



# Teacher Student Success Plan LAND Trust only

**Reading Elementary - SY 2023**

Principal Scott Hughes

## 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 Reading Elementary is to promote the mission of learning first for all. To accomplish our purpose, we are committed to:

- teaching grade-level Davis Essential Skills and Knowledge (DESK) standards to mastery
- holding high expectations of teachers and students
- providing a welcoming and safe environment for all students, teachers and stakeholders
- partnering with our community to provide excellent educational opportunities for all students

## Description of the School

### Community

Lucile C. Reading Elementary is located at 360 West 2025 North in Centerville, Utah. Our school is in a residential area below the mountains of Davis County. Salt Lake City is approximately 15 minutes south of our school, while Ogden lies about 25 minutes to the north. We serve students from both Centerville and Farmington. All students live within walking distance of the school. We are a traditional neighborhood school in a caring community. We are blessed to have the support of wonderful parents.

### Student Body

L.C. Reading Elementary has a student body of 484 children. We serve students in Kindergarten through grade six. Approximately 9% of our students are economically disadvantaged and another 10% of students are eligible for special education services. About 89% of the children at Reading identify as Caucasian. Among the remaining students, we have minority representation that includes American Indian, Asian, African-American, Hispanic, Pacific Islander and Multiple Races. We do not currently have any students from migrant families.

## Staff

Lucile C. Reading Elementary has a full-time principal working alongside a part-time administrative intern. We have 19 certified teachers in K-6 general education classrooms. Two special education teachers provide services to eligible students. One works with children classified with mild/moderate disabilities, and the other serves those with moderate/severe disabilities in a K-2 Academic Social Communication (ASC) classroom. Related services are provided by a full-time speech-language pathologist and part-time school psychologist. Itinerant services such as adapted PE, occupational therapy, vision services, hearing services, nursing services and physical therapy are provided to eligible students by specialists shared between schools throughout the district. L.C. Reading has one full-time librarian and six part-time classified specialists teaching Art, Music, Computer Science, Engineering and Physical Education. We have a part-time English Language Arts coordinator and a part-time guidance counselor. We employ 19 teacher assistants in a variety of roles. Part-time literacy tutors work with lower grade classrooms and part-time math tutors work with those in the upper grades. A part-time employee organizes the Student Tutoring Achievement Reading (STAR) tutor program. We have a health clerk trained to help our students with diabetes and address other medical needs. Our special education classrooms have six part-time teacher assistants working with children on IEP goals, behavior and other individualized needs. A part-time Schoolwide Enrichment Model (SEM) teacher assistant provides learning and extension opportunities to our gifted and talented students. We have a part-time Family Service Worker. Our main office is managed by two part-time secretaries and one full-time office manager. Five part-time employees provide supervision in the lunchroom and during recesses. Our school building and grounds are maintained by one full-time facility manager and four part-time custodians, while the cafeteria is run by a full-time manager working with two part-time cooks.

## School Culture

L.C. Reading Elementary is located in a middle class community that is very family-oriented. There is a high percentage of volunteerism and parental involvement at Reading. Our Parent Teacher Association has a strong and active presence in the school. The majority of parents place a high priority on education and are passionate about meeting the emotional and learning needs of their children in partnership with the school. Families moving into our school boundaries often express Reading's reputation of providing quality instruction and a positive educational environment were influential in their decision to enroll here. We strive to develop the whole child by providing a variety of enrichment activities in the areas of art, music, drama and STEM (Science, Technology, Engineering and Math).

## Unique Features & Challenges

- The COVID-19 pandemic has created unprecedented challenges for families, teachers and students. We are working to close learning gaps and address students' social and emotional needs.
- Over the past six years, Reading Elementary's enrollment has been in decline due to the aging population of our surrounding neighborhoods and the addition of nearby Ascent Academy, a charter school in Farmington. We lose some students each year to the Chinese immersion program at Stewart Elementary and the Spectrum program at Centerville Elementary. Over time, our upper grade classes of 80-90 students have been replaced by incoming Kindergarten groups of 60 students each year. This presents challenges in staffing as we strive to maintain reasonable class sizes without resorting to split-grade classrooms or funnels.

- Like any school, we strive to meet the unique learning needs of students with a wide-range of challenges and abilities. We acknowledge our role in helping Davis District overcome challenges of racism and discrimination, and support efforts to help each and every student feel safe while in our care. The "No More, Not Here!" campaign is one small part of these efforts. Overall, Lucile C. Reading is an excellent elementary school.

## Additional Information

We met our goal to provide a 1:1 student-to-device ratio and continue to encourage integration of technology into daily lesson planning. We strive to help students deepen understanding of core concepts and make stronger connections to the world around them. We have a strong art program at Reading Elementary that includes "Meet the Masters" lessons taught by PTA volunteers four times per year. Sixth grade students learn to play instruments as part of our school orchestra program, with instruction provided by the junior high band teacher. Our student council members meet weekly. Some of their duties include weekly announcements over the intercom and organizing service-learning opportunities several times each year. Sixth grade students graduate from the Drug Abuse Resistance Education (DARE) with the support of Centerville Police Department. An important school tradition at Reading is our school musical. PTA volunteers offer 3rd-6th grade students an opportunity to perform, and after a two-year hiatus from performing due to the COVID-19 pandemic, we were pleased to present "Disney's The Little Mermaid, Jr." during March of 2022. Reading Elementary parents and staff consistently look for ways to enhance student learning through enrichment opportunities.

## Needs Analysis

### Notable Achievements

- During the 2021-22 school year, our school united around the theme "We're All Wonders".
- Our student council has organized a series of service learning projects this year. In September, we collected hundreds of canned food items for local families and donated them through Bountiful Food Pantry. In October, students donated hundreds of pounds of candy to send to the "Treats for the Troops" project. In November we collected used books for the students at Antelope Elementary. In December we collected hats and gloves on our "Warming Tree". These were then donated to a local homeless shelter. We are planning update emergency backpacks as a final service project for the year.
- Students received awards at the school, district, region and state levels of the Reflections arts contest sponsored by the Utah PTA.
- All students at Reading Elementary receive weekly instruction in Computer Science (including Coding) and Engineering.
- All students at Reading received licenses through the Utah STEM Action Center for a personalized learning program called ST Math.

### Areas of Recent Improvement

- 2021 RISE data shows Reading Elementary students exceeded proficiency scores of their peers districtwide and statewide across all tested areas.
  - **READING ELEMENTARY**
    - ELA = 51.1%
    - Math = 59.9%
    - Science = 52.8%
  - **DAVIS**
    - ELA = 47.7%
    - Math = 43.7%

- Science = 48%
- UTAH
  - ELA = 43.1%
  - Math = 39%
  - Science = 43.7%
- 2021 CRT mathematics data (1st and 2nd grades) at Reading shows students here exceeded proficiency scores of their districtwide peers by ~7%.
- Reading Elementary data for 2021 CRTs ranked us 5th highest in Davis School District.
- 93.3% of Reading Elementary student attend school consistently.
- Acadience Math composite scores from Beginning of Year (BOY) to Middle of Year (MOY) increased 15% in first grade, 4% in second grade and 25% in third grade.

## Areas of Needed Improvement

- Sixth grade science RISE proficiency scores in 2021 were 13% higher than the district and 17% higher than the state. At 70% proficiency, these students performed exceptionally well. Fourth grade science scores were 4% higher than district averages and 8% higher than state averages.
- Unfortunately, science scores for fifth graders in 2021 were concerning. These students demonstrated only 40% proficiency. This was 5% lower than the state and 10% lower than the district. Because of these scores, our 5th grade team restructured their science curriculum for the 2021-22 school year. RISE benchmark data has shown promising results and we fully expect our end of year data for 2022 to be higher than district and state proficiency averages.
- K-6 Acadience reading scores from BOY to MOY showed positive growth in all grade levels except 3rd grade.
- Kindergarten Acadience math scores from BOY to MOY remained stagnant.
- At the mid-year point, only 13 of 21 classes were on track to complete ST Math syllabi.
- While proficiency scores at Reading Elementary have traditionally been high, our growth scores have consistently been concerning. We've worked together to improve in this area over the past 6 years, but with changes in testing systems, core curriculum and cancellation of testing due to COVID, we have not had data to provide answers for three years. End of year data for 2022 should give us answers on whether efforts to increase growth scores at Reading have been successful.
- SEL Climate Surveys show a 13% decline in 2022 in the number of students who have a trusted adult at school they can turn to for help with a problem. This number was 92% on the 2021 survey and 79% on the 2022 survey.

## 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')
<p>L.C. Reading Elementary students will deepen and increase understanding of mathematics in each of these three domains: Conceptual, Procedural and Representational.</p> <p>Additionally, all general education and special education teachers will participate in Year 2 of</p>	<p>Did not meet goal</p>	<p><b>L.C. Reading Elementary students will deepen and increase understanding of mathematics in each of these three domains: Conceptual, Procedural and Representational.</b></p>

Comprehensive Math Instruction professional development, incorporate CMI strategies in their teaching, and engage learners in higher-level mathematical thinking.

Yes, we were able to meet this part of the goal by continuing to use ST Math across all grade levels. Teachers incorporated the three domains of math (conceptual, procedural and representational) in their daily instruction and assessments.

**Additionally, all general education and special education teachers will participate in Year 2 of Comprehensive Math Instruction professional development, incorporate CMI strategies in their teaching, and engage learners in higher-level mathematical thinking.**

No, we were not able to meet this part of the goal. Our second year of CMI training had to be cancelled because we started the year on hybrid learning and most professional development was cancelled. Although we were hoping to complete the Year 1 lessons we had missed, that also proved challenging because teachers' time was so limited. When we began preparations for required LETRS training we made the tough decision not to continue with CMI. We did not believe both of these large-scale professional development opportunities would be possible.

L.C. Reading Elementary students will deepen and increase understanding of science and engineering in these three dimensions: science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Met goal

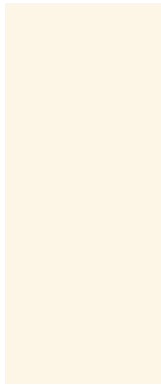
**L.C. Reading Elementary students will deepen and increase understanding of science and engineering in these three dimensions: science and engineering practices, crosscutting concepts, and disciplinary core ideas.**

Additionally, all general education and special education teachers will participate in professional development of the new Utah Science with Engineering Education Standards (commonly referred to as Utah SEed Standards), incorporate this model of teaching science in their classrooms, and engage learners in higher-level scientific thinking.

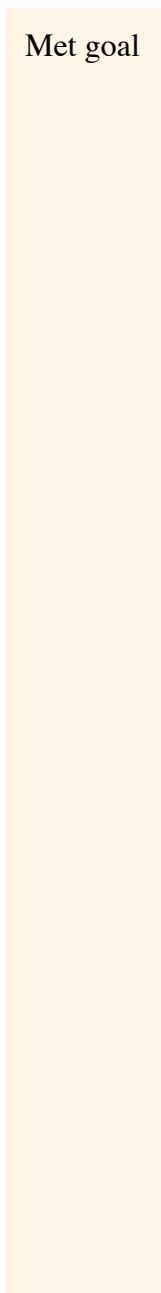
Yes, we were able to meet this goal in both classroom science instruction and our weekly K-6 engineering classes.

**Additionally, all general education and special education teachers will participate in professional development of the new Utah Science with Engineering Education Standards (commonly referred to as Utah SEed Standards), incorporate this model of teaching science in their classrooms, and engage learners in higher-level scientific thinking.**

Seventy-two percent of Kindergarten through 3rd grade students will show “typical progress,” “above typical progress” or “well above typical progress” on Acadience Pathways to Progress at the end of the 2020-21 school year. Additionally, no grade level will have fewer than 68% of students meeting at least "typical progress".



Yes, we met this goal at least partially. All teachers had opportunities to complete science professional development and learn about Utah SEed Standards. Our fourth and sixth grade students outperformed district and state peers. Sixth grade results were especially strong. Our 5th grade RISE scores were not consistent with expectations and we have made adjustments accordingly.



Met goal

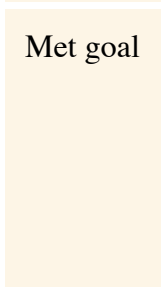
**Seventy-two percent of Kindergarten through 3rd grade students will show “typical progress,” “above typical progress” or “well above typical progress” on Acadience Pathways to Progress at the end of the 2020-21 school year.**

Yes, we met this goal. Overall K-3 results show 74.1% of students achieved "typical" to "well above typical" progress.

**Additionally, no grade level will have fewer than 68% of students meeting at least "typical progress".**

- Third grade students did not meet this goal. Approximately 63% of third grade students made "typical" or higher progress.
- Eighty percent of second grade students showed "typical" or higher progress.
- In first grade, 75% of students achieved "typical" or higher progress,
- Finally, over 78% of Kindergarten students showed "typical", "above typical" or well above typical" progress.
- Because three of four grade levels achieved the goal and the met the overall goal of higher than 72%, we marked this as a "yes".

Students and adults at L.C. Reading Elementary will increase understanding of Social Emotional Learning (SEL) in an ongoing effort to improve school climate and reduce anxiety. These skills include but are not limited to: displaying a growth mindset, becoming engaged and active learners, increasing self-awareness, demonstrating a caring and respectful



Met goal

attitude toward peers, feeling connected to others, making responsible decisions, and striving to be academic achievers. Educators, families, and community members will work together to support the healthy development of all students.

## Current Year Progress Report

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

Goal description	Progress toward goal	Comments
Students in 3rd-6th grades will outperform district and state peers in both proficiency and growth on RISE mathematics testing at the end of the school year as measured by our Utah School Report Card or other available accountability reports.	Progressing according to plan	<p><b>Students in 3rd-6th grades will outperform district and state peers in both proficiency and growth on RISE mathematics testing at the end of the school year as measured by our Utah School Report Card or other available accountability reports.</b></p> <p>Although our faculty was not able to participate in Year 2 of Comprehensive Math Instruction training this year, the other components of this goal are on track. Our grade level teams have worked tirelessly to provide solid instruction in mathematics. Grade level benchmarks and progress in the ST Math program are also strong indicators we are on track to outperform peers across the district and state on RISE assessments in May.</p>
Students in 4th-6th grades will outperform district and state peers in both proficiency and growth on RISE science assessments at the end of the school year as measured by our Utah School Report Card or other available accountability reports.	Progressing according to plan	<p><b>Students in 4th-6th grades will outperform district and state peers in both proficiency and growth on RISE science assessments at the end of the school year as measured by our Utah School Report Card or other available accountability reports.</b></p> <p>Our grade level teams have worked tirelessly to provide solid instruction in science. All students K-6 have participated in weekly engineering lessons that support cross-cutting science concepts. Grade level benchmarks are strong indicators we are on track to outperform peers across the district and state on RISE assessments in May.</p>
A minimum of 70% of our students will make typical, above typical or well-above typical progress as measured by Acadience Pathways of Progress reporting tools.	Progressing according to plan	<p><b>A minimum of 70% of our students will make typical, above typical or well-above typical progress as measured by Acadience Pathways of Progress reporting tools.</b></p> <p>We appear to be within reach of this goal. At MOY, Acadience scores across K-6 demonstrated 67.5% of our students are making "typical" or better progress. Some grade levels have already made adjustments to intervention groups and STAR</p>

tutoring groups to address less than expected progress. First grade students appear to be struggling to meet Pathways of Progress benchmarks, and extra support has been given in these classes. Our Kindergarten progress and 6th grade progress are exceptional. Middle grades 2nd-5th are remarkably consistent, just slightly below the overall goal of 70%.

- Kindergarten - 83.3%
- First grade - 46%
- Second grade - 67.6%
- Third grade - 65.5%
- Fourth grade - 64.5%
- Fifth grade - 65.8%
- Sixth grade - 76.7%

Children in all grade levels will increase a collective sense of belonging and learn new skills to control their feelings as measured by a 5% increase on items 11 and 13 of the Climate Survey for Students.

Not progressing according to plan

**Children in all grade levels will increase a collective sense of belonging and learn new skills to control their feelings as measured by a 5% increase on items 11 and 13 of the Climate Survey for Students.**

- The percentage of students who feel included and like they belong here actually dropped by 4% to 80% from last year. We were hoping for a 5% increase. We hope our "No More, Not Here" campaign is helping end hurtful words and actions, helping everyone feel like school is a safe place to learn.
- The wording of item 13 changed for the 2022 survey. The closest survey question now states "When I am upset, I can control my feelings." Eighty-one percent of students answered "Yes" to this item, which is a 7% increase year to year. It is hard to know if they are feeling more in control or if the rewording of the question helped them better understand how to answer.

## LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 7,866.20
B - Allocated new funds for current year SY21-22	\$ 55,474.00
C - Total Budget for current year SY21-22	\$ 63,340.20
D - Projected spending during current year SY21-22	\$ 59,836.00
E - Expected carryover from current year SY21-22	\$ 3,504.20
F - Projected new funding for next year SY22-23	\$ 61,096.00



G - Total projected funding for next year SY22-23 \$ 64,600.20

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>MATHEMATICS GROWTH AND ACHIEVEMENT</b>				
<i>Goal Statement</i>	Reading Elementary students will outperform district and state averages on RISE mathematics testing at the end of the 2022-23 school year for both achievement and growth.				
<i>Measures</i>	The 2022-23 Utah School Report Card publicly available on USBE's Data Gateway will show Mathematics measures comparing Reading Elementary School's averages to those of Davis School District and the state of Utah. Success will be determined by our students' comparative scores for both achievement and growth in the area of Mathematics.				
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. ST Math licenses will be provided for each K-6 student. A grade-level syllabus of puzzles will be assigned to each child. Teachers will monitor students' progress through the syllabus, providing interventions and support for those who are struggling.</li> <li>2. Common formative assessments will be developed during Davis Collaborative Teams (DCT) meetings and data will be analyzed to determine student progress.</li> <li>3. Teacher assistants will be hired, using LAND Trust funding, to support each upper grade teacher in providing mathematical interventions for struggling students.</li> </ol>				
<i>This goal can be categorized as... (choose all that apply)</i>	#CollegeCareerReady #Tech				
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement				
<i>Academic area(s) addressed by the goal</i>	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>	Yes				
	Goal LAND Trust Expense Total - \$29,000.00				
	<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> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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LAND Trust  
AcademicSalaries  
&  
Benefits#3 Math Teacher Assistants for  
each upper grade classroom

\$ 29,000.00

<i>Goal Short Title</i>	<b>ENGLISH LANGUAGE ARTS GROWTH AND ACHIEVEMENT</b>
<i>Goal Statement</i>	<p>Reading Elementary students will outperform district and state averages on RISE English Language Arts testing at the end of the 2022-23 school year for both achievement and growth.</p> <p>Additionally, Reading Elementary students will outperform district and state averages at the end of the 2022-23 school year for Early Literacy measures including reading on grade level and making typical or better progress.</p>
<i>Measures</i>	The 2022-23 Utah School Report Card publicly available on USBE's Data Gateway will show English Language Arts and Early Literacy measures comparing Reading Elementary School's averages to those of Davis School District and the state of Utah. Success will be determined by our students' comparative scores for both achievement and growth in the areas of English Language Arts and Early Literacy.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>All students K-6 will participate in Acadience benchmark assessments three times per year.</li> <li>Teachers will use Acadience data and other ELA assessment data such as Reading Inventory and Core Phonics assessments to identify struggling readers.</li> <li>Targeted interventions will provided by classroom teachers whenever possible. These interventions will be supported by trained teacher assistants for lower grades, and the STAR Reading program funded with School LAND Trust allocations.</li> <li>Professional development in Acadience Pathways to Progress and Language Essentials for Teachers of Reading &amp; Spelling (LETRS) will continue.</li> <li>Teachers will meet in Davis Collaborative Team meetings to analyze data and develop common formative assessments.</li> </ol>
<i>This goal can be categorized as... (choose all that apply)</i>	#CollegeCareerReady
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement
<i>Academic area(s) addressed by the goal</i>	Reading Writing
<i>Does this action plan include behavioral /</i>	No

character education /  
leadership efforts?

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

Yes

Goal LAND Trust Expense Total - \$37,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#2 ELA Teacher Assistants for lower grade classes	\$ 29,000.00
LAND Trust Academic	Salaries & Benefits	#3 STAR Program Coordinator	\$ 8,000.00

## Additional LAND Trust Questions

### Budget Item List

<b>GoalTitle</b>	<b>Funding Source</b>	<b>Expense Category</b>	<b>Description</b>	<b>Item Cost</b>
ENGLISH LANGUAGE ARTS GROWTH AND ACHIEVEMENT	LAND Trust Academic	Salaries & Benefits	#2 ELA Teacher Assistants for lower grade classes	\$29,000.00
ENGLISH LANGUAGE ARTS GROWTH AND ACHIEVEMENT	LAND Trust Academic	Salaries & Benefits	#3 STAR Program Coordinator	\$8,000.00
MATHEMATICS GROWTH AND ACHIEVEMENT	LAND Trust Academic	Salaries & Benefits	#3 Math Teacher Assistants for each upper grade classroom	\$29,000.00

### Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 61,096.00
G - Total projected funding for next year SY22-23	\$ 64,600.20
H - Total planned expenditures for next year SY22-23	\$ 66,000.00
I - Planned carryover into the following year SY23-24	-\$ 1,399.80

J - Is planned carryover more than 10% of projected new funds?

No

Plan for carryover in excess of 10%

Additional or unused funds will first be used to enhance existing goals. Any remaining funds will then be allocated for:

- technology purchases to support students and teachers
- increased hours for teacher assistants and/or hiring additional assistants
- Increased stipends for teachers who complete professional development such as CMI or Canvas
- books for the media center
- additional hours for a part-time employee to track chronic absenteeism and incentive increases in punctuality and attendance
- additional software purchases for math screeners and interventions such as Acadience Math or Forefront

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	03/30/2022
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	0

03/30/2022

8

0

0