



Teacher Student Success Plan LAND Trust only

Doxey Elementary - SY 2023

Principal Darrin Nash

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

Vision Statement: Building Social and Academic Empowerment from the Inside Out

Mission Statement: Grit, Growth, Acceptance and Excellence!

Through our Vision and Mission statements, Doxey will support Davis School District's *Learning First!* mission through the Personalized, Competency Based Learning (PCBL) we are empowering our students to be critical thinkers.

Student learning will be guided by Utah's Portrait of a Graduate that consists of:

<https://www.schools.utah.gov/file/bccb96eb-e6a6-47cf-9745-cf311675ad8b>

<https://www.schools.utah.gov/file/3a2e5eb8-0edf-4bb3-a77a-c2d2a4b66372>

- **Mastery** - the ability to demonstrate depth of knowledge and skill proficiency.
 - Academic Mastery
 - Wellness
 - Civic, Financial & Economic Literacy
 - Digital Literacy
- **Autonomy** - having the self-confidence and motivation to think and act independently.
 - Communication
 - Critical Thinking & Problem Solving
 - Creativity & Innovation
 - Collaboration & Teamwork
- **Purpose** - guides daily decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.
 - Honest, Integrity, & Responsibility
 - Hard Work & Resilience
 - Lifelong Learning & Personal Growth

- Service
- Respect

This approach is led by highly qualified teachers, highly qualified staff, and volunteers. Scaffolding supports are afforded Doxey students through a balance of prep time classes and extra-curricular activities that include, but are not limited to, our House System, STEAM Activities and clubs, Physical Education, Computer Applications, Humanities, Choir, Theater, Martin Luther King, Jr speech contest, Multicultural Club, Chess Club, and Spelling Bee.

Description of the School

Community

Doxey Elementary is a Title I school located at 944 N 250 W in the residential area of Sunset, Utah - west of Hill AFB.

Student Body

Doxey has 300 students.

Demographic make-up of the student/staff population:

- 1% African American/Black (Staff is 3.2%)
- 0.3% American Native (Staff is 3.2%)
- 2% Asian (Staff is 1.6%)
- 74% Caucasian (Staff is 79%)
- 17% Hispanic (Staff is 9.7%)
- 4.4% Multiple Races (Staff is 1.6%)
- 1.3% Pacific Islander (Staff 1.6%)

Staff

Doxey has fifty-two employees. Fifty employees are licensed and/or have a bachelors degree.

School Culture

To support student academic and social-emotional growth, Doxey has adopted the House System that emphasizes the importance of community, safety, kindness, and empowerment. The four Houses are Altruismo (Promotes Giving), Amistad (Promotes Friendship), Isibindi (Promotes Courage), and Reveur. (Making Dreams Come True). Every student and staff member is sorted into a house to promote a sense of pride and community. On any given Friday one may find House Meetings in progress.

Classrooms are designed to be welcoming for students with flexible seating that allow students choice and movement.

Unique Features & Challenges

Doxey Elementary is a Title I school which affords us the unique opportunity to receive additional funding support. This additional funding accelerated the amassing of the required number of technology devices that

allow are students to have their own device while in school.

Additional Information

Needs Analysis

Notable Achievements

The State of Utah presented a Pathways of Progress goal for Typical and Above growth at or above 60% in grades K-3 per school for the Acadience Assessment. Acadience assesses the acquisition of literacy skills. There are three Acadience Assessment Benchmarks (Fall, Winter, and Spring). The importance of Pathways of Progress is that it evaluates a student's growth over time, compared to other students with the same level of initial skills. The rate of progress is evaluated along with the effectiveness of support at the classroom, school, and district level. Doxey's Typical and Above growth through the middle of SY2021 was 63.7%.

Areas of Recent Improvement

Doxey's students with disabilities (SWD) Acadience Pathways of Progress Typical and Above growth percentage was 42% at the middle of the year Benchmark Period in 2019. Our mid-year Pathways of Progress percentage for typical or above typical growth is 71.4% at mid-year for 2021.

Areas of Needed Improvement

Based on Doxey's 2019 RISE Math Median Growth Percentile, which was 21%, Tier I Math instruction, specifically Tier I instruction with our students with disabilities is an area we will continue to improve in. There is no 2020 RISE Math Data due to the Coronavirus Pandemic.

No SGP data recorded for 2021.

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')
Improve Median Growth Percentile of Math Rise Summary Scores from 2019 by 4 points. 2019 MGP for math was 21 (Doxey grew at the same rate or better than 21% of our academic peers).	Did not meet goal	The State of Utah did not record Student Growth Percentile (SGP) for Math RISE in 2020 or 2021.
Improve the Students with Disabilities (SWD) and Economically Disadvantaged (EDA) in every grade level by 3% in Pathways to Progress from the 2019-2020 to the 2020-2021 school year.	Did not meet goal	Obstacles to obtaining this goal was the disruption in learning due to the COVID-19 pandemic.

Improve the sense of community and safety for students and staff. SEL Skills (Self-Regulation & Problem Solving) in students by implementing SEL strategies and direct instruction.

Met goal

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Decrease office referrals/ discipline incidences to improve school climate by implementing SEL strategies as measured by /discipline data.</p> <p>Extensive reserach demonstrates that school-based SEL programs can promote and enhance students' connection to the school, positive behavior, and academic achievement (Durlak et. al., 2011)</p>	<p>Progressing according to plan</p>	
<p>Seventeen percent of students who have an Individual Educational Plan (IEP) and take the RISE Math Summative will be proficient.</p>	<p>Progressing according to plan</p>	
<p>Sixteen percent of students who have an IEP and take the RISE ELA Summative will be proficient.</p>	<p>Progressing according to plan</p>	

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 2,490.11
B - Allocated new funds for current year SY21-22	\$ 33,951.00
C - Total Budget for current year SY21-22	\$ 36,441.11
D - Projected spending during current year SY21-22	
E - Expected carryover from current year SY21-22	\$ 36,441.11
F - Projected new funding for next year SY22-23	\$ 34,334.00
G - Total projected funding for next year SY22-23	\$ 70,775.11

Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p>Middle of Year (MOY) Math Acadience</p>
<p><i>Goal Statement</i></p>	<p>Improve the percentage of students in K-3 making typical or above progress from Beginning of Year (BOY) to Middle of Year (MOY) by three percent in Acadience Math. (In School Year 2022 Doxey had 45% of K-3 students making typical or above progress).</p>
<p><i>Measures</i></p>	<p>The Pathways of Progress Report through the Acadience Data Management System will be used to measure progress from the BOY Benchmark scores to the MOY Benchmark scores in School Year 2023.</p>
<p><i>Action Plan (please number steps)</i></p>	<p><i>Action Steps guided by our Math Coach/Coordinator:</i></p> <ol style="list-style-type: none"> 1. Kindergarten will focus on Next Number Fluency during Math Coaching Cycles. 2. 1st Grade will focus on Advanced Quantity Discrimination and Composition during Math Coaching Cycles. 3. 2nd Grade will focus on Composition during Math Coaching Cycles. 4. 3rd Grade will focus on Composition during Math Coaching Cycles. 5. All K-6 teachers and our Resource Teachers will participate in Math Facts Training Facilitated by the Davis School District Math Department. 6. We will also ensure we use Land Trust Funds for a classroom teacher and teaching assistant salaries to maintain student teacher ratio below 25 - 1 in grades K-3. 7. ESGI Software will be utilized in K-1 for additional math intervention support and progress monitoring. (TSSA funds)
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#CollegeCareerReady #PD</p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Empowered Employees Student Growth & Achievement</p>
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Mathematics Science</p>

<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>	Yes								
	Goal LAND Trust Expense Total - \$34,000.00								
	<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>Salaries & Benefits</td> <td>#6 Teacher and Teaching Assistant Salary & Benefits</td> <td>\$ 34,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#6 Teacher and Teaching Assistant Salary & Benefits	\$ 34,000.00
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LAND Trust Academic	Salaries & Benefits	#6 Teacher and Teaching Assistant Salary & Benefits	\$ 34,000.00						

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Middle of Year (MOY) Math Acadience	LAND Trust Academic	Salaries & Benefits	#6 Teacher and Teaching Assistant Salary & Benefits	\$34,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 34,334.00
G - Total projected funding for next year SY22-23	\$ 70,775.11
H - Total planned expenditures for next year SY22-23	\$ 34,000.00
I - Planned carryover into the following year SY23-24	\$ 36,775.11
J - Is planned carryover more than 10% of projected new funds?	Yes
Plan for carryover in excess of 10%	<p>Backup plan in the event we have changes in expenditures due to unforeseen circumstances:</p> <ul style="list-style-type: none"> Pay for substitute teachers to provide teachers additional Professional Learning Community (PLC) time.

- We will enhance our current goals if needed with additional funds.
- Pay for technology items.
- Pay for Teaching Assistants.
- Pay additional teacher salary.
- Pay for additional teacher Professional Development.
- Pay stipends to Paraprofessionals and teachers for extra duty support.

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.

Community Council Meeting

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:

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

WebsitelNewsletterlMeeting

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

Goal 2:

Sixty percent of students K-5 will score a 3 or 4 based on a school-wide rubric for a common Opinion Writing prompt by the end of third term.

Sixty percent of students in 6th grade will score a three or four based on a school-wide rubric for a common Argumentative Writing prompt by the end of third term.

A 3 is proficient and a 4 is mastery.

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

Goal 1:

Improve the percentage of students in K-3 making typical or above progress from Beginning of Year (BOY) to Middle of Year (MOY) by 3% in Acadience Math. (In SY22 Doxey had 45% of K-3 students making typical or above progress).

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 TeamslCollaborative Coaching

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

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:

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?

Back to School|Website|Physical mailing

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

Power BI, Acadience Data Management tool, & school-wide writing rubric.

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	04/01/2022
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	0