



# Teacher Student Success Plan LAND Trust only

**Kaysville Elementary - SY 2023**

**Principal Meggan Nichols**

## 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 Kaysville Elementary is to promote the mission of learning first for all. To accomplish our purpose, we will provide a guaranteed curriculum at high levels to all learners with extra time and support provided for intervention and enrichment. Educators will be provided opportunities to improve and refine their practice through collaborative teaming and ongoing professional development. We will partner with parents, PTA and community members to provide opportunities for each child to engage in learning that prepares them with 21st century learning skills of critical and creative thinking in a collaborative environment.

## Description of the School

### Community

Kaysville Elementary was built in 1905 and has since been through several remodels. The school is located at 50 North 100 East in Kaysville, Utah. The boundaries of Kaysville Elementary mainly consist of residential areas, however, there are many local businesses that are within walking distance of the school. Kaysville is a tight knit community where traditions are kept, families are valued, and citizens enjoy a sense of belonging and the spirit of community."

### Student Body

Our school consists of preschool through grade 6. As of February 2022, Kaysville Elementary School had a student population of 539 students; a predominately Caucasian student population with a 11.5% ethnic demographic student population. The percentage of Students with Disabilities is roughly 17% of our total population.

## Staff

Kaysville Elementary employs 70 staff members with 25 of those being certificated teachers. Fifty-six percent of the teaching staff at Kaysville Elementary is ESL Endorsed.

## School Culture

Kaysville Elementary develops a culture of being safe, kind, respectful and responsible. It is a school of positive transparency and open communication between stakeholders. Kaysville Elementary exemplifies an atmosphere of shared responsibility for "Learning First" through stakeholder participation in the educational process.

## Unique Features & Challenges

Kaysville students, teachers, administrators, parents, and community all work together to make Kaysville Elementary the best elementary school in the district. Our school contains a first, second, and third grade PAL (Primary Advanced Learned) class for students that have been identified as being advanced learners. We also house a community preschool that serves three and four-year-old regular and special education students in a mainstream setting. We enjoy a high level of parent participation not only through our PTA, but also through parents that volunteer in teacher classrooms. A high percentage of our students are bussed to school.

Challenges at our school include transforming teaching so there is equity in learning for all students. The initiative of Blended learning-which is transforming teaching and learning to allow for differentiation, individualization, and personalization through digitally enhanced pedagogies and practices-, is a powerful and comprehensive approach to address this need. Our ultimate vision is to create and support personal learning plans for every student.

## Additional Information

Kaysville Elementary has a very active PTA. They provide various activities: VIP Breakfast, Reading Week, Reflections, Dad's and Donuts, Book Fair, etc. They support the staff by providing field trip grants and countless volunteer hours.

## Needs Analysis

### Notable Achievements

Principles of Growth Mindset are being taught and practiced by students and faculty members. We continue to improve the implementation of our Davis Collaborative Teams with a focus on formative assessment, student data, and interventions within grade-levels, as well as vertically aligned curriculum across grade levels. School-wide interventions are provided to every student based upon data to determine the areas of need. SPIRE Reading is one of those to develop phonemic awareness in our students. We have a Jr. HOPE Squad to help and aid our students learn skills of listening and supporting. The School Enrichment Model (SEM), which is implemented to assist the traditional classroom teacher in providing enrichment for advanced learners in pull-out and small group settings, served 115 students as of February 2022. These students have participated in recycling

and service projects. Subjects that students have studied include: coding, researching, cryptology, deciphering using games that require the use of algorithms, sequencing and programing, creating snap circuit experiences, and computer programs.

## Areas of Recent Improvement

The school has redesigned its instructional schedule to offer the greatest academic progress for students. Teachers have an opportunity to provide tier two interventions with the support of a tutor each day during a designated time called "Den Time". Instructional needs are identified, and focused instruction is given in a small group setting for 40 minutes 4 times a week. Progress monitoring takes place weekly to advance students or to refer to the school's Local Case Management Team. Student access to technology has also increased. Kaysville Elementary is now one-to-one with digital tools. Grade levels K-2 have an iPad cart in each classroom. Grades 3-6 have a cart with Cloud books in each classroom. Our STS provides technology support as well as training and coaching in digital devices and tools. Eighty-three percent of students K-3 are reading on level as measured by the 2021-2022 Middle of Year (MOY) Acadience Reading measure. Our school is showing progress in providing differentiated learning for our students. Faculty provides instruction on Social Emotional Learning with the curriculum tool Second Steps. Our students have shown progress in empathy, how to calm down, problem solving, and fair ways to play. We continue to teach Growth Mindset. Progression is observed in understanding, demonstrating, and applying Growth Mindset in learning situations.

## Areas of Needed Improvement

Our school needs to continue to raise proficiency levels in RISE (State end of year test), and Pathways of Progress in Acadience Reading. We want to see growth in each subject area. We need to improve upon our interventions for non-proficient students to ensure they are moving closer to proficiency. In order to ensure this takes place, we will focus on Professional Learning Communities (PLCs) using data driven instruction and interventions. Kaysville Elementary also has a desire to lead teachers in instructional agility by focusing on the implementation of Blended Learning practices. Kaysville Elementary will focus on supporting student proficiency in 21st Century Learning Skills of critical thinking, creative thinking, collaboration, and communication. Will will work toward increasing the use of technology at higher levels (SAMR) to affect student leaning and thinking.

## 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')
85% of students in grades K-3 will achieve typical or above typical growth measured by Acadience from Beginning of Year to Middle of Year.	Did not meet goal	Acadience Pathways of Progress Middle of year report shows 65.2% of students achieved typical or above typical progress. Middle of Year Acadience data also show that 73% of students are at or above benchmark. This is a 4% increase from the beginning of the year.
50% of students in grades 1-6 will meet typical	Met goal	Action steps were followed with fidelity.

or above growth from the Beginning of Year to the End of Year on the iReady diagnostics.

Incorporate Social Emotional Learning to develop self-awareness and self-management skills to achieve school and life success. Decrease the percentage of students being bullied at recess according to School Climate Survey data from 26% to 24%.

Did not meet goal

Was not able to measure this goal due to the Climate Survey questions changing and they no longer aligned with goal.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
Seventy percent of students in grades K-6 will achieve typical or above typical growth as measured by Acadience Pathways of Progress from Middle of Year to Middle of Year.	Progressing according to plan	Middle of year Adacience Benchmark shows 67.2% of K-3 Students made typical, above typical, or well-above typical progress from middle of year 2021-middle of year 2022. Although this didn't meet our goal of 70%, proficiency scores show that 83% of our K-3 students are reading with proficiency. This is a 6% increase from the beginning of the year.
In grades 3-6, increase student proficiency or above proficiency by 2 % in reading comprehension as measured by the Reading Inventory.	Progressing according to plan	The school met this goal according to Middle of year Reading Inventory benchmark. At the beginning of the year, 78 % of our 3-6 students were proficient in comprehension. At the middle of the year, 85% of our 3-6 students were proficient in comprehension according to the RI assessment.
Seventy-five percent of students in grades 1-6 will meet typical or above growth from the Beginning of the year to the End of Year on the iReady diagnostics.	Progressing according to plan	Kaysville is on progress to meet this goal. On Middle of Year iReady Math diagnostic, 71% of our students have already met annual typical growth.
Eighty percent of students will show proficiency in grade level science standards as measured by pre and post tests of each standard 1st-6th. 80% of students will increase in Coding proficiency as measured by benchmark pre and post test.	Progressing according to plan	The Skill Struck coding course began in November, 2021. By mid January 2022, the students were showing an average increase of 10% since the pre-test.

# LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 2,427.68
B - Allocated new funds for current year SY21-22	\$ 61,239.00
C - Total Budget for current year SY21-22	\$ 63,666.68
D - Projected spending during current year SY21-22	\$ 63,124.00
E - Expected carryover from current year SY21-22	\$ 542.68
F - Projected new funding for next year SY22-23	\$ 64,229.00
G - Total projected funding for next year SY22-23	\$ 64,771.68

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Reading Goal</b>
<i>Goal Statement</i>	Seventy percent of students in grades K-6 will achieve typical or above typical growth as measured by Acadience Pathways of Progress from Middle of Year 2022 to Middle of Year 2023.
<i>Measures</i>	<p>Acadience Pathways of Progress Middle of Year Report from 2021-2022 shows us that 68% of Kaysville students are making typical progress. We would like to increase this percentage to 70%.</p> <p>Acadience Pathways of Progress Middle of Year Report from 2022-2023 will be used to measure progress towards goal.</p>
<i>Action Plan (please number steps)</i>	<p>Strengthen Tier 1 instruction by the following actions.</p> <ol style="list-style-type: none"> <li>1. Teachers identify students needing re-teaching/intervention.</li> <li>2. English Language Art Coordinator coaches and models research based practices for teachers.</li> <li>3. Teachers will collaborate in grade level Davis Collaborative Teams to analyze data, identify struggling students, address and modify instruction based on student need. We will fund substitutes for the monthly teacher collaboration time.</li> <li>4. Interventionists will deliver targeted instruction using SPIRE curriculum, based on need as identified by Acadience testing, Davis Drill Down and weekly progress</li> </ol>

monitoring. Interventionists will be funded with Lands Trust funding.

- 5. Purchase Educational Software for Guiding Instruction (ESGI) data tracker for Kindergarten teachers so students who need targeted intervention can be easily identified.
- 6. Teachers will participate in Language Essentials for Teachers of Reading & Spelling (LETRS) training to improve reading instruction.
- 7. Hire Beverly Taylor Sorenson (BTS) Arts Educator to collaborate with grade level educator to develop, and deliver arts integrated lessons.
- 8. The school will increase student engagement in learning by utilizing restorative practices when student behavior is addressed. Office referrals will decrease from previous year. Social Emotional Learning (SEL)

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

#PDI#Tech|#TeacherLeaders|#CollegeCareerReady|#SEL

*District Strategic Plan Area(s)*

Student Growth & Achievement|Empowered Employees

*Academic area(s) addressed by the goal*

Reading

*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 - \$25,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#4 Reading Interventionists	\$ 25,000.00

*Goal Short Title*

**Math Goal**

*Goal Statement*

Seventy-five percent of students in grades 1-6 will meet typical or above growth from the Beginning of the year to the End of Year on the iReady diagnostic.

*Measures*

Kaysville Elementary deems that is necessary to track student growth in math so all students are on a pathway of typical progress each year. Current iReady Dignostic Middle of Year growth report from 2022 shows 71% of our students had met annual typical growth.

The iReady Diagnostic Growth Report from the beginning of the year to the end of the year will measure student growth.

*Action Plan (please number steps)*

1. Purchase Ready Math curriculum for grades K-6.
2. Purchase additional iReady Math digital licenses not funded through the state math grant. Every student 1-6 will use the iReady digital math tool 3-4 times per week. Teachers will use the data from this tool to inform instruction in order to provide intervention and enrichment opportunities. This digital tool will be made available to support practice at home.
3. Assess student progress with Acadience Math screener K-3 and iReady Math Benchmarks 4th-6th.
- 4.. Grade Level Davis Collaborative Teams will engage in a half day of collaboration monthly, to create a lesson study, write common formative assessments, or develop curriculum in math as informed by student data. Davis Collaborative Teams will use iReady math data to form small student groups for interventions.
5. Math tutors under the direction of the teacher will provide interventions to identified students. Interventionists will be funded through LAND Trust.
6. Students will be given the iReady math diagnostics three times a year.
7. Grade level competitions will be held to motivate students to complete their iReady math lessons.
8. Computer equipment and sound system upgrades, to support delivery of tier one instruction by teachers. Laptops with active pens will be purchased to support the delivery of tier one instruction by teachers. Digital devices will be purchased through LAND Trust.
9. Focus on healthy student behaviors and SEL strategies that decrease disruptions at school, build a positive learning climate, and support increased leaning outcomes in the classroom.
10. Students perform at a higher level academically when they are happy and comfortable in their environment. The HOPE Squad will provide opportunities for students to make new friends, obtain positive peer support, and contribute to an overall positive school culture.
11. Training adult advisors to work with students in Hope Squad.
12. Identification and training of student members of Hope Squad .
13. Implementation of Hope Squad activities providing each student with a sense of belonging in and out of the classroom.
14. Hiring an aid to support learning in the 4th/5th split class.
15. Purchase seating that supports collaboration
16. SEL Support- Funding for 3rd grade program- "We are Amazing"

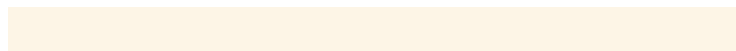
<i>This goal can be categorized as... (choose all that apply)</i>	#SEL#GraduationRates												
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Culture												
<i>Academic area(s) addressed by the goal</i>	Mathematics												
<i>Does this action plan include behavioral / character education / leadership efforts?</i>													
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Yes												
	Goal LAND Trust Expense Total - \$38,675.00												
	<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 &amp; Benefits</td> <td>#5 Math Interventionists</td> <td>\$ 18,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Software or Technology Hardware (each item &lt; \$5000)</td> <td>#8 Digital Devices to supplement device refresh</td> <td>\$ 20,675.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#5 Math Interventionists	\$ 18,000.00	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 Digital Devices to supplement device refresh	\$ 20,675.00
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## Additional LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Goal	LAND Trust Academic	Salaries & Benefits	#5 Math Interventionists	\$18,000.00
Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 Digital Devices to supplement device refresh	\$20,675.00
Reading Goal	LAND Trust Academic	Salaries & Benefits	#4 Reading Interventionists	\$25,000.00

### Summary of Planned Expenditures





F - Projected new funding for next year SY22-23	\$ 64,229.00
G - Total projected funding for next year SY22-23	\$ 64,771.68
H - Total planned expenditures for next year SY22-23	\$ 63,675.00
I - Planned carryover into the following year SY23-24	\$ 1,096.68
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Extra funding will be spent to enhance goals as written.
Plan for sharing the school LANDTrust plan with the community	Labels to identify LAND Trust purchases School newsletter School website
Additional plan for sharing the school LAND Trust plan with the community.	The Lands Trust plan will be posted on the community board at the school.

This school is not a Title I school.

## SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/09/2022
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	0