



Teacher Student Success Plan LAND Trust only

Meadowbrook Elementary - SY 2023

Principal Ryan Van Natter

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

At Meadowbrook we cultivate strong hearts and minds of children.

Description of the School

Community

Meadowbrook is located at 700 North 325 West in Bountiful, Utah. Our school boundary is comprised of homes and apartments. It is a suburban setting with easy commutes to neighboring cities. We are proximal to the Davis Recreation Center as well as small businesses to the South. All students are within walking distance, and our students in the Essential Elements classroom are transported by bus.

Student Body

Meadowbrook serves approximately 416 students from pre-school to grade six. Average class size in grades K-6 is 27 students. Meadowbrook's student population consists of approximately: 59% White, 20% Hispanic/Latino, 8% Native Hawaiian or other Pacific Islander, 2% Asian, 3% Native American/Alaskan Native, 3% Black or African American, 7% Multiple Races. Additional Info: 13% English Language Learners, 18% Students with Disabilities, 47% Free/Reduced

Staff

Meadowbrook has 69 staff members: 22 certified employees, 47 classified employees; 52% of our certified staff are ESL endorsed 26% have a Master's Degree-or higher. Our Meadowbrook classified staff who work with students are all highly qualified, having either an Associate Degree, Bachelor's Degree, or have successfully demonstrated proficiency in Math and Language Arts through the Praxis Paraprofessional test. We have used our Trustlands and TSSA funding to lower class size this year. All our teachers have assistance from our highly qualified tutors who work under their direction to support targeted Tier II instruction.

School Culture

We promote Learning First through collaboration and staff development in student engagement, Professional Learning Communities (PLCs), and a focus on precise academic standards and data based instructional decisions. Through these means, we engage in a variety of ways to reach our diverse student population.

Literacy, social emotional learning, and engagement are our primary areas of focus. Staff and parents report a strong community-minded, people-centered culture.

Our community is an integral part of our school culture. We enjoy an active PTA that bridges the school and community. Parent volunteers assist with extracurricular activities, and family engagement opportunities (e.g. school programs, family nights, etc.) are well attended.

Unique Features & Challenges

Meadowbrook is a Title I School. As part of the Title I program, we serve Head-Start and pre-school age students as a means of getting them Kindergarten-ready.

We see the impact of the COVID pandemic in many ways. Most significant are student attendance and school readiness. These two challenges have created extreme difficulty in addressing student needs, especially in administering interventions.

The interest/need for our before-school and after-school programs has increased by more than double that of last year.

Additional Information

We have an Essential Elements classroom that serves students in grades K-3 who require significant Special Education services. We have Head Start and Title 1 preschool . The Bountiful Food Pantry donates weekend food packs for students weekly.

Needs Analysis

Notable Achievements

We began Vex robotics this year as an after-school opportunity for fifth and sixth graders. One of our two teams received the overall Excellence Award at the district competition and will compete at the state level.

We introduced a Multicultural Club for fifth and sixth graders. Over 60 students signed up and about 40-50 attend each meeting. Club members have explored a variety of cultures and developed ways to help improve cultural awareness at the school.

Areas of Recent Improvement

On the 2021 end-of-year Acadience Pathways of Progress report, we had 77.3% of our students make 'Typical' or greater progress, about 11% higher than the district average.

Areas of Needed Improvement

Only 13% of our Multi-language learners made adequate progress on the 2021 WIDA, compared to the state average of 18% and the district average of 41%.

Likely due to COVID, we have seen the number of students who are chronically absent (missing 10% or more of school days) skyrocket. Throughout the year, we have seen the chronic absentee rate hover around 50%. This impacts our ability to provide consistent academic and behavior intervention, student connectedness, child find for Special Education, etc.

We have only just begun implementing explicit social emotional learning instruction. Although we are implementing SEL practices, we need to increase the quantity and quality of explicit SEL 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 from 61% to 63% of students in grades K-6 will show “typical” (or higher) progress on Acadience Reading Pathways of Progress on middle of year Acadience assessments.	Met goal	On middle-of-year Acadience benchmark, 64.9% of students had 'typical' or higher progress.
Build foundational knowledge and capacity for faculty and staff in the five CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making adults by creating a school SEL plan using the Davis School District's SEL Walkthrough Tool.	Met goal	Foundational understanding of social emotional learning was established with teachers through training on Pure Edge self care and the introduction of SEL practices in staff development.

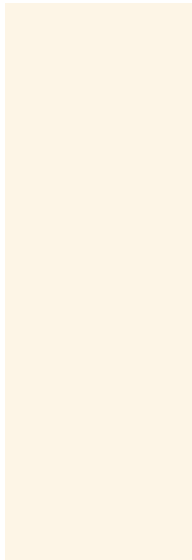
Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress	Comments
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	toward goal	
<p>We will increase from 65% to 67% of students in grades K-6 showing “typical” (or higher) progress on Acadience Reading Pathways of Progress on middle of year Acadience assessments.</p>	<p>Not progressing according to plan</p>	<p>On 2021 middle-of-year Pathways of Progress, 64.9% of students scored at 'typical' or above progress. On the current year, 2022, middle-of-year Pathways of Progress, 48% of students scored at 'typical' or above progress. This represents a 16.9 percentage point decrease from 2021 to 2022.</p> <p>Although we are following the action plan, there are some factors that we believe have severely impacted this lack of growth: major gaps in student readiness related to the COVID pandemic and chronic absenteeism.</p> <p>Students in primary grades were subject to school closures and the transition to online learning during the end of their 2020 school year. During the 2021 school year, students started on a hybrid schedule, with many going back and forth between fully online and in-person programs. Fewer preschool aged students participated in non-school preschools. These factors have heavily impacted students in creating academic gaps in learning and created a need for teachers to use class time to fill gaps, provide more intervention, and differentiate at whole new levels.</p> <p>During the 2021 school year, 14% of the whole student population was chronically absent (missed 10% or more of school days), up from about 11% in 2020. As of the end of third term this year (2022), 48% of the whole student population has been chronically absent. That is over 300% higher from the previous year. This kind of rampant absenteeism represents not just the loss of tier 1 instruction and tier 2 intervention, but it also creates a discontinuity of instruction and intervention in academics, social and emotional skills, and behavior practices. Interventions are successful when they are evidence-based and administered consistently with fidelity. Although we are using evidence-based intervention and administering interventions consistently, nearly half of our students are not in attendance to receive them on a consistent basis.</p>
<p>We will increase teacher familiarity with, and use of Social Emotional</p>	<p>Progressing according to plan</p>	<p>Staff have a space for their own SEL and are creating SEL spaces in their classrooms. Staff have been provided curriculum to use to deliver explicit SEL instruction for students.</p>

Learning (SEL) strategies in order to Empower Employees, Ensure Safety & Security, and improve Culture and School Climate.



LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 2,762.95
B - Allocated new funds for current year SY21-22	\$ 40,613.00
C - Total Budget for current year SY21-22	\$ 43,375.95
D - Projected spending during current year SY21-22	\$ 42,811.73
E - Expected carryover from current year SY21-22	\$ 564.22
F - Projected new funding for next year SY22-23	\$ 50,783.00
G - Total projected funding for next year SY22-23	\$ 51,347.22

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Literacy
<i>Goal Statement</i>	Increase the percent of students in grades K-6 scoring 'typical' or above on the Acadience Pathways of Progress by five percentage points from middle-of-year (MOY) benchmark to end-of-year (EOY) benchmark.
<i>Measures</i>	Literacy is the primary area of focus in elementary, especially in kindergarten through third grade. Teachers have been working on professional development targeted at improving literacy instruction. The Acadience Pathways of Progress report shows over a three year period that we increase the percent of

students showing adequate growth (i.e. 'typical' or above) from the middle-of-year benchmark to the end-of-year benchmark by 1.3 percentage points. Since the percent of students showing adequate growth from beginning to middle is on a downward trend, we want to focus on a gaining more substantial progress from middle-of-year to end-of-year.

We will determine progress and success based on the Acadience Pathways of Progress report.

Action Plan (please number steps)

1. Teachers will use the Acadience data to identify which students met benchmark, which students showed growth, and which, if any, students decreased in proficiency.
2. Teachers will use evidence-based drill-down assessment tools to determine specific intervention needs for identified students. Students below benchmark will receive interventions and be progress monitored (PM) weekly. Students at benchmark and above will be progress monitored once every six weeks, except for Maze.
3. Teachers will meet weekly in professional learning communities (PLCs) to review student data and make adjustments to intervention and instruction.
4. Reading Tutors, funded through LAND Trust, under the direction of the classroom teacher, will work with small groups in targeted Tier II instruction.
5. ELA Coordinator will support teachers with professional development during faculty meetings, PLCs, and one-on-one.
6. Additional teacher, partially funded through LAND Trust, to help reduce class sizes making learning more enhanced for students. These students will receive more attention from teacher and tutors.
7. Reading tutors will help increase student reading abilities through application of evidence-based intervention strategies.
8. Teachers will continue receiving professional develop in Language Essentials for Teachers of Reading and Spelling (LETRS) to develop greater capacity in literacy instruction.

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

#CollegeCareerReady|#PCBL

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Reading

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

Will LANDTrust funds

Yes

be used to support the implementation of this goal?

Goal LAND Trust Expense Total - \$46,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#4 Salaries for tutors and/or teacher assistants to provide literacy intervention	\$ 26,000.00
LAND Trust Academic	Salaries & Benefits	#6 Portion of salary for certified teacher	\$ 20,000.00

Goal Short Title

Enrichment

Goal Statement

Reduce the percent of chronically absent students by 50% from 2022 to 2023, as measured on end of year attendance reports.

Measures

Chronic absenteeism, as defined as 10% or more of school days missed

Action Plan (please number steps)

1. For the purpose of this goal, enrichment activities are defined as activities that are extra-curricular or go beyond the scope of students' regular classroom.
2. Socio-emotional risk factors, such as perceptions of school climate, engagement, peer relations, and youth mental health variables have been shown to be reliably connected with short- and long-term attendance problems (Kearney, 2008). There is a correlation between percent of participation in extracurricular activities, like sports, the arts, and academic clubs and student engagement (Fredricks, 2012).
3. Extensive research demonstrates that school-based Social Emotional Learning (SEL) programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). Additionally, emotions can facilitate or impede children's academic engagement, work ethic, commitment, and ultimate school success. Because relationships and emotional processes affect how and what we learn, schools and families must effectively address these aspects of the educational process for the benefit of all students (Elias et al., 1997).
4. We will implement the following to support student engagement at school to reduce chronic absenteeism:
 - Teach explicit social emotional learning curriculum for each class.
 - Provide enrichment activities throughout the year with varied times, durations, costs, and interests.
 - Increase the amount of time our SEM teacher is able to provide the enrichment at the school. This will be funded through LAND Trust program.
 - Have a school choir for students in grades 2-6.
 - Have an orchestra for students in grade 6.
 - Hold class and a school contests with a variety of appeal (e.g. spelling bee, speech contest, etc.)

- Establish a student council. Student council members and their advisors will attend a training/leadership conference, if offered.
- Providing we have an advisor, we will have multiple sessions for robotics, including tournaments and participation in the state robotics tournament.
- Periodically through the year, we will hold evening family enrichment activities. These may include STEM night, art night, literacy night, etc. Staff will be given stipends and dinner provided for participation in these evening activities.
- Solicit input for additional enrichment opportunities, especially for students in lower grades from staff, community council, PTA, and the community at large.
- An enrichment TA will provide support to teachers and students by teaching explicit lessons related to the SEL strategies, and/or providing structured recess activities, and assisting with social and behavioral strategies.
- Teachers and other staff will provide an enrichment time modeled after Google's "Genius Hour," except that the focus will go beyond engineering. This time, planned for Fridays, will allow for students to connect with adults beyond their classroom teachers and engage in activities that go beyond traditional curriculum.

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

#SEL

District Strategic Plan Area(s)

Student Growth & Achievement|Parent & Community Connections|Culture

Academic area(s) addressed by the goal

Fine Arts|Technology|Science

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 - \$3,300.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Additional hours for SEM aide	\$ 3,300.00

Goal Short Title

Math

Goal Statement

Increase the percent of K-3 students at benchmark on Acadience Math composite by 10 percentage points from beginning of year to end of year (EOY).

Measures

Acadience math benchmark

<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1. Supplementing the STEM Action Center grant, software will be purchased and used to provide personalized learning in math for all students using LAND Trust funding. 2. All students will complete a benchmark assessment in iReady three times in the year. Data from those benchmarks will be used to identify students who need intervention and to assist in determining what type and intensity of intervention. 3. Teachers will meet in Professional Learning Community (PLC)s with math coach to analyze data to inform instruction. They will receive training from math coach on best practices that may include intra- and inter-school observation. 4. Teacher assistant to provide targeted math intervention. Lead TA and/or math coach will also train other teacher assistants in specific interventions. 5. A Special Education teacher will provide representation and support for the local case management team. 								
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PD #PCBL #CollegeCareerReady</p>								
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees</p>								
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Mathematics</p>								
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>No</p>								
<p><i>Will LANDTrust funds be used to support the implementation of this goal?</i></p>	<p>Goal LAND Trust Expense Total - \$2,000.00</p> <table border="1" data-bbox="459 1335 1484 1562"> <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>Online Curriculum or Subscriptions</td> <td>#1 Math software for individualized learning</td> <td>\$ 2,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Online Curriculum or Subscriptions	#1 Math software for individualized learning	\$ 2,000.00
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LAND Trust Academic	Online Curriculum or Subscriptions	#1 Math software for individualized learning	\$ 2,000.00						

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Enrichment	LAND Trust	Salaries &	Additional hours for SEM aide	\$3,300.00

	Academic	Benefits		
Literacy	LAND Trust Academic	Salaries & Benefits	#4 Salaries for tutors and/or teacher assistants to provide literacy intervention	\$26,000.00
Literacy	LAND Trust Academic	Salaries & Benefits	#6 Portion of salary for certified teacher	\$20,000.00
Math	LAND Trust Academic	Online Curriculum or Subscriptions	#1 Math software for individualized learning	\$2,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 50,783.00
G - Total projected funding for next year SY22-23	\$ 51,347.22
H - Total planned expenditures for next year SY22-23	\$ 51,300.00
I - Planned carryover into the following year SY23-24	\$ 47.22
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	If there are extra funds we will use them to enhance our existing goal.
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.	

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?

Website

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 #3

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 Teams

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

LETRS, professional learning communities, personalized learning software, high efficacy teaching strategies (e.g. feedback, questioning)

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?

Websites Back to School

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

Acadience Reading and Math

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

Paraprofessionals are highly qualified.

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

All plans support the TSSP goals to improve literacy, mathematics, and student enrichment.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote 03/24/2022

Number who approved	3
Number who did not approve	0
Number who were absent or abstained	4