

Teacher Student Success Plan LAND Trust only

Heritage Elementary - SY 2023

Principal Heather Gross

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 Heritage Elementary is to promote the mission of learning first for all. To accomplish our purpose, we consider all our actions in relation to our mission statement of Learning for Life. We want each moment that our students spend at Heritage to help them progress towards their own individualized future as a life-long learner. We strive to help students see how each learning experience will help them now and in coming years. We utilize a school-wide Tier II intervention system and systemic data analysis. At the core of learning communities is the practice of continuously using assessments, both formative and summative, to drive instruction. As we partner with parents, community, and other resources, our students experience academic growth and build the resiliency and self-advocacy skills they need to find success in the years to come.

Description of the School

Community

Heritage Elementary was built in 2002. The school's name was chosen shortly after the terrorist attacks of 9/11, when patriotism was paramount. The name "Heritage" was selected so all students would know and remember that our country's history and freedom are the emphasis of our community. The school colors of red, white, and blue reflect that theme. The school is located in a residential neighborhood at 1354 West Weaver Lane, Layton, Utah in the Davis School District. Our school boundaries primarily consist of family neighborhoods. We have high parental involvement and volunteerism in classrooms. The community is growing as developers continue to open new properties for home building. We anticipate the school population will continue to increase as new homes are built.

Student Body

We have approximately 760 students enrolled in grades preschool through sixth. In 2011-2012, we began offering Chinese Immersion (Mandarin) instruction for interested students. We now offer Chinese Immersion instruction for selected students in all grade levels. Our student body is primarily economically and housing stable and most changes in enrollment are due to growth rather than mobility. We encourage cultural awareness, with a particular school-wide focus on the Chinese culture, through our activities, arts, and teacher training.

Staff

More than 90 individuals are employed full or part time at Heritage Elementary. The staff includes a principal, an administrative intern, 45 certified teachers and/or related service providers as well as 45 office personnel, custodians, teacher assistants, and other support staff. Additionally, we have two essential elements classrooms for students in grades kindergarten through sixth and one community preschool classroom.

School Culture

Heritage Elementary has a continuous focus on high levels of achievement for students and for increasing community involvement. The often noted welcoming environment sustains our strong culture as Heritage Huskies. Heritage has many learning communities that positively affect students, teachers, and administrators. Some of the communities/programs include; Chinese Immersion, School Wide Enrichment Model for academically gifted students, ballroom dance teams, VEX teams, Martin Luther King, Jr. speech contest, PTA Reflections, orchestra, multiple cast school musical, student council, Hope Squad, Kindness Crew, and clubs such as running, garden, STEM olympiad etc. These programs provide opportunities for students to develop and highlight their skills. Additionally, we strive to create learning that is personalized, challenging, safe, and joyful for all students. Teachers and staff utilize behavior challenges as opportunities for student learning rather than as opportunities for punitive consequences. Restorative practice is used systemically to resolve conflict and help in student and relationship growth. Collaboration is an expectation for our faculty and staff.

Unique Features & Challenges

Heritage Elementary School is a school of empowerment. Our “Learning First!” philosophy supports our district strategic plan for excellence in education. We incorporate our school theme and rules by teaching students to make good choices, respect self and others, and be responsible. Some unique features of Heritage Elementary include the Chinese Immersion Program, Hope Squad, highly qualified and personally invested teachers, staff, and administration, and an extremely active and involved PTA and Community Council. Our lack of cultural and economic diversity is a challenge as we work to prepare our students for the community and world environments. We focus on ways to increase personal accountability, common respect and empathy for others. We are seeing an increase in student behaviors and families in crisis. We are working on addressing this concern as well as helping struggling students through a newly implemented Tier II intervention system. Another challenge we face is increasing the skills and growth in our highly proficient students while addressing the diverse needs of all students.

Additional Information

Our student council creates weekly announcements that are shared with all classrooms through multi-media presentation. Activities and celebrations are announced on the marquee for the community to see. A HuskyGram containing information, celebrations and upcoming events is emailed to parents and guardians each Friday including a weekly video from the principal. Our website and social media accounts contain up-to-date and accurate information.

Needs Analysis

Notable Achievements

We offer Chinese Language Immersion instruction to more than a third of our kindergarten through sixth grade students. Our ballroom dance team is consistently one of the strongest in the state. Our Level 1 and 2 students have received awards at the BYU Invitational Dancesport Championship. During the 2019-2020 School year we introduced our VEX IQ Robotics Team to our fifth graders. We had 4 teams that qualified for the State competition in the 2021-2022 school year. Our parental involvement is strong with most PTA positions filled. The pandemic as well as new security measures at the school have created challenges around volunteering that we are working to navigate to continue having a strong volunteer presence.

Areas of Recent Improvement

Heritage has fluctuated in their use of Professional Learning Communities PLC teams, however are progressively utilizing data analysis and common assessments to inform instruction in more meaningful ways. We have added a shared intervention time targeting specific student needs in literacy and math. All certificated teachers participated in professional development to become more proficient at personalizing lessons and activities in their instructional practice. Additionally, all teachers are progressing through Language Essentials for Teachers of Reading and Spelling (LETRS) training.

Areas of Needed Improvement

When compared to similar schools in our state, our RISE scores in both proficiency and growth are not where we would like them to be. Of the 20 schools compared 2021-2022, we scored 15/20 in ELA proficiency and 12/20 in growth. In math, our proficiency was 13/20 as well as our growth. Finally, we scored 11/20 in proficiency in science and 10/20 in growth. These scores show we have made gains since previous years, but still have great room for improvement. As we've worked in cooperation with our Community Council, we have worked to change our literacy intervention model to have teachers and aides work together in providing the specialized interventions for struggling students rather than the teachers' aides providing them in isolation, as has been done in the past. We are implementing more systemic data dives in grade level teams built into the day and we are also regularly regrouping students flexibly based on improvements/declines or stagnant data. We are continuing to modify our approach as we see room for growth and improvement, but feel we are currently on a solid path. It is our first year of implementation so we have yet to see where the data lands this year to inform our direction in the coming years.

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 our Pathways to Progress typical or better growth percentage for kindergarten through third grade students from 70% to 72% based on Acadience Reading scores on	Met goal	The percentage of kindergarten through third grade students showing typical or above growth at MOY Acadience was 73.7% thus we did reach this goal.

middle of the year benchmark during the 2020-2021 school year.

- 1) PLCs were held.
- 2) Teachers did utilize personalized instructional strategies to ensure growth.
- 3) Data meetings were held.
- 4) Paraprofessionals were hired and utilized.
- 5) Technology was purchased.
- 6) Some progress monitoring occurred though this is an area where improvement can occur.
- 7) Summer library hours were funded and held.

Increase the kindergarten through sixth grade student math growth percentage by 3%.

Did not meet goal

We don't have growth measures available for K-6 at this time. RISE data is not available on Data Gateway not in district systems. We weren't using iReady in 2019, thus there isn't growth data from that program to compare either. 2019 RISE SGP for grades 4-6 was about 33. We don't have comparative data.

- 1) Ready math as purchased and implemented K-6.
- 2) Power BI was utilized.
- 3) Data team meetings were held.
- 4) Hope squad advisor was implemented and worked closely with guidance counselor to create a culture of acceptance and respect for all students. Student Hope Squad members were trained.

Increase students' awareness of themselves and others as valuable members of the school and community at large by intentionally creating and maintaining an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected, which will help students increase their academic understanding in reading and math as measured by results on the Student Risk Screening Scale.

Met goal

A Hope Squad portable was implemented outside where students could go during recess. This allowed students who were struggling with friendships or potentially had no one to play with to take part in activities with Hope Squad members and the advisor during recesses to build friendships and obtain peer support. This implementation across all aspects of our school (before, after, and during) helped build school culture and acceptance.

Utilizing the skills learned about using technology tools in the Microsoft Suite, teachers will improve their practice of providing personalized learning and data driven instruction as evidenced by classroom observations.

Met goal

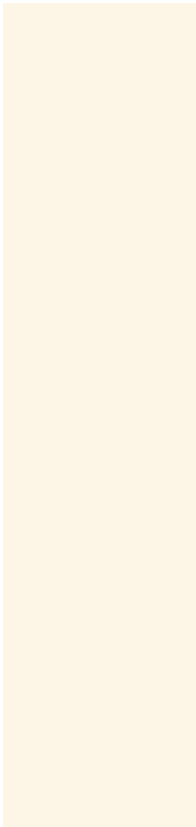
Through the support of personalized learning PL, our teachers have built Canvas pages, implemented the use of programs like Nearpod, as well as Microsoft Suite resources to build instruction, curriculum, and Canvas pages that promote personalized learning experiences. Digital observations show the growth and development of our teachers over time. Though we have a small number that are still resistant to pushing more fully into technology and personalized experiences, the

grand majority have embraced and are thriving in this change.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Increase our Pathways to Progress typical or better growth percentage for K-3 from 72% to 74% based on Acadience Reading scores on MOY (middle of year) benchmark during the 2021-2022 school year.</p>	<p>Not progressing according to plan</p>	<p>Our percentage of students in K-3 making typical or better growth on Pathways of Progress at MOY this year dropped to 61.3%.</p> <ol style="list-style-type: none"> 1) Grade level data team meetings occurred every 5-6 weeks to review student progress and reflexibly group students. 2) Teachers are utilizing personalized instructional strategies to ensure student growth for all students. This has been impacted substantially by an increase in chronic absentiism about 3 times higher than Heritage has even seen. 3) Implementation of a new Tier II system got off to a slow start and there was a learning curve. Now that it is up and running systemically, we are hoping for better gains at EOY. Our ELA Coordinator has been part of data meetings as well as meeting with teachers regarding Tier I instruction to make modifications. It was discovered at MOY data dives that many teachers had been using intervention time in previous years to provide fluency practice for the higher readers. A Tier I fluency block appeared to be absent from many grade levels. An adjustment was made at MOY to ensure fluency is occurring whole class, daily for grades K-5, instead of in small groups. 4) Multiple paraprofessionals have been hired to assist with the support of Tier I and Tier II student growth. Teachers and paraprofessionals have met every 5-6 weeks to discuss student growth and needs. 5) Progress monitor has been hit and miss depending on the classroom and time of year. As we have adjusted to the new Tier II intervention system, we will continue to make modifications to ensure progress monitoring is happening routinely. 7) Six 2-hour summer library sessions were funded with Land Trust funds. 8) Teachers are completing LETRS trainings.
<p>Increase the K-6 student math growth percentage by 3%</p>	<p>Progressing according to plan</p>	<ol style="list-style-type: none"> 1) Provide Ready Math training for teachers, as needed. 2) Teachers will participate in



- 4) Implement Sanford Harmony social and emotional learning curriculum.
- 5) Provide further training for an adult advisor to work with our guidance counselor and the Hope Squad. Hope Squad advisor will be paid for partially out of Land Trust Funds.
- 6) Identify and train student members of the Hope Squad.
- 7) Guidance counselor will give lessons on the 7 Habits of Happy Kids.
- 8) Teachers will be working with the school guidance counselor to identify student needs, and she will provide lessons and support for individual classrooms and students.
- 9) Purchase additional books for the library for Social Emotional Learning. Books will be paid from Land Trust Funds.
- 10) Adaptive software to personalize instruction will be purchased as well as devices, charging cords, carts, cases, and headphones to accommodate the adaptive software. LAND Trust funds will be used for this.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 0.00
B - Allocated new funds for current year SY21-22	\$ 85,069.00
C - Total Budget for current year SY21-22	\$ 85,069.00
D - Projected spending during current year SY21-22	\$ 85,069.00
E - Expected carryover from current year SY21-22	\$ 0.00
F - Projected new funding for next year SY22-23	\$ 94,777.00
G - Total projected funding for next year SY22-23	\$ 94,777.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Goal #1 English Language Arts
<i>Goal Statement</i>	Increase our Pathways to Progress typical or better growth percentage for K-3 from

	61% to 65% based on Acadience Reading scores on MOY (middle of year) benchmark during the 2022-2023 school year.
<i>Measures</i>	The percentage of kindergarten through third grade students showing typical or above growth in Acadience Pathways of Progress at Middle of Year (MOY) will increase by four percent (61% - 65%).
<i>Action Plan (please number steps)</i>	<p>1) Teachers meet in grade level data team meetings every 4-5 weeks to review Tier II data and flexibly group students.</p> <p>2) Teachers will utilize personalized instructional strategies to ensure student growth for all students. An after-school program focused on work completion will be held twice a week in a teacher's classroom. This will be paid for using Land Trust funds.</p> <p>3) Teachers will participate grade level growth accountability data meetings after each benchmark with administration and the English Language Arts coordinator to determine Tier I focuses/adjustments.</p> <p>4) Multiple paraprofessionals will be hired to assist with the support of Tier I and Tier II student growth. Paraprofessionals specifically running Tier II literacy interventions (SPIRE, phonics kits, Heggerty, Kilpatrick drills) will be paid for with Land Trust funding.</p> <p>5) Technology needs will be purchased including devices, carts, cases, and headphones to accommodate adaptive software. LAND Trust funds will be used for this.</p> <p>6) Systemically progress monitor students using mClass who receiving intentional intervention as well as varying other students as the need arises.</p> <p>7) Fund eight two-hour summer library sessions. LAND Trust will be used for this.</p> <p>8) Teachers will continue to complete Language Essentials for Teachers of Reading and Spelling (LETRS) training.</p> <p>9) K-3 teachers will receive Sound Wall training from a LETRS facilitator. Professional services and substitutes during training will be covered with TSSA.</p> <p>10) Increase our ELA Coordinator's contract to .75 using TSSA funds.</p>
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#GraduationRates#CollegeCareerReady
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees
<i>Academic area(s) addressed by the goal</i>	Reading
<i>Does this action plan include behavioral /</i>	No

character education / leadership efforts?

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

Goal LAND Trust Expense Total - \$71,700.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#7 Summer Reading Program: \$700.00, Paraprofessional Salaries: \$61,000.00, After-School Work Completion Program: \$5,000	\$ 66,700.00
LAND Trust Academic	General Supplies, Other	#5 Technology Refresh- iPads, carts, laptops, charging cords, headphones, etc.,	\$ 5,000.00

Goal Short Title

Goal #2 Math/SEL

Goal Statement

Increase the K-6 math growth percentage by two percent using the iReady math winter diagnostic.

Measures

iReady diagnostic assessments

Action Plan (please number steps)

- 1) Provide Ready Math training for teachers, as needed.
- 2) Quarterly faculty meeting will be dedicated to reviewing and discussing grade level math progress/data.
- 3) Continue to implement Harmony social and emotional learning (SEL) curriculum.
- 4) Guidance counselor will give lessons on the Seven Habits of Happy Kids.
- 5) Provide QPR Gatekeeper trainer PL for our Hope Squad advisor using TSSA funds. This will allow our advisor to train our upper grade teachers suicide prevention. Hope Squad advisor will be paid for partially out of Land Trust Funds.
- 6) Identify and train student members of the Hope Squad.
- 7) Teachers will work with the school guidance counselor to identify student needs, and she will provide lessons and support for individual classrooms and students.
- 8) Increase our guidance counselors contract to fulltime using TSSA funds.
- 9) Adaptive software to personalize instruction will be purchased as well as devices, charging cords, carts, cases, and headphones to accommodate the adaptive software. LAND Trust funds will be used for this.

10) Implement an attendance program to decrease our chronic absentiism that has tripled this year. Class by class based competition.

11) iReady Math student licenses, Imagine Math Facts subscription, Forefront Basic Package purchased by LAND Trust funds.

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

#PDI#Tech#SEL#TeacherLeaders#CollegeCareerReady#GraduationRates

District Strategic Plan Area(s)

Empowered Employees|Parent & Community Connections|Culture|Student Growth & Achievement

Academic area(s) addressed by the goal

Mathematics

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

Yes

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

Yes

Goal LAND Trust Expense Total - \$21,400.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Behavioral	Salaries & Benefits	#5 Hope Squad Advisor	\$ 6,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	iReady Math student licenses: \$5,000, Imagine Math Facts subscription: \$2,400, #11 Forefront Basic Package: \$3,000	\$ 10,400.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#9 Technology Refresh- iPads, carts, laptops, charging cords, headphones, etc.,	\$ 5,000.00

Aditonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Goal #1 English Language Arts	LAND Trust Academic	Salaries & Benefits	#7 Summer Reading Program: \$700.00, Paraprofessional Salaries: \$61,000.00, After-School Work Completion Program: \$5,000	\$66,700.00
Goal #1 English Language Arts	LAND Trust Academic	General Supplies, Other	#5 Technology Refresh- iPads, carts, laptops, charging cords, headphones, etc.,	\$5,000.00
Goal #2 Math/SEL	LAND Trust Behavioral	Salaries & Benefits	#5 Hope Squad Advisor	\$6,000.00
Goal #2 Math/SEL	LAND Trust Academic	Online Curriculum or Subscriptions	iReady Math student licenses: \$5,000, Imagine Math Facts subscription: \$2,400, #11 Forefront Basic Package: \$3,000	\$10,400.00
Goal #2 Math/SEL	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#9 Technology Refresh- iPads, carts, laptops, charging cords, headphones, etc.,	\$5,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 94,777.00
G - Total projected funding for next year SY22-23	\$ 94,777.00
H - Total planned expenditures for next year SY22-23	\$ 93,100.00
I - Planned carryover into the following year SY23-24	\$ 1,677.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Carryover would be used to purchase more technology needs in classrooms including computers, laptops, iPads, cords, document cameras, projectors, etc., to support our goals.
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.

They will be posted throughout the school.

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/13/2022
Number who approved	12
Number who did not approve	0
Number who were absent or abstained	0