



# Teacher Student Success Plan LAND Trust only

**Odyssey Elementary - SY 2023**

Principal Brian Nash

## 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 Odyssey Elementary is to promote the mission of creating an environment where growth and learning flourish. To accomplish our purpose, we will sustain a school culture where students are safe, cared for, respected, show respect, and demonstrate responsibility through school-wide expectations and procedures. We will support faculty and staff through engaging professional development, mentoring, and teacher observations. Data collection and assessment will drive instruction of students. We collaborate and review data creating an individualized learning environment for each student. We provide a safe, productive environment where educators are engaged in effective teaching using a variety of research-based instructional strategies. Students are actively engaged and learning and have opportunities for choice in their education. Teachers are highly qualified to teach DESK standards. Odyssey Elementary invites and encourages community and parental involvement and support for our students.

## Description of the School

### Community

Odyssey Elementary opened in August 2014 and is located in a fast developing community on the west side of Woods Cross, Utah. Parents are supportive and actively involved in school activities and programs. New subdivisions continue to be built out around the school.

### Student Body

Odyssey Elementary consists of 675 students in grades PreK-6 (595 in K-6). The student body is comprised of 83% Caucasian and 17% minority students. 14% of our student body is economically disadvantaged. Odyssey houses community and functional skills preschools. 13.3% of our students receive special education services.

## Staff

The Odyssey Elementary staff includes 22 certified teachers. 43% of our teachers have graduate degrees. We have 40 support staff, 2 administrators, 4 preschool teachers/teacher assistants, 4 Headstart teachers/teacher assistants, and 6 functional skills teachers/teacher assistants.

## School Culture

Parents, teachers, and students work together to promote our district mission. Teachers use data to progress-monitor student achievement and growth while working together collaboratively creating common assessments. We are working together with the district and state to incorporate STEM, Blended Learning (BDL), and Project Lead the Way (PLTW). Teachers are provided professional development at school, district, and state levels. Our school focuses on high scholastic and academic performances as well as positive behaviors and expectations. We are a school emphasizing collaborative learning, healthy active lifestyles while also emphasizing energy conservation and “being green.”

## Unique Features & Challenges

Odyssey Elementary was built with the theme, Bodies in Motion: The Animal Kingdom. Our school is organized in four wings (called “Habitats”) highlighting the actions of Run, Jump, Swim, and Fly and the animals that excel using those actions. At Odyssey, we focus on the human “animal” who excels at all these actions. We encourage students to strive for their personal best. The “habitats” were built to facilitate collaboration and activity –based instruction between teachers, classrooms, and grades. One wall of each classroom is a glass garage door that can be raised for classes to use the space in the collaboration areas. We highlight physical activity and build “brain breaks” and activity based instruction into our school day. At Odyssey, the classrooms can be easily transformed to support a variety of instruction, including options for student seating and workspaces. In addition, we focus on increasing STEM instruction at our school with teachers receiving specialized instruction in STEM activities. For example, students in grades K-6 are learning how to code. We have French Immersion classes available K-6th grade. In addition, students can participate in the SEM/Gifted and Talented (School wide Enrichment Model) based on qualifications of task commitment, creativity, and high achievement on end of level assessments Odyssey is also using technology-based instruction. Our school is currently using a combination of iPads and laptops. We continue to find ways technology can be used to make classroom instruction more effective. This year we held after school robotics club and competed in competitions at the district level. Odyssey Elementary is the first green, Gold LEED certified school in Utah.

## Additional Information

Odyssey Elementary has a very active PTA. They provide various activities for our students, which include safety week, red ribbon week, literacy week/night, art night, Veteran's Day, grandparents' breakfast, reflection program, field day, teacher appreciation, dinner at conference nights, and book fairs.

## Needs Analysis

## Notable Achievements

Our before and after school programs continue to be successful. We have a large 6th grade orchestra which meets before school. We have a robotics club and after-school robotics program. Odyssey Elementary is involved in Girls on the Run which is a program facilitated by teachers at our school. This year, we had students compete at the district level for Spelling Bee, MLK Jr. speech, STEM Fair, and robotics competition. Our school is a Platinum designated STEM school. We have several teachers who have completed their training and are Leading EDGEducators and every classroom has a Canvas site to facilitate digital learning both in and out of the classroom.

## Areas of Recent Improvement

Canvas integration to allow for digital and virtual learning has been a primary focus this year and teachers are using Canvas in addition to other digital tools to help strengthen student understanding. Odyssey also began a pilot of Pearson Investigations which is more discovery based and focused on math talk and conceptual understanding. We continued our use of Edmentum, iReady, ST math, Imagine Literacy and other digital tools to enhance student personalization of content. Several professional learning opportunities were provided to teachers to use the tools to use data driven instruction. We also began holding morning meetings each day in conjunction with our adoption of Sanford Harmony's SEL curriculum. 65% of K – 3 students showed typical or higher progress on middle-of-year Acadience reading and 82% of students showed competency on grade-level curriculum-based assessments. In looking at the Evaluate Davis classroom observation scores, our teachers are scoring 95% proficient in the environment they are creating for students.

## Areas of Needed Improvement

While our scores continue to be above district average, many have dropped from our pre-COVID scores. ELA scores dropped from 55% in 2018 to 52% in 2021, math dropped from 56% to 48%. Science is the bright spot with scores increasing from 56% to 61% over that same period.

ELA proficiency: our special education population dropped from 16% in 2018 to 5% in 2021, our ELL population from 8% to 0%, while our minority population has remained steady at 28%.

Math proficiency: our special education population dropped from 16% in 2018 to 0% in 2021, our ELL population has risen from 8% to 25%, and our minority population has risen from 25% to 31%.

Science proficiency: our special education population dropped from 30% in 2018 to 6% in 2021, our ELL population has risen from 0% to 25%, and our minority population has risen from 22% to 58%.

Our Pathways to Progress scores on Acadience Reading (growth scores) fell from 70% in 2018 to 58% in 2022.

## 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')
77% of K-3 students will show typical or higher progress on Acadience pathway to	Did not meet goal	65.8% of students showed typical or higher progress on Acadience Pathways to Progress based on middle-of-year assessments (MOY). We have strengthened our small group model, have identified struggling students and

progress based on middle-of-year assessment (MOY) and maintain growth to end-of-year (EOY).

4-6 will show a 9% increase in proficiency based on the composite score in Acadience from BOY to MOY and maintain to EOY.

increased our progress monitoring, and have adjusted our testing environment to provide a less stressful space for students. We have also adjusted our action plan moving forward as identified below.

While our 4-6 grade students only showed a 2% increase from beginning-of-year (BOY) to middle-of-year (MOY), they started the year with significantly higher scores than expected. For example, in 2019, BOY scores were at 70% vs. 78% this year.

Contributing factors for not meeting this goal:

- Early end to last school year
- Hybrid schedule for Term 1
- Reduced effectiveness of small group model due to COVID restrictions (spacing, limited to 15 minutes, TA availability due to hybrid schedule
- Reduced effectiveness of teacher PLCs due to similar COVID restrictions (unable to share students, reduced data)
- New ELA coordinator

Action plan:

- Continued Tier 2 support in small groups.
- We have conducted TA trainings to better support TAs in their role as interventionists.
- We have worked to strengthen PLCs where possible within COVID guidelines and have provided additional support to teachers for Tier 1 instruction.
- We will be sending invitations for Summer School for Littles to all struggling readers. The program is free, and for those that want a more independent summer program, we will be offering licenses to Waterford Upstarts reading/mentoring program.
- Improved testing environment.

82% of K-6 students will score 80% or higher on grade-level common post assessments.

Met goal

Grade-level common assessments through Pearson Investigations were given and used as pre- and post assessments to identify student growth and achievement. These assessments were used to identify students for small-group intervention support each Friday and for small-group tutor support during the school day. The minimum number of pre/post assessments has been one per unit, however, most teachers continue to use ongoing formative assessments to guide their instruction. iReady and STMath were used to provide personalization for students and fidelity requirements set by the STEM Action Center were met. 82% of students were proficient on grade-level common post assessments.

There was no goal number 3. It must have just been a blank goal template that was left in.

Improve student and staff relationships to improve school climate and build a sense of community and safety by

Met goal

Odyssey implemented morning meetings in classrooms, a weekly huddle-up for faculty and staff, Sanford Harmony lessons weekly with the school counselor, the creation of SEL rooms for both staff and students, and other various SEL activities throughout the year. Our climate survey of

implementing Social Emotional Learning (SEL) strategies as measured by SEL Walkthrough Tool and DSD School Climate Surveys.

school staff and parents showed that respondents selected agree or strongly agree on every question that used that metric. 100% of parents said their student doesn't get in trouble or is treated fairly when they do. One of the areas we can improve on is communicating what we are doing with SEL better to parents. The SEL Walkthrough Tool was used to identify areas of strength (such as school climate, teachers feeling supported, mental health, and leadership) and areas we can continue to improve on (personal well-being, showing appreciation, safety, personal implementation of strategies).

## Current Year Progress Report

### Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Seventy percent of K-3 students will show typical or greater progress on Acadience Pathways to Progress based on middle-of-year (MOY) assessment and maintain growth to end-of-year (EOY).</p> <p>Fourth through sixth grade will show 82% or higher proficiency based on the composite score in Acadience on EOY assessment.</p>	Not progressing according to plan	<p>In 2020-2021, Odyssey had 66% of K-3 students show typical or higher progress on Acadience Middle-of-Year (MOY) testing. We set an ambitious goal of increasing that number to 70% during the 2021-2022 school year believing we would see a post-COVID bump. Unfortunately, COVID continued through the 2021-2022 school year where we continued to see a decline in student achievement due primarily to gaps in learning and continued disruptions to the school day (such as significant attendance issues) due to COVID. For example, 20% of our students were chronically absent this year (10 or more absences).</p> <p>We are on track to reach our 4-6 grade End-of-Year 80% proficiency mark with 75% of students proficient at MOY.</p>
<p>K-6 students will show a 3% increase in quantile score between beginning-of-year (BOY) and middle-of-year (MOY) benchmark assessments in Imagine Math.</p>	Progressing according to plan	<p>Students increased an average of 94 quantile points, which is a 22% increase from beginning-of-year to middle-of-year scores.</p>
<p>Sixty percent of 4-6 grade students will be proficient on RISE end-of-level science assessment.</p>	Progressing according to plan	<p>We do not yet have RISE end-of-level data, however, we reached 61% proficiency on the 2021 RISE science test and we have implemented additional action steps this year including instruction using Project Lead the Way in all grade levels during STEM prep class.</p>

Teachers, staff, and administration will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators, and developmental goals. Based on research found in Educational Horizons Vol. 81 (among others), we expect student-centered SEL goals to support learners and learner proficiency as outlined in goals 1, 2, and 3.

Progressing according to plan

We have trained students and staff on the five core competencies found in Sanford Harmony and created by CASEL.

We provided SEL training to staff using the DSD SEL Teacher Toolkit for instructional strategies.

We modelled SEL in adult learning situations including faculty meetings and trainings using the 3 signature practices of 1) Welcoming Inclusion Activities; 2) Engaging Pedagogy; 3) Optimistic Closure.

We gave students the power of choice in their education during elective period held each Friday.

## LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 9,457.59
B - Allocated new funds for current year SY21-22	\$ 66,748.00
C - Total Budget for current year SY21-22	\$ 76,205.59
D - Projected spending during current year SY21-22	\$ 72,000.00
E - Expected carryover from current year SY21-22	\$ 4,205.59
F - Projected new funding for next year SY22-23	\$ 78,850.00
G - Total projected funding for next year SY22-23	\$ 83,055.59

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>ELA Goal</b>
<i>Goal Statement</i>	<ul style="list-style-type: none"> <li>Seventy two percent of Kindergarten students will show typical or greater progress on Acadience Pathways to Progress based on middle-of-year (MOY) assessment and maintain growth to end-of-year (EOY).</li> <li>Seventy two percent of 1<sup>st</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment and maintain growth to</li> </ul>

EOY.

- Sixty seven percent of 2<sup>nd</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment and maintain growth to EOY.
- Seventy sic percent of 3<sup>rd</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment and maintain growth to EOY.
- Fifty six percent of 4<sup>th</sup> grade students will be at or above benchmark on Acadience MOY assessment.
- Seventy six percent of 5<sup>th</sup> grade students will be at or above benchmark on Acadience MOY assessment.
- Seventy one percent of 6<sup>th</sup> grade students will be at or above benchmark on Acadience MOY assessment.

*Measures*

- Acadience Pathways to Progress and proficiency data.

*Action Plan (please number steps)*

1. TAs will be used K-6 to facilitate small group Tier 2 intervention and differentiation to meet individual needs.
2. Grade-level teams will create plan for how they will incorporate TA support.
3. TAs will be trained monthly by our ELA coordinator to make sure they have the instructional strategies needed to be successful.
4. Students who are not making adequate growth and progress will be identified and monitored throughout the year. Red students will be progress monitored weekly, yellow bi-weekly, and greens and blues occasionally.
5. Teachers will meet in grade-level PLCs to implement and review common assessments.
6. Teachers will conduct monthly data dives with ELA coordinator to identify Tier 1 and Tier 2 needs.
7. K-3 teachers will engage in Language Essentials for Teachers of Reading & Spelling (LETRS) professional development, as well as a number of 4<sup>th</sup>-6<sup>th</sup> grade teachers.
8. Early Literacy Program (such as Imagine Learning) will be used to fidelity.
9. French interns will be used in partnership with reading TAs and teachers to create a Power Hour situation (only 30 minutes).'
10. Student technology devices will be purchased as part of our 5-year rotation plan that will keep student devices current allowing students to access curriculum, Canvas, and personalized learning software.

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

#Tech|#PCBL|#SEL|#GraduationRates|#CollegeCareerReady

*District Strategic Plan Area(s)*

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>	Yes												
	Goal LAND Trust Expense Total - \$45,000.00												
	<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 &amp; Benefits</td> <td>#1 4 Reading TAs to facilitate and support small-group interventions and instruction</td> <td>\$ 40,000.00</td> </tr> <tr> <td>LAND Trust Academic</td> <td>Software or Technology Hardware (each item &lt; \$5000)</td> <td>#10 Student technology devices</td> <td>\$ 5,000.00</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 4 Reading TAs to facilitate and support small-group interventions and instruction	\$ 40,000.00	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#10 Student technology devices	\$ 5,000.00
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LAND Trust Academic	Salaries & Benefits	#1 4 Reading TAs to facilitate and support small-group interventions and instruction	\$ 40,000.00										
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#10 Student technology devices	\$ 5,000.00										

<i>Goal Short Title</i>	<b>Math Goal</b>
<i>Goal Statement</i>	<ul style="list-style-type: none"> <li>• Forty percent of Kindergarten students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment.</li> <li>• Thirty eight percent of 1<sup>st</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment.</li> <li>• Seventy one percent of 2<sup>nd</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment.</li> <li>• Fifty five percent of 3<sup>rd</sup> grade students will show typical or greater progress on Acadience Pathways to Progress based on MOY assessment.</li> <li>• Sixty six percent of 4<sup>th</sup> grade students will be proficient on Imagine Math Benchmark #2 (MOY) assessment.</li> <li>• Fifty three percent of 5<sup>th</sup> grade students will be proficient on Imagine Math Benchmark #2 (MOY) assessment.</li> <li>• Forty eight percent of 6<sup>th</sup> grade students will be proficient on Imagine Math Benchmark #2 (MOY) assessment.</li> </ul>
<i>Measures</i>	<ul style="list-style-type: none"> <li>• Acadience Pathways to Progress and Imagine Math benchmark assessment.</li> </ul>
<i>Action Plan (please number steps)</i>	1. TAs will be used K-6 to facilitate small group Tier 2 intervention and differentiation to meet individual needs.



2. Grade-level teams will create plan for how they will incorporate TA support.
3. TAs will be trained monthly by our STEM coach to make sure they have the instructional strategies needed to be successful.
4. Teachers will conduct monthly data dives with STEM coach to identify instructional needs and student support strategies.
5. Students who are not making adequate growth and progress will be identified and monitored throughout the year.
6. Teachers will meet in grade-level PLCs to implement and review common assessments.
7. K-6 teachers will continue to engage in Investigations professional development.
8. STEM Action Center Grant software (Imagine Math and ST Math) will be used to fidelity.
9. Continued use of Investigations curriculum including focus on Math Talk.
10. Student technology devices will be purchased as part of our 5-year rotation plan that will keep student devices current allowing students to access curriculum, Canvas, and personalized learning software.

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

#PCBL|#SEL|#GraduationRates|#CollegeCareerReady|#Tech

*District Strategic Plan Area(s)*

Student Growth & Achievement

*Academic area(s) addressed by the goal*

Mathematics

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

No

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

Yes

Goal LAND Trust Expense Total - \$35,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#1 4 Math TAs used to facilitate and support small group interventions and instruction	\$ 30,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#10 Student technology devices	\$ 5,000.00

# Additional LAND Trust Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
ELA Goal	LAND Trust Academic	Salaries & Benefits	#1 4 Reading TAs to facilitate and support small-group interventions and instruction	\$40,000.00
ELA Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#10 Student technology devices	\$5,000.00
Math Goal	LAND Trust Academic	Salaries & Benefits	#1 4 Math TAs used to facilitate and support small group interventions and instruction	\$30,000.00
Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#10 Student technology devices	\$5,000.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 78,850.00
G - Total projected funding for next year SY22-23	\$ 83,055.59
H - Total planned expenditures for next year SY22-23	\$ 80,000.00
I - Planned carryover into the following year SY23-24	\$ 3,055.59
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	There are times our TAs end up working less hours than planned causing a larger carryover than expected. If there is an unexpected carryover of funds, they will be used to purchase student technology devices.

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.

This school is not a Title I school.

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/06/2022
Number who approved	5
Number who did not approve	1
Number who were absent or abstained	0