



Teacher Student Success Plan LAND Trust only

Holt Elementary - SY 2023

Principal Daryl Fluckinger

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 Holt Elementary is to promote the mission of learning first for all. To accomplish our purpose, we strive for high achievement in all subject areas. We collaborate and review data to create an environment that allows for continuous academic growth for each student. We provide a safe productive environment where teachers are engaged in effective teaching, using a variety of research based instructional strategies. Students are actively engaged in learning. Teachers are highly trained to teach the DESK standards to accomplish our goals. Holt Elementary invites and encourages community involvement and parental support for the benefit of our students.

Description of the School

Community

Holt Elementary is a Title I residential school located at 448 N. 1000 W. in Clearfield, Utah. The neighborhood is comprised of single family homes, townhouses, and trailer homes.

Student Body

Holt's student population consists of 399 K-6 students and 32 preschool students comprised of the following demographics: 263 are Caucasian, 104 Hispanic/Latino, 2 Native American, 7 Asian, 2 African American, and 13 Pacific Islander. Of the student body, and 48.3% are economically disadvantaged (qualifying for free/and or reduced lunch).

Staff

Our staff consists of 21 highly qualified certified teachers, 2 special education teachers, 1 speech pathologist, 0.5 psychologist, 1 instructional math coach, 1 instructional language arts coach, 2 academic instructional coaches, and 1 counselor. Holt also employs highly dedicated classified employees and paraprofessionals including school secretaries, custodians, cooks, media specialist, music, physical education, coding/computer, art, reading and math tutors (10), and a special education teacher assistant.

School Culture

Our school culture consists of a triangle made up of parents, teachers, and students working together to promote Learning First. Teachers use formative and summative assessments to teach, reteach, and enrich student learning. Interventions are designed to meet the individual needs of students. Students who are assessed as below proficiency in the curriculum areas of reading and math are given interventions to support and encourage growth. It is our philosophy to develop trust and rapport among students and parents alike. We encourage parent involvement in the PTA and the School Community Council. Collaboration is encouraged by the administration and parents to build unity and cohesiveness. Volunteers are encouraged and involved in supporting classrooms.

Unique Features & Challenges

The Holt school community is comprised of families from a variety of socioeconomic levels. Due to the number of students coming from economically disadvantaged homes, Holt is designated as a Federal Title I school and receives Title I funds. Families are faced with a variety of challenges that typically accompany dynamics of a low-income community. Some of our students come from homes where English is not the primary language. We strive to communicate with all families to keep them involved. Holt has a supportive PTA and Community Council.

Additional Information

Students at Holt Elementary are involved in the Hill Air Force STEM StarBase program. We also have a school play that is highly attended as well as a school choir. We are looking to add additional after school programs to offer more opportunities for our students. Holt also has a Title I and a Head Start preschool.

Holt is identified as a state turnaround school. This provides additional funding for professional development, coaching, student interventions, and parent engagement activities.

Needs Analysis

Notable Achievements

Holt provides a six week Summer School Program focused on reading and math.

Our Holt Harmony Choir is offered each fall and we also offer students the opportunity to participate in a school play every spring.

Our teachers participate in a weekly grade level Professional Learning Community (PLC).

Areas of Recent Improvement

According to 2021-2022 Acadience data, our proficiency levels for K-3 went from 40% of students proficient at the beginning of the year to 53% of students proficient at the middle of the year. That is a 13% increase. The average district increase during this time was 3%. Our school has implemented several positive student behavior initiatives. These include CHAMPS classroom management, The 200 Club, Student of the Week, and school-wide PBIS which includes PBIS tickets.

We have also implemented Sanford Harmony, a Social and Emotional Learning program. This includes weekly lessons and daily morning meetings focused on building classroom community. Teachers meet for a weekly PLC on Friday. During this time teachers have worked on identifying essential standards, I Can statements and common assessments. This will ensure we are prepared to move into student data analysis next school year. Our professional development for this school year has focused on the Core Instruction Model. Based on observation data, there has been an improvement in classroom engagement and targeted teaching.

Areas of Needed Improvement

Based on the RISE data from 2017-2018 and 2018-2019, Holt has been identified as a turnaround school by the state. During the Spring and Fall of 2020, a needs assessment was conducted by an outside agency contracted with the state. We have written a school improvement plan that identifies our goals and action steps for the next two years to make academic growth. We have partnered with Catapult Learning to help provide our professional development in this process. The areas of identified improvement include parent and community involvement, student attendance, and improvement in language arts instruction.

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')
We will increase the percentage of K-3 students scoring at or above Acadience end-of-year composite score benchmark by 6%. We will also increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE English Language Arts by 8% compared with the previous year data. This will include 80% of students showing at least one year of growth according to the RISE data.	Did not meet goal	<p>We chose to compare our data according to the 2018-2019 school year since we do not have any end-of-year data for the 2019-2020 school year.</p> <p>According to 2018-2019 end-of-year Acadience proficiency data, our Kindergarten-3rd grade students were at 58% proficient. During the 2020-2021 school year, our Kindergarten-3rd grade students were at 53% proficient at the end of the year. This is a 5% decrease so we did not meet our goal of a 6% increase. That being said, our Kindergarten-3rd grade students scored 53% proficient according to our 2021-2022 middle-of-year Acadience benchmark, so we anticipate a rise in our end-of-year proficiency scores.</p> <p>According to our 2018-19 RISE data, we had 23.5% of our 3rd-6th grade students score proficient on the English Language Arts section of the assessment. Our 2020-2021 RISE scores also had 23.5% of our 3rd-6th grade students score proficient. This is a 0% increase so we did not reach our goal of an 8% increase.</p> <p>Data was not available to show if 80% of our students showed one year of academic growth due to the cancellation of the previous year RISE assessment due to the COVID pandemic.</p> <p>COVID has played a major part in our low academic achievement. Virtual learning was not successful for our students and the hybrid schedule used last year was also difficult to help close the achievement gap. Attendance due to COVID has also affected our academic achievement.</p>
We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE Math and RISE Science scores by 8% compared with the previous year data. This will include 80% of students showing at least one year of growth according to the RISE data.	Did not meet goal	<p>According to our 2018-19 RISE data, we had 26.5% of our 3rd-6th grade students score proficient on the math section of the assessment. Our 2020-2021 RISE scores had 26.2% of our 3rd-6th grade students score proficient. This is a .3% decrease so we did not reach our goal of an 8% increase.</p> <p>According to our 2018-19 RISE data, we had 25.4% of our 4th-6th grade students score proficient on the science section of the assessment. Our 2020-2021 RISE scores had 28.7% of our 4th-6th grade students score proficient. This is a 3.3% increase so we did not reach our goal of an 8% increase.</p> <p>Data was not available to show if 80% of our students showed one year of academic growth in math and science due to the cancellation of the previous year RISE assessment due to the COVID pandemic.</p>

As stated on our last goal, COVID has affected our academic performance due to poor attendance, hybrid schedule, and virtual learning.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
We will increase the percentage of K-3 students scoring at or above Acadience end-of-year composite score benchmark by 6% compared with the previous year data. We will also increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE English Language Arts by 8% compared with the prior 2018-2019 year data. This will include 80% of students showing at least one year of growth according to the RISE data.	Progressing according to plan	Our middle-of-year Acadience benchmark proficiency score for k-3 students was 53%. We are hoping to see a 6% growth in this as we reach end-of-year to achieve our goal. We have also been implementing the Core Instructional Model throughout the year as well as tracking student data and using interventions. Because of this, we are hopeful we will reach our RISE composite and growth goals we have set as a school.
We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE Math and RISE Science scores by 8% compared with the prior 2018-2019 year data. This will include 80% of students showing at least one year of growth according to the RISE data.	Progressing according to plan	We have implemented the action steps above throughout the school year. We have also implemented the Core Instruction Model with professional development from our vendor for school turnaround. Coaches have worked with teachers throughout the year to provide targeted instruction based on the state standards. We are hopeful we will reach our growth and proficiency goals in math and science according to the RISE assessment.
Improve student SEL skills in five CASEL competencies by implementing SEL direct instruction and SEL instructional strategies.	Progressing according to plan	We have implemented all action steps listed in our goal throughout the year. Our SEL curriculum is taught weekly in each classroom, teachers all have a calming space in their classroom, and a calming room was created next to the office. Each teacher holds daily morning meetings in their classroom. Our SEL and PBIS teams meet monthly to discuss our next steps in student well-being and behavior throughout the school.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 23,346.09
B - Allocated new funds for current year SY21-22	\$ 46,250.00
C - Total Budget for current year SY21-22	\$ 69,596.09
D - Projected spending during current year SY21-22	\$ 65,000.00
E - Expected carryover from current year SY21-22	\$ 4,596.09
F - Projected new funding for next year SY22-23	\$ 51,957.00
G - Total projected funding for next year SY22-23	\$ 56,553.09

Goals and Planned Actions / Resources

Goal Short Title	Language Arts
Goal Statement	We will increase the percentage of K-3 students scoring at or above Acadience end-of-year composite score benchmark by five percent. We will also increase proficiency levels according to RISE English Language Arts by six percent compared with the previous year data. This will include 80% of students showing at least one year of growth according to the RISE data.
Measures	Acadience testing, progress monitoring, benchmark testing, CORE phonics survey
Action Plan (please number steps)	<ol style="list-style-type: none"> Teachers will receive two days during the year to benchmark students in reading. Substitutes will be provided. Each teacher will have tutors come into their classroom, or students pulled to our reading room, daily during power hour. Below level students will be targeted and tracked during weekly collaboration by teachers. Interventions will also be discussed. Monthly data team meetings will involve a grade level discussion of struggling readers using reading data to determine appropriate interventions. Teachers will observe other teachers during their instruction time to watch best practices. A substitute will be provided to cover the classroom during observations.
This goal can	#PD/#CollegeCareerReady

<i>be categorized as... (choose all that apply)</i>													
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement												
<i>Academic area(s) addressed by the goal</i>	Reading Writing												
<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>	Goal LAND Trust Expense Total - \$48,000.00												
	<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>#2 Reading Tutors</td> <td>\$ 40,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#1 Substitutes for planning, testing, and observation</td> <td>\$ 8,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#2 Reading Tutors	\$ 40,000.00	LAND Trust Academic	Salaries & Benefits	#1 Substitutes for planning, testing, and observation	\$ 8,000.00
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<i>Goal Short Title</i>	Math and Science								
<i>Goal Statement</i>	We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE Math and RISE Science scores by showing at least one year of growth according to the RISE data.								
<i>Measures</i>	RISE, common assessments, classroom data								
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> Grade level teams will be given three curriculum planning days during the year to work on their curriculum maps and assess Teachers will observe other teachers integrating content across subject areas. Substitutes will be provided. A specialist will be hired to assist students and teachers with the integration of STEM. Technology carts and will be purchased to house laptops and iPads for classrooms. Devices will also be purchased. This equi Technology licenses for students will be purchased to assist with our math program. Our licenses will be for i-Ready and ST 								
<i>This goal can be categorized as... (choose all that apply)</i>	#Techl#CollegeCareerReady								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement								
<i>Academic area(s) addressed by the goal</i>	Science Mathematics								
<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>	Goal LAND Trust Expense Total - \$8,000.00								
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LAND Trust Academic	Online Curriculum or Subscriptions	#5 Math licenses	\$ 8,000.00						

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts	LAND Trust Academic	Salaries & Benefits	#2 Reading Tutors	\$40,000.00
Language Arts	LAND Trust Academic	Salaries & Benefits	#1 Substitutes for planning, testing, and observation	\$8,000.00
Math and Science	LAND Trust Academic	Online Curriculum or Subscriptions	#5 Math licenses	\$8,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 51,957.00
G - Total projected funding for next year SY22-23	\$ 56,553.09
H - Total planned expenditures for next year SY22-23	\$ 56,000.00
I - Planned carryover into the following year SY23-24	\$ 553.09
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Carry over will be used to enhance existing goals.
Plan for sharing the school LANDTrust plan with the community	School assembly 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:

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

Meeting

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

Goal #1

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

Goal #2

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

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

Our school works directly with a state approved vendor for school turnaround. The vendor has provided professional development in evidence-based strategies. These include PBIS and the Core Instruction Model.

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?

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

We use state approved assessment tools including Acadience and Rise. Our data tracking and interventions are all based from this data.

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	03/24/2022
Number who approved	7
Number who did not approve	0
Number who were absent or abstained	1