. 								
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#GraduationRates #CollegeCareerReady</p>								
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement</p>								
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing</p>								
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>No</p>								
<p><i>Will LANDTrust funds be used to support the implementation of this goal?</i></p>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$25,000.00</p> <table border="1" data-bbox="459 1262 1484 1453"> <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>Salaries & Benefits</td> <td>#3 Three Intervention Aides</td> <td>\$ 25,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#3 Three Intervention Aides	\$ 25,000.00
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<p><i>Goal Short Title</i></p>	<p>Math Goal</p>
<p><i>Goal Statement</i></p>	<p>Fifty percent of students will show typical or greater growth as measured by Acadience math (grades K-3) and Measure of Academic Progress (MAPS) (grades 5th-6th) when comparing BOY (beginning of year) and End of Year (EOY) data.</p>
<p><i>Measures</i></p>	<p>Acadience Math (K-3)</p> <p>MAPS Assessment (5th-6th)</p>
<p><i>Action Plan (please</i></p>	<p>1. We will identify struggling learners in math through curriculum based</p>

<i>number steps)</i>	<p>measures, use of our Local Student Assistance Team (SAT), math assessment results from various math curriculum, and classroom assessments.</p> <ol style="list-style-type: none"> We will utilize teacher assistants, digital curriculum in mathematics, adaptive math program subscriptions, and technology purchased through LAND Trust funds to support the instruction of all math learners (projectors, laptops, charging carts, etc.). Clinton Elementary will fund 3 instructional assistants through LAND Trust funds to support multi-tiered intervention for all students. Use STEM Lab experiences to provide enrichment, growth, and real-world application experiences to students. 												
<i>This goal can be categorized as... (choose all that apply)</i>	#CollegeCareerReady												
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement												
<i>Academic area(s) addressed by the goal</i>	Mathematics Science Technology												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No												
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$35,000.00</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9d9d9;"> <th style="text-align: center;"><u>Funding Source</u></th> <th style="text-align: center;"><u>Expense Category</u></th> <th style="text-align: center;"><u>Description</u></th> <th style="text-align: center;"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#3 Aides to provide intervention support.</td> <td style="text-align: right;">\$ 25,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Software or Technology Hardware (each item < \$5000)</td> <td>#2 Technology software and hardware to support instruction.</td> <td style="text-align: right;">\$ 10,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#3 Aides to provide intervention support.	\$ 25,000.00	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 Technology software and hardware to support instruction.	\$ 10,000.00
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Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
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Math Goal	LAND Trust Academic	Salaries & Benefits	#3 Aides to provide intervention support.	\$25,000.00
Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 Technology software and hardware to support instruction.	\$10,000.00
Reading Goal	LAND Trust Academic	Salaries & Benefits	#3 Three Intervention Aides	\$25,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 55,482.00
G - Total projected funding for next year SY22-23	\$ 60,099.79
H - Total planned expenditures for next year SY22-23	\$ 60,000.00
I - Planned carryover into the following year SY23-24	\$ 99.79
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Hiring of aides to provide support in overly large class sizes. Technology hardware or software to support school goals.
Plan for sharing the school LANDTrust plan with the community	School website
Additional plan for sharing the school LAND Trust plan with the community.	

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/31/2022
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	0