



# Teacher Student Success Plan LAND Trust only

**East Layton Elementary - SY 2023**

Principal Lisa Brown

## 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 East Layton Elementary is to promote the mission of learning first for all. To accomplish our goal, we will engage students in a high level of instruction and provide a balance of academics, social/civic responsibility, and cultural enrichment, thus, preparing students for college and careers in an ever-changing world. Our purpose incorporates involving parents, community, and school staff in providing an excellent education.

## Description of the School

### Community

East Layton Elementary is located near the Layton bench of the Wasatch Mountains in suburban Layton, Utah. It is located near Hill Air Force Base and near many retail establishments. East Layton Elementary lies in the middle of several established neighborhoods. Farmland in the area has recently been subdivided into large tracts of new homes.

### Student Body

Our student body consists of approximately 600 students, Pre-K-Sixth grade. We serve a student population with approximately 15% ethnic minority diverse student population. We have two Adaptive Social Communication (ASC) classrooms serving students K-4th grade and a neighborhood combined special education pre-school.

## Staff

Our school has a diverse staff of almost 90 confident, dedicated, caring professionals. We have many teachers with Master's degrees, several with reading endorsements, STEM endorsements, math endorsements, and ESL (English Second Language) endorsements. Teachers also have Gifted and Talented Endorsements. Classified staff members are trained to support various instructional and managerial areas.

Our certified classroom teachers have begun working through the LETRS professional learning program to enhance reading, spelling, and related language skills.

## School Culture

Our school culture reflects a child-centered community that promotes individuality in all areas. Our emphasis is a focus on the Davis Essential Skills and Knowledge (DESK) Standards in a technology-enriched environment. Our staff is devoted to providing a welcoming, nurturing atmosphere for every student. Our active parent involvement is key to the success of our students.

## Unique Features & Challenges

A unique feature of East Layton Elementary is that we promote the arts through a school choir and annual large-scale school play/productions. Within the day, highly skilled music and art teachers instruct students. Students also participate in a year-long drama club that writes and produces monthly character education skits for the student body.

A challenge at East Layton Elementary is the changing demographic. We serve many blended families and students who live with extended family members. Changing demographics reflect on our need to be responsive to student needs. We currently have a full-time counselor and family service worker on staff to assist families in distress.

## Additional Information

## Needs Analysis

## Notable Achievements

The East Layton Elementary teachers have been able to utilize Canvas to create remote and in-person learning options for all students. Students were able to video call into classes if they had to miss school. Every teacher has an on-line learning option available for students. East Layton Elementary was able to increase our social emotional learning for students by hosting daily morning meetings and creating three social emotional learning-based calm down locations for employees and students.

## Areas of Recent Improvement

The percentage of K-3rd grade students that reached typical or above growth on Acadience mClass reports composite scores Middle of Year (MOY): 2021 59%% and 2012 - 65% showing a steady increase.

Acadience Pathways of Progress report that 64.8% of students have made typical or better progress at Middle of Year 2022 data.

Rise writing school analysis shows a strong upward trend on Rise writing assessments percent proficient from 2019 to 2021 data 4th grade increased from 37.8% to 52.1%, 5th grade increased from 52.1% to 75.9%, and 6th grade increased from 68.3% to 90.9%

Rise data in science shows a strong improvement in grades 4-6th in 2019 an average of 50% was increased in 2021 to 58%.

## Areas of Needed Improvement

Math RISE 4th-6th grade proficiency and growth scores indicate an area of needed improvement. 2021 Math proficiency scores on Rise of general education students was 47% and 49% in 2019.

# 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')
Increase emergent reading proficiency as demonstrated by exceeding 62% of K-3 students making typical or better progress from BOY to EOY as measured by Acadience mClass Pathways to Progress.	Met goal	2020-2021 school year 70.4% of students made typical or better progress from BOY to EOY as measured by Acadience mClass Pathways to Progress exceeding the goal.  The success can be attributed to strong collaboration between classroom teachers and teacher assistants. Teachers and teacher assistants attended professional development and worked within a coaching model with the English Language Arts Coordinator (ELAC). The ELAC provided coaching, mentoring, modeling, and guidance for targeted student interventions.
Provide all students with opportunities to apply learned principles within science core SEEd standards and STEM focus areas through problem-solving, collaboration, and hands-on learning experiences.	Met goal	Students attended a weekly Science Technology Engineering and Mathematics (STEM) class allowing 100% of students to experience weekly STEM lessons. Classroom teachers also provided hands-on STEM learning experiences within COVID-19 guidelines. Additional student online Canvas courses were offered in STEM. Materials were provided to teachers for STEM learning experiences, and coding software was used to enrich STEM experiences in 1 <sup>st</sup> -6 <sup>th</sup> grade classrooms.
Increase student knowledge and experience in mathematics by having 90% of students participate in CMI (comprehensive math	Did not meet goal	Due to the restrictions and concerns associated with Covid-19, teachers and students could not participate in the complete Comprehensive Math Instruction (CMI) program. Teachers were unable to attend in-person CMI training and the collaboration portion of the program. Teacher collaboration groups and student

instruction) classroom lessons.

collaboration groups with shared hands-on materials were limited, impacting the CMI process.

Students were able to participate in virtual and remote learning math lessons. Students used technology to collaborate and work in small virtual groups. At-risk students participated in math intervention groups and targeted Tier II and III instruction.

Classroom-based assessments indicated that 75% scored at or above grade level proficiency on common grade-level formative assessments.

Incorporate social emotional learning to develop self-awareness and self-management skills to achieve school life and success and increase self-assessment scores on survey indicators.

Met goal

Teachers and staff have incorporated social-emotional learning (SEL) within the school day to help develop self-awareness and self-management skills. Three SEL-focused designated areas were created, including a student calming room. SEL ideas were incorporated into classrooms each day with morning meetings. The school counselor made and led a remote SEL canvas course with 24/7 access for parents and students. Over 1,000 student badges were earned by completing SEL units in the canvas course.

## Current Year Progress Report

### Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Increase emergent reading proficiency as demonstrated by exceeding 65% of K-3 students making typical or better progress from BOY to EOY as measured by Acadience mClass Pathways to Progress.</p>	<p>Progressing according to plan</p>	<p>According to MOY (mid-year) data, we are on target to meet our Language Arts goal.</p> <p>Trustlands funds have been used to provide classroom teaching assistants to allow for targeted interventions.</p> <p>Classroom teachers have attended LETRS professional development and implemented instructional strategies from LETRS into daily instruction.</p> <p>Supplemental materials for language arts instruction, including manipulatives and software suggested in the LETRS professional development series, including sound wall card kits, have been provided for teachers.</p> <p>The English Language Arts Coordinator has provided support, training, and modeling for</p>

classroom teachers and teacher assistants.

Stipends have been paid for professional development completion at the end of each unit in LETRS.

Classroom teachers, teaching assistants, and the English language arts coordinator have used progress monitoring and data collection.

Classroom teachers and the school counselor have focused on healthy student behaviors and SEL strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom.

Student and staff-centered SEL motivational videos have been created to share with students each month based on SEL five core competencies to increase student academic performance.

Teaching assistants to assist with teaching students to problem-solve, communicate positively, and recognize and manage emotions.

Visual representations of school and SEL goals for students, parents, and staff were printed and displayed.

Eighty percent of students engaged in Comprehensive Math Instruction (CMI) will show adequate progress from BOY to EOY on end of year assessments including RISE and Early Learning Systems.

Progressing according to plan

A CMI leadership team was developed that attended the three-day CMI workshop in Provo, Utah.

Teachers participated in monthly professional development sessions based on CMI foundations and teaching principals.

Go Math curriculum materials were provided.

Weekly intervention forms were completed by classroom teachers to identify at-risk students and track progress.

Trustland funds were used to purchase additional devices and technology components for students to access STEM experiences, including iPads, laptops, charging carts, keyboards, classroom projectors, Apple TV.

Students utilized coding software in STEM classrooms.

Focus on healthy student behaviors and SEL strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom.

Teaching assistants were provided to teach students to problem-solve, communicate positively, and recognize and manage emotions.

Daily classroom morning meetings were held to support positive student interactions among peers.

Teacher data review meetings were held to analyze student growth and instructional planning.

Materials for hands-on activities for student STEM experiences were provided to classrooms.

## LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 23,073.14
B - Allocated new funds for current year SY21-22	\$ 69,951.00
C - Total Budget for current year SY21-22	\$ 93,024.14
D - Projected spending during current year SY21-22	\$ 86,781.00
E - Expected carryover from current year SY21-22	\$ 6,243.14
F - Projected new funding for next year SY22-23	\$ 77,545.00
G - Total projected funding for next year SY22-23	\$ 83,788.14

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Language Arts Reading Goal</b>
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<p><i>Goal Statement</i></p>	<p>In the 2022/2023 school year, increase percentage of K-3 general education students scoring at or above benchmark on Acadience Reading middle of year composite score by two percent, when compared with beginning of year benchmark level on the Acadience Reading composite scores. The goal will be achieved by May 2023.</p>														
<p><i>Measures</i></p>	<p>The growth target for the 2022/2023 school year will be 60% of students in grades k-3 making typical or better growth using Acadience Pathways to Progress on middle of year scores.</p>														
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> <li>1. Hire 3-5 teaching assistants to support language arts interventions and support students in the calm down locations.</li> <li>2. Provide materials to support LETRS professional development including sound wall kits, materials and manipulatives.</li> <li>3. Provide classroom substitutes for teachers to attend language arts professional development.</li> <li>4. The English Language Arts Coordinator (ELAC) will provide professional development, modeling, training, and coaching for classroom teachers and teacher assistants.</li> <li>5. Focus on healthy student behaviors and SEL strategies that decrease learning disruptions at and in the class, build positive learning climates, and support increased learning outcomes in the classroom. Enhance calm down locations within the school for student emotion regulation. Provide materials in classrooms to assist students in emotion regulation (sensory box).</li> <li>6. Print and display visual representations of school goals and achievements.</li> </ol>														
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PDI#SEL</p>														
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth &amp; Achievement</p>														
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading</p>														
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>Yes</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 - \$33,500.00</p> <table border="1" data-bbox="461 1755 1484 2022"> <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 &amp; Benefits</td> <td>#1 3-5 teaching assistants</td> <td>\$ 30,000.00</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#1 3-5 teaching assistants	\$ 30,000.00				
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LAND Trust Academic	Salaries & Benefits	#1 3-5 teaching assistants	\$ 30,000.00												

	LAND Trust Academic	General Supplies, Other	#2 sound wall cards and manipulatives to support LETRS	\$ 1,500.00
	LAND Trust Academic	Salaries & Benefits	#3 substitutes for professional development	\$ 2,000.00

<i>Goal Short Title</i>	<b>STEM Goal</b>
<i>Goal Statement</i>	Students at East Layton Elementary will participate in hands-on, engaging STEM experiences. Students in k-3 will increase the percentage of K-3 general education students scoring at or above benchmark on Acadience Math Middle of Year (MOY) composite score by two percent. When compared with beginning of year (BOY) benchmark on Math Acadience composite scores.
<i>Measures</i>	<p>Students in K-3 will increase the percentage of K-3 general education students scoring at or above benchmark on Acadience Math Middle of Year (MOY) composite score by two percent, when compared with beginning of year (BOY) benchmark on Math Acadience composite scores.</p> <p>Ninety percent student participation in CMI based techniques in classroom lessons.</p>
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Hire 2-3 classroom teaching assistants to help with math interventions and small group tasks.</li> <li>2. Create a CMI math leadership team and provide stipends to the leadership team</li> <li>3. Purchase materials for math STEM experiences and CMI based lessons</li> <li>4. Purchase technology for STEM including teacher and student devices, Apple TV, projectors, cases, keyboards, cables etc.</li> <li>5. Require teacher monthly participation in math PD and lesson preparation</li> <li>6. Provide substitutes for math professional development and data review meetings</li> <li>7. Require teacher attendance at data review meetings to identify at risk students and effective teaching strategies</li> <li>8. Provide stipends for teacher implementation of effective math instructional practices disused in math professional development or modeled by the CMI math leadership team</li> <li>9. Focus on healthy student behaviors and SEL strategies that decrease learning disruptions at school, build 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>	#TeacherLeaders																								
<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>	Yes																								
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Goal LAND Trust Expense Total - \$50,288.14																								
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## Additonal LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
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Language Arts Reading Goal	LAND Trust Academic	General Supplies, Other	#2 sound wall cards and manipulatives to support LETRS	\$1,500.00
Language Arts Reading Goal	LAND Trust Academic	Salaries & Benefits	#3 substitutes for professional development	\$2,000.00
STEM Goal	LAND Trust Academic	Salaries & Benefits	#1 teaching assistants	\$15,000.00
STEM Goal	LAND Trust Academic	General Supplies, Other	#2 CMI math materials	\$7,000.00
STEM Goal	LAND Trust Academic	Salaries & Benefits	#6 substitutes for PD	\$3,000.00
STEM Goal	LAND Trust Academic	Salaries & Benefits	#8 Stipends for math leadership team & teacher lessons utilizing CMI math practices	\$5,288.14
STEM Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#4 technology for students and employees including devices, cases, keyboards, projectors, cables, Apple TV,	\$20,000.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 77,545.00
G - Total projected funding for next year SY22-23	\$ 83,788.14
H - Total planned expenditures for next year SY22-23	\$ 83,788.14
I - Planned carryover into the following year SY23-24	\$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No

Plan for carryover in excess of 10%

Any additional funds will be used to enhance current goals including enhancing technology by purchasing student and teacher devices.

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.

This school is not a Title I school.

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/31/2022
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	1