



# Teacher Student Success Plan LAND Trust only

**Parkside Elementary - SY 2023**

Principal Sandra Carmony

## 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

Parkside Elementary values: Community, Opportunity and Individuality. We value and embrace a community that cultivates mutual respect, social responsibility, and a strong partnership between home and school. We value the freedom to explore and acquire social, emotional, and academic skills. We value personalized learning that creates experiences, builds self-confidence, and prepares students for success now and in the future. We are dedicated to the growth and development of Parkside Panthers. We: engage, respect, prepare and empower, "Every Panther, Every Day!"

## Description of the School

### Community

Parkside Elementary is located at 2262 North 1500 W in Clinton, Utah a former farming community that in the past decade has developed into a suburb. Families are supportive of education and involved in every aspect of student learning.

### Student Body

Current Parkside enrollment consists of 493 students including morning and afternoon Essential Element classes for Preschool, and a K-3 Essential Elements classroom. Approximately 75% of students are Caucasian. 18% are Hispanic and 5% are multi-racial. 25% of our students are Economically Disadvantaged and 5% are English Language Learners.

## Staff

We have a wonderful staff who focuses on student safety, connections and confidence with the goal of seeing every Panther thrive! Our staff includes 71 employees with 27 licensed educators. Within our instructional staff over 70% are ESL endorsed. We have a diverse staff in terms of years spent teaching, we have several veteran teachers who bring experience and provisional teachers who bring new ideas and ways of doing things to our team.

## School Culture

Parkside Elementary invites community volunteers and visitors to help enrich our learning environment, while taking measures to ensure the safety of students and staff. To enhance student learning, our staff is committed to continuous professional development while incorporating current best practices and standards. Using this professional development Parkside will continue with Professional Learning Communities (PLC), to improve student academic achievement as well as focus on personalized learning for every student.

## Unique Features & Challenges

Parkside Elementary continues to have 1:1 Apple devices for students in kindergarten through sixth grade. Teachers continue to participate in Apple trainings such as: Keynote, Pages, iMovie and Virtual Reality to enhance student learning as well as using Apple Classroom to manage and monitor student progress. Parkside also has an InfiniD lab where students are assessed in academic skills as well as the 21st Century Skills of collaboration, communication, and perseverance. We are seeing an increase in the number of students dealing with anxiety and other mental health issues. In addition to the Sanford Harmony and Mindfulness curriculums provided for classroom teachers, under the direction of our school counselor, Parkside provides several groups for students to learn and address specific issues: Friendship, Anxiety, Grief, Self Management and Cancer. Parkside will begin an inclusion and connection program for Kindergarten through Sixth Grade. Students and faculty will be divided into 4 houses and will participate in bi-monthly activities to build safety, connection and confidence in all students.

## Additional Information

Parkside provides the following opportunities for students: InfiniD Lab, Hope Squad, Student Council, Orchestra, Art, Drama, and Lego Lab experiences for every student. During the 2022-2023 school year, Parkside teachers and administrators will continue to participate in a robust, language arts, professional development course: Language Essentials of Teachers Reading & Spelling (LETRS).

## Needs Analysis

### Notable Achievements

During this pandemic, Parkside faculty and staff have been exceptional in their focus on meeting the needs of the students.

- Parkside continues to be progressive with Social Emotional Learning (SEL) for students. Mindfulness practices continue to be utilized as well as the continuation of the Jr. Hope Squad. The school counselor refined the procedure for a calming space for students, and started after school focused groups for targeted children for anxiety, self management, friendship skills, grief and cancer.

- Parkside created an after school robotics club using Lego Mindstorms EV3 materials for 5th and 6th grade students. Students will participate in a competition this spring.
- Parkside continued a drama club program with students creating Veteran Day and Teacher Appreciation videos, Christmas readers theaters and a Spring play.
- Parkside continues to make learning relevant by utilizing community resources to bring in speakers and demonstrations for grade levels to participate in presentations such as: Discovery Gateway, Loveland Living Aquarium, and Ogden Nature Center.
- Mid Year i-Ready Math benchmark testing placed Parkside in Quadrant 1 for High Performance and High Growth from Fall to Winter in the 2021-2022 school year.

## Areas of Recent Improvement

An area of focus for Parkside Elementary is the percentage of ELL (English Language Learners) students were making adequate progress. In 2018 29% of ELL learners were making adequate progress. In 2019 33 % of ELL student were making adequate progress. In 2021 35.3% of ELL students were making adequate progress. This percentage is higher than both the district or state percentages.

## Areas of Needed Improvement

Identified needs for Parkside Elementary include:

- The number of ELL students making adequate or typical progress on MOY Acadience benchmarks. During the MOY benchmark only 54% of ELL students were making typical or better progress. This percentage was the lowest performing sub category at Parkside where 66.8% of the overall student body was making typical or better progress.
- MOY Acadience proficiency data showed that Parkside is closing the gap of the pandemic reading loss with 68% of students blue or green from a previous 2019 high of 75% of students blue or green. The concern is that in 2019 Parkside only had 11% of students well below benchmark, at the MOY 2021 benchmark we have 20% well below benchmark. The number of students performing well below has doubled.
- We have seen an increase in the number of students who have showed suicidal ideation. anxiety, depression or severe behavior.
- Parkside has seen over a 20% increase in the number of students chronically absent from 2020-2021 to 2021-2022 school year.

## 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')
Seventy-one percent of students will show "typical" (or higher) progress on Acadience pathways of progress on end of year Acadience Benchmark for Kindergarten-3rd grade.	Did not meet goal	63.8% of K-3 students at Parkside Elementary made typical or better progress on the End of Year(EOY) Acadience Benchmark. We had 57.3% make typical or better progress on Middle of Year(MOY) Acadience Benchmark and 70.1% make typical or better progress from MOY to EOY

on Adacience Benchmark for an average of 63.8% making typical or better progress.

Action steps included:

- Classroom data dives for classes making less than 70% typical or better progress after MOY Acadience Benchmarks.
- Tutor support for classroom teachers providing intervention.
- School wide Home Reading Program for targeted students which includes incentives for participation.

Increase the number of English Language Learning (ELL) students making adequate progress by 3% from previous year.

Did not meet goal

- 35.3% of Parkside ELL students made adequate progress for a decrease of 10.2%.
- An ESL tutor was hired with trustland funds to help ELL families and students navigate the learning loss from the soft closure of 2020 and hybrid start of 2021.
- Parkside still outperformed the District and State with the percentage of ELL students making adequate progress. District percentate was 19% and State percentage was 18%.

70% of 4th thru 6th grade students will perform at basic or above on Imagine Math Benchmarks. Imagine Math's national performance levels consist of 5 classifications and describe student's performance when instructed on grade-level appropriate skills and concepts.

Did not meet goal

40% of Parkside 4-6 grade students scored basic or above on EOY Imagine Learning Benchmark.

Tutor support was provided to 4-6 grade teachers to provide support. A Friday after school math tutoring for 5th and 6th grade students was implemented.

Students used the Imagine Math program to meet the fiduciary requirements. A STEM tutor provided all K-6 students with a Robotic Experience. Every Grade level had 2 experiences from community partners to make learning relevant.

Improve Social Emotional Learning Skills (Student Explanations in five CASEL competencies) in students and adults by implementing Social Emotional Learning strategies and direct instruction as measured by DSD Self-Assessment and Walk-Through tool.

Met goal

The school is working towards building a positive and strong school culture that will lead to increased student success and academic outcomes. Under the direction of the school counselor and Hope Squad, three Hope Squad weeks were held focusing on Hold On, Persuade and Empower.

The school used the School Walk Through Tool to identify two areas of improvement:

The area of School-wide data shared was identified. "The Leadership team shares out frequently (3X+/year) data regarding school-wide implementation of student outcomes. Data is provided to all stake holders on a term basis.

Schoolwide discipline policies and procedures are documented and aligned with restorative practices: Every teacher and recess team member received the "Restorative Circle" book. All faculty received training on Restorative Practices.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>The percentage of students performing at "typical or better progress" on Acadience EOY benchmark testing will increase by 5% from the previous year's EOY benchmark.</p>	<p>Progressing according to plan</p>	<p>Last year 57% of K-3 students were making typical or better progress on MOY Acadience Benchmark and 70.1% of students were making typical or better progress on EOY Acadience Benchmark for an average of 63.8% of students making typical or better progress. At the MOY Acadience Benchmark 66.8% of students were making typical or better progress.</p> <p>The Spire tutoring program showed that 60% of the students participating in Spire for the first half of the year made typical or better progress.</p>

Increase the percentage of ELL students making adequate progress by 3% from the previous year.

Progressing according to plan

K-3 teachers are completing Unit 4 in LETR's training and 4-6 teachers are completing Unit 2 in LETR's training.

Deep data dives were held for teachers who did not have 60% of their students making typical or better progress.

An ESL tutor was hired who: reached out the family of every ELL student to identify barriers and provide support. ELL parent night held at the beginning of the year. ELL students participated in activities to prepare for WIDA test. Parent Teacher Conference translation services were provided. ELL tutoring for identified students.

Parkside was unable to have a Drama program during the day. An after school drama experience was optional for all students.

Seventy percent of 4-6 grade students will make typical progress on the i-Ready Math EOY benchmark.

Progressing according to plan

47% of 4-6 grade students made typical or better growth on MOY i-Ready Math Benchmark.

Fourth Grade: 26 % made typical or better progress

Fifth Grade: 53% made typical or better progress

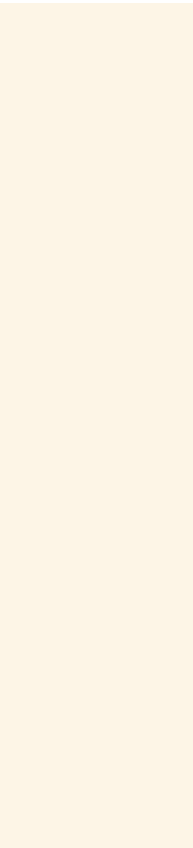
Sixth Grade: 68% made typical or better progress.

Data Dives were held with each class to identify concerns, overcome barriers and provide targeted students with support.

Teachers, staff, administrators and families will work together to create a supportive school community where students can thrive and learn the academic, social and emotional skills they need to succeed in life. We will development the Five Casel competencies and use restorative practices to provide a way for us to strengthen community, respect individuality and prepare students for opportunity now and in the future. Research states, "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)

Progressing according to plan

- A Hope Squad week, and school activities were held throughout the year to promote inclusion and kindness.
- The counselor held after school groups focusing on: friendship, emotional regulation, anxiety, grief and cancer.
- A section of the library is dedicated to SEL and multi-cultural books for students, teachers and parents.
- Every teacher and recess team member



- received Restorative Practice training as well as the Restorative Practice Circles book.
- Calming room procedures, activities and strategies refined.
- Teachers focused on students taking accountability for their learning this year.

## LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 9,265.19
B - Allocated new funds for current year SY21-22	\$ 54,065.00
C - Total Budget for current year SY21-22	\$ 63,330.19
D - Projected spending during current year SY21-22	\$ 60,334.03
E - Expected carryover from current year SY21-22	\$ 2,996.16
F - Projected new funding for next year SY22-23	\$ 62,010.00
G - Total projected funding for next year SY22-23	\$ 65,006.16

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>K-3 Literacy Goal</b>
<i>Goal Statement</i>	The percentage of K-3 students performing at typical or better progress on



Acadience Reading Middle of Year (MOY) benchmark testing will increase by three percent from 66.8% to 69.8%.

*Measures*

Acadience Reading MOY Benchmark Pathways of Progress.

*Action Plan (please number steps)*

Parkside Elementary will achieve the K-3 Literacy goal by:

1. Teachers and administrators will participate in the Language Essentials for Teachers of Reading and Spelling (LETRS) progressional development to build knowledge and skills in the science of reading for both Tier 1 and Tier 2 instruction.
2. Screeners and diagnostic testing will be used to create fluid groups of students participating in the SPIRE tutoring program, SPIRE is a tier 3 structured literacy program that incorporates proven best practices for reading and language development.
3. Specialized Program Individualizing Reading Excellence (Spire) tutors will be hired, using LAND Trust funding, to work with targeted students.
4. Teachers and Spire tutors will meet monthly to assess the data and move students through interventions.
5. Teachers will be given tutor support in the classroom to address targeted learning needs, provide tier 2 interventions and enrichment.
6. Deep Data Dives for classrooms where less than 65% of students make typical or better progress on benchmarks
7. Teachers will participate in regular PLC meetings to identify grade level priority standards, plan tier 1 and tier 2 interventions and enrichment for differentiated instruction.

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

#PCBL|#TeacherLeaders|#CollegeCareerReady|#PD

*District Strategic Plan Area(s)*

Student Growth & Achievement

*Academic area(s) addressed by the goal*

Reading|Writing

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

No

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

Goal LAND Trust Expense Total - \$36,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#3 Hire Tutors	\$ 36,000.00

<i>Goal Short Title</i>	<b>ELL Goal</b>								
<i>Goal Statement</i>	Increase the percentage of ELL students making typical or better progress on MOY Acadience pathways of progress from 54% to 57%.								
<i>Measures</i>	Acadience Reading MOY Pathways of Progress								
<i>Action Plan (please number steps)</i>	<p>Parkside action plan:</p> <ol style="list-style-type: none"> <li>1. Hire an ESL tutor, using LAND Trust funding, to work with the students, families and teachers of ELL students.</li> <li>2. Conference with the family of every ELL student to identify and address barriers affecting student success.</li> <li>3. Under the direction of classroom teachers, provide tutor to front-load vocabulary and background knowledge.</li> <li>4. Provide monthly activities to support ELL learners.</li> <li>5. Provide translation services for communication and parent teacher conferences as needed.</li> </ol>								
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL #CollegeCareerReady								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement								
<i>Academic area(s) addressed by the goal</i>	Reading Writing 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>	<p>Goal LAND Trust Expense Total - \$10,000.00</p> <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>#1 ESL Tutor</td> <td>\$ 10,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#1 ESL Tutor	\$ 10,000.00
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<i>Goal Short Title</i>	<b>4-6 Grade Math Goal</b>
<i>Goal Statement</i>	The percentage of 4-6 grade students making typical or better progress on EOY(End of year) i-Ready Math Benchmark will increase by five percent from the

	previous year.																
<i>Measures</i>	EOY i-Ready Math Benchmark																
<i>Action Plan (please number steps)</i>	<p>Parkside Action Plan Steps:</p> <ol style="list-style-type: none"> <li>1. Teachers will participate in i-Ready professional development to build knowledge and skills of components within i-Ready that support tier 1 and tier 2 instruction.</li> <li>2. Deep Data Dives for classrooms where less than 65% of students make typical or better progress on benchmarks</li> <li>3. Teachers will participate in regular PLC meetings to identify grade level priority standards, plan tier 1 and tier 2 interventions and enrichment for differentiated instruction.</li> <li>4. Hire STEM coordinator, using LAND Trust funding, to arrange for community resources to provide grade level enrichment activities to make learning relevant.</li> <li>5. Purchase additional i-Ready licenses not covered in the STEM grant using LAND Trust funding.</li> <li>6. Purchase student headphones and i-Pad cases from LAND Trust funding.</li> </ol>																
<i>This goal can be categorized as... (choose all that apply)</i>	#Tech #PCBL #PD																
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement																
<i>Academic area(s) addressed by the goal</i>	Mathematics Science																
<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>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$16,500.00</p> <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>#4 STEM Coordinator</td> <td>\$ 2,500.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Online Curriculum or Subscriptions</td> <td>#5 Additional i-Ready Licenses</td> <td>\$ 8,000.00</td> </tr> <tr> <td>LAND</td> <td>Software or Technology</td> <td>#6 Headphones</td> <td>\$ 6,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#4 STEM Coordinator	\$ 2,500.00	LAND Trust Academic	Online Curriculum or Subscriptions	#5 Additional i-Ready Licenses	\$ 8,000.00	LAND	Software or Technology	#6 Headphones	\$ 6,000.00
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LAND Trust Academic	Online Curriculum or Subscriptions	#5 Additional i-Ready Licenses	\$ 8,000.00														
LAND	Software or Technology	#6 Headphones	\$ 6,000.00														

Trust Academic	Hardware (each item < \$5000)	and student iPad Cases
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## Additional LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
4-6 Grade Math Goal	LAND Trust Academic	Salaries & Benefits	#4 STEM Coordinator	\$2,500.00
4-6 Grade Math Goal	LAND Trust Academic	Online Curriculum or Subscriptions	#5 Additional i-Ready Licenses	\$8,000.00
4-6 Grade Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#6 Headphones and student iPad Cases	\$6,000.00
ELL Goal	LAND Trust Academic	Salaries & Benefits	#1 ESL Tutor	\$10,000.00
K-3 Literacy Goal	LAND Trust Academic	Salaries & Benefits	#3 Hire Tutors	\$36,000.00

### Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 62,010.00
G - Total projected funding for next year SY22-23	\$ 65,006.16
H - Total planned expenditures for next year SY22-23	\$ 62,500.00
I - Planned carryover into the following year SY23-24	\$ 2,506.16
J - Is planned carryover more than 10% of projected new funds?	No

Plan for carryover in excess of 10%

In the event of changes in expenditures due to unforeseen circumstances or unplanned carryover, Parkside would use the funds to support the 3 school goals and support the technology needs of the school in the form of software licenses, laptops, iPads, Projectors, cables and other technology needs.

Plan for sharing the school LANDTrust plan with the community

School newsletter|School website|School marquee

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	03/09/2022
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	2