



Teacher Student Success Plan LAND Trust only

Snow Horse Elementary - SY 2023

Principal Joni Slater

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 Snow Horse Elementary is to promote the mission of Davis School District's learning first vision. We are committed to providing rigorous, relevant, research-based instruction. Through the incorporation of technology, personalized and blended learning models, teachers and staff cultivate a culture of collaboration and engagement. Progress towards growth for all students is embedded within our professional learning communities, and partnerships with community council, PTA, as well as the larger community of Kaysville City.

Description of the School

Community

Snow Horse Elementary is located at 1095 Smith Lane in Kaysville. It is primarily residential with continued development in a rural area. Snow Horse Elementary benefits from high levels of parent involvement, supportive business partnerships where the school is truly viewed as a valuable, integral part of the community.

Student Body

Our school consists of 542 students. Our school serves grades kindergarten through sixth grade. Only 6.3% of our students are economically disadvantaged, with 96% Caucasian and 4% representing minority groups.

Staff

Snow Horse Elementary employs 55 staff members. K-6 Educators: 21; Special Education Teachers or Related Service Providers: 3; School Counselor: 1 (part-time); Classified Employees: 30. Our Certified Staff Members are both highly skilled and licensed with 24% holding a Master's Degree. 48% have earned English as Second Language Endorsements and 12% of our teachers currently have their Math endorsement.

School Culture

Snow Horse Elementary is a fourteen year old facility with strong parental and community support in Kaysville City. Faculty and staff strive to provide learning that is rigorous, relevant and innovative. Our school rules emphasize respect, personal safety, responsibility, and kindness to ensure a joyful learning environment for all. School wide positive behavior intervention systems of support help meet the social and emotional needs of individuals. Positive, professional collaboration between teachers is a hallmark of our educators. Innovation and being on the forefront of best practices, ensure that our community continues to receive a standard of excellence it has come to expect. As an Apple Distinguished school, each teacher has earned their Apple Teacher Badges and Macbook Badges and are model educators for mindful tech integration.

Unique Features & Challenges

Each teacher is provided uninterrupted time devoted to small group interventions with the help of a trained teacher assistant. These TAs provide valuable support for academic growth. A school-wide intervention plan outlines Criterion Based Measurement (CBM) assessments given throughout the year to properly identify learning difficulties for targeted skill intervention. These assessments also provide identification of students who may benefit from enrichment activities. Snow Horse promotes financial literacy and career readiness through the Junior Achievement Program. Junior Achievement utilizes parent and other community volunteers and impacts grade K-6. Snow Horse Elementary is an Apple Distinguished School with an emphasis on integration and innovation of Apple programs and software to enhance curriculum delivery, communication, creativity and collaboration. Snow Horse Elementary has a fabulous Musical theatre performance opportunity to highlight the arts. This program is run by our PTA and is a long-standing tradition we all enjoy.

Additional Information

Our teachers and administrators are active grant-writers and our school environment is enriched by these classroom funds. Our school is a literacy- rich environment. Our librarian has a passion for literature and implements many motivating programs such as the Newberry Club and Davis Book Battles for grades first-sixth. Snow Horse Elementary has a Jr. Hope Squad and provides many leadership opportunities for our Student Government. Both organizations contribute to a positive learning environment. Snow Horse also has a Tech Squad, which consists of students that help with tech needs and support across the school.

Needs Analysis

Notable Achievements

Snow Horse Elementary received the Apple Distinguished School recognition for innovation, and collaboration while utilizing Apple devices and software to support student engagement and learning. Snow Horse Elementary has received an Exemplary Rating on the State School Report Card. 100% of teachers utilize the Davis Drill Down to provide targeted intervention for Tier 2 students. Snow Horse Elementary is often a model

school for community leaders, and other educational professionals for personalized, blended learning instruction.

Areas of Recent Improvement

Student growth in Reading Inventory (RI) increased school-wide from 66% to 69.5%. School-wide grade levels have met in PLC (professional learning communities) to review data, and plan for both Tier II and Tier I instruction. These meetings are held twice a month for the entire school year. 100% of all certified teachers have earned their Apple Teacher Badges and Macbook Badges and are proficient integrating Apple learning tools and products into their lessons. All grade level teachers have a CANVAS page and coursework supporting digital curriculum.

Areas of Needed Improvement

Student growth for grades K-3 in Acadience Reading declined this year and is be evaluated as to how to increase growth rates. Increase depth of knowledge across all subject areas and continue to strengthen Tier 1 instruction. Increase the implementation of personalized and blended learning through Apple applications/programs. Increase knowledge of Tier II interventions and diagnostic assessments to support the individual learner.

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>Through supporting teacher development and expertise throughout the academic areas listed (math, ELA, Science), 85% of teachers will effectively implement Tier II interventions (RTI) and plan for extensions based on grade level common assessments. As indicated through C.1.21 on Evaluate Davis.</p> <p>"Utilizes a variety of informative checks to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities. And/or guide reteaching or enrichment activities.</p>	Met goal	<p>Teachers have had many opportunities to collaborate and plan with the ELA coordinator and the STS instructional coach to design effective instruction using research-based instructional and technology practices to increase student proficiency.</p> <p>Teachers continue to work toward LETRS certification and are implementing what they have learned.</p> <p>Teachers in grades 4-6 have utilized academic school planners to assist with executive functioning, task completion.</p>
<p>In grades 3-6, increase student growth in reading comprehension as measured by the reading inventory by 2%.</p>	Met goal	<p>In grades 3-6, student growth in reading comprehension, as measured by Reading Inventory (MOY) increased by over 3%.</p>

K-3 students will show *above* or *well above* growth in Acadience MOY composite scores.

Did not meet goal

K-3 Teachers have implemented with fidelity the new District ELA Routines: Phonemic Awareness, Phonics, etc.

Teachers have effectively implemented Tier I instruction and Tier II interventions (RTI) based on grade level common assessments and have organized small group instruction to target skills and coordinated with TAs for student achievement in math, and reading.

Only 65% of grades K-3 students showed typical and above growth in Acadience MOY composite scores, as a result, the goal did not proceed as planned. Factors are being determined and evaluated, but include a decrease in consistent attendance.

K-3 Teachers implemented with fidelity the new District ELA Routines: Phonemic Awareness, Phonics, etc.

K-6 Teachers were afforded the opportunity to observe another educator with the ELA coordinator to glean best practices for personalized professional development.

K-6 Teachers were also provided (2) 1/2 day substitutes to attend school wide data meetings.

Teachers implemented Tier I instruction and Tier II interventions (RTI) based on grade level common assessments and organized small group instruction to target skills and coordinate with TAs for student achievement in math, and reading.

Teachers continue to utilize a variety of assessments to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities.

Teachers continue to participate in grade level PLC meetings and grade level/individual, quarterly data meetings.

Teachers continue to progress toward LETRS certification.

In grades K-6, student proficiency in mathematics, as measured by grade level benchmark assessments, will be at or above 80%.

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 tools.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>In grades 3-6, student growth will increase by 2% in reading comprehension as measured by the reading inventory (MOY).</p>	<p>Progressing according to plan</p>	<p>In grades 3-6, student growth in reading comprehension, as measured by Reading Inventory (MOY) increased by over 3%.</p> <p>Action Step Progress:</p> <p>K-3 Teachers have implemented with fidelity the new District ELA Routines: Phonemic Awareness, Phonics, etc.</p> <p>Teachers have effectively implemented Tier I instruction and Tier II interventions (RTI) based on grade level common assessments and have organized small group instruction to target skills and coordinated with TAs for student achievement in math, and reading.</p> <p>Teachers have utilized a variety of assessments to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities (School-wide Intervention Plan).</p>

Seventy-seven percent of grades K-3 students will show typical and above growth in Acadience MOY composite scores.

Not progressing according to plan

Teachers have participated in grade level PLC meetings and grade level/individual, quarterly data meetings.

Teachers have all started LETRS professional development and are implementing what they have learned.

Only 65% of grades K-3 students showed typical and above growth in Acadience MOY composite scores.

Action Step Progress:

K-3 Teachers implemented with fidelity the new District ELA Routines: Phonemic Awareness, Phonics, etc.

K-6 Teachers were afforded the opportunity to observe another educator with the ELA coordinator to glean best practices for personalized professional development.

K-6 Teachers were also provided (2) 1/2 day substitutes to attend school wide data meetings.

Teachers implemented Tier I instruction and Tier II interventions (RTI) based on grade level common assessments and organized small group instruction to target skills and coordinate with TAs for student achievement in math, and reading.

Teachers continue to utilize a variety of assessments to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities.

Teachers continue to participate in grade level PLC meetings and grade level/individual, quarterly data meetings.

Teachers continue to progress toward LETRS certification.

Kindergarten will see an average percentage of 2% growth on EOY 2021 benchmark data to MOY 2022 benchmark assessments.

Grades (1-2) will see an average percentage of 2% growth or increase on EOY CRT

Progressing according to plan

Kindergartners have not yet taken end of level testing to determine if they have reached the goal of 2% growth on EOY 2021 benchmark data to MOY 2022 benchmark assessments.

benchmark assessments to MOY 2022 benchmark assessments.

Grades (3-6) will see an average percentage of 2% growth or increase on EOY RISE benchmark assessments to EOY 2022 RISE benchmark assessments.

Other indicators for growth can also be reported from the following software/curriculum based measurements to report on progress towards the academic goal:

Grades 1 and 2 no longer take the CRT benchmark assessments, the district determined Acadience Math would be a better screener.

Grades (3-6) have not yet taken the RISE EOY benchmark assessments.

Action Step Progress:

Students are currently using IXL and Reflex Math to support grade level curriculum.

The Infini-D lab has been utilized to promote problem-solving simulations for K-6 students to support mathematics.

Teachers continue to Implement Tier I instruction and Tier II interventions (RTI) based on grade level common assessments and have coordinated with TAs to provide small group instruction on targeted skills.

Teachers utilized a variety of assessments to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities(Go Math Benchmarks, RISE Benchmarks).

Teachers have participated in grade level PLC meetings and grade level/individual, quarterly data meetings.

85% of teachers will effectively implement Tier II interventions (RTI) and plan for extensions based on grade level common assessments.

100% of grade level teams will upload and submit their bi-monthly PLC report forms.

Progressing according to plan

Evaluate Davis Surveys are still being completed but progressing according to plan.

Teachers are implementing Tier II interventions (RTI) and continue to plan for extensions based on grade level common assessments.

Grade level teams have been uploading PLC forms.

Action Step Progress:

Evaluate Davis Observations are still being completed but progressing according to plan.

Teachers continue to effectively Implement Tier I instruction and Tier II interventions (RTI) based on grade level common assessments.

Teachers have utilized a variety of assessments to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities.

Teachers have participated in grade level PLC meetings and grade level/individual, quarterly data meetings.

Teachers have had many opportunities to collaborate and plan with the ELA coordinator and the STS instructional coach to design effective instruction using research-based instructional and technology practices to increase student proficiency.

Teachers continue to work toward LETRS certification and are implementing what they have learned.

Teachers in grades 4-6 have utilized academic school planners to assist with executive functioning, task completion.

Incorporate Social Emotional Learning (SEL) for students and staff that reduces *Oops ticket* and office referrals school-wide, builds a positive learning climate, and supports increased learning outcomes as outlined and measured in goals 1-3.

Progressing according to plan

Social Emotional Learning (SEL) for students and staff have been implemented to help reduce *Oops ticket* and office referrals school-wide, continue to build a positive learning climate, and support increased learning outcomes as outlined and measured in goals 1-3.

Action Step Progress:

Staff continues to build foundational knowledge and skills to incorporate SEL strategies.

Teachers have been offered trainings for SEL in faculty meetings.

Morning meetings have been implemented weekly.

An SEL aide was not able to be hired, due to no applicants. A teacher assistant was hired to assist teachers with SEL and other needs.

Reading comprehension has improved and math proficiency is growing, if student SEL needs are met, higher academic progress is achieved. Reading fluency growth did not meet the goal.

Staff morale activities have been planned to contribute to a positive work environment.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 17,835.79
B - Allocated new funds for current year SY21-22	\$ 65,979.00
C - Total Budget for current year SY21-22	\$ 83,814.79
D - Projected spending during current year SY21-22	\$ 64,987.00
E - Expected carryover from current year SY21-22	\$ 18,827.79
F - Projected new funding for next year SY22-23	\$ 70,495.00
G - Total projected funding for next year SY22-23	\$ 89,322.79

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	ELA Goal
<i>Goal Statement</i>	K-6 students will perform at “typical or better progress” on Acadience middle-of-year pathways of progress and benchmark testing with an increase from 64% in 2021-2022 to 69% in 2022-2023, an increase of five percent.
<i>Measures</i>	Compare Acadience Reading Pathways of Progress MOY 2021-22 to MOY 2022-23.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Language Essentials for Teachers of Reading & Spelling (LETRS) training for entire faculty to build knowledge and skills in the science of reading for both Tier 1 and Tier 2 instruction. A stipend will be provided to licensed educators for the completion of the LETRS units. 2. Grade level PLCs focused on priority standards, common assessments, intervention and enrichment. Provide K-6 educators four half day sessions to meet

with the principal, intern, ELA Coach, and STS instructional coach for 1/2 day data team meetings (pay for subs during contract hours).

3. Use data to identify students' individual pathways of progress based on Acadience testing.
4. Use the Drill Down model to identify specific needs of students who are below benchmark.
5. TA support for teachers paid for with LAND Trust funds.
6. Provide ½ day substitutes for Deep Data Dives for classrooms who do not have 60% of students making typical or better progress on MOY pathways of progress.
7. Focus on healthy student behaviors and SEL strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom.
8. Hire one full time educator (FTE) to reduce class sizes.
9. iReady software, purchased with LAND Trust, to provide students with instruction and practice at their level.

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

#PDI#PCBL#SEL

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?

Yes

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

Goal LAND Trust Expense Total - \$48,800.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#1 LETRS Stipend for K-6 teachers, Special Ed Teacher, and Administrative Intern	\$ 13,700.00
LAND Trust Academic	Salaries & Benefits	#2 PLC Stipend (\$50/mnth) from Sept. to May for 22 certified teachers. This count includes the ELA coordinator & administrative intern. And Special education teachers.	\$ 11,100.00

	LAND Trust Academic	Salaries & Benefits	#6 1/2 day substitutes for deep data dives for classrooms not showing adequate growth.	\$ 1,000.00
	LAND Trust Academic	Salaries & Benefits	#5 Teacher Assistants to support teachers.	\$ 15,000.00
	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#9 iReady Site Licenses	\$ 8,000.00

<i>Goal Short Title</i>	Math Goal
<i>Goal Statement</i>	K-6 student growth will increase by five percent for students performing at “typical or better progress” on Acadience Math Beginning of Year (BOY) to Middle of Year (MOY).
<i>Measures</i>	Compare Acadience Math Benchmark BOY to MOY
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. iReady software, purchased with LAND Trust, to provide students with instruction and practice at their level. 2. Reflex Math Software program, purchased with LAND Trust, for math fact fluency 3. Acadience Math Grades 4-6 purchased with LAND Trust 4. Go Math Curriculum 5. Grade level common assessments 6. IXL Program Software and Subscription (grades 3-6) to support curriculum and instructional practice for students in math and science. Subscription already paid through 2023. 7. One Infini-D lab instructor will be hired with LAND Trust funding to run problem-solving simulations for K-6 students to support mathematics. 8. Teachers will effectively Implement Tier I instruction and Tier II interventions (RTI) based on grade level common assessments. They will coordinate with TAs to provide small group instruction on targeted skills. 9. Teachers will utilize a variety of assessments to guide immediate adjustments during instruction and/or guide reteaching or enrichment activities(Go Math Benchmarks, RISE Benchmarks, Acadience Math Benchmarks, iReady assessments).

10. Teachers will participate in grade level PLC meetings and grade level/individual, quarterly data meetings. PLC forms must be completed and submitted each week through TEAMS.

11. Hire one additional full time educator (FTE) to reduce class sizes.

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

#Tech|#GraduationRates|#CollegeCareerReady

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 - \$36,700.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#1 iReady Math Site Licenses	\$ 8,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 Reflex Math Subscription	\$ 3,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#3 Acadience Math Grades 4-6	\$ 2,700.00
LAND Trust Academic	Salaries & Benefits	#7 Infini-D Lab Instructor, 5 hours a week.	\$ 3,000.00
LAND Trust Academic	Salaries & Benefits	#11 One FTE	\$ 20,000.00

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
ELA Goal	LAND Trust Academic	Salaries & Benefits	#1 LETRS Stipend for K-6 teachers, Special Ed Teacher, and Administrative Intern	\$13,700.00
ELA Goal	LAND Trust Academic	Salaries & Benefits	#2 PLC Stipend (\$50/mnth) from Sept. to May for 22 certified teachers. This count includes the ELA coordinator & administrative intern. And Special education teachers.	\$11,100.00
ELA Goal	LAND Trust Academic	Salaries & Benefits	#6 1/2 day substitutes for deep data dives for classrooms not showing adequate growth.	\$1,000.00
ELA Goal	LAND Trust Academic	Salaries & Benefits	#5 Teacher Assistants to support teachers.	\$15,000.00
ELA Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#9 iReady Site Licenses	\$8,000.00
Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#1 iReady Math Site Licenses	\$8,000.00
Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 Reflex Math Subscription	\$3,000.00
Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#3 Acadience Math Grades 4-6	\$2,700.00
Math Goal	LAND Trust Academic	Salaries & Benefits	#7 Infini-D Lab Instructor, 5 hours a week.	\$3,000.00
Math Goal	LAND Trust Academic	Salaries & Benefits	#11 One FTE	\$20,000.00
SEL Goal				

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 70,495.00
G - Total projected funding for next year SY22-23	\$ 89,322.79
H - Total planned expenditures for next year SY22-23	\$ 85,500.00
I - Planned carryover into the following year SY23-24	\$ 3,822.79
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We will use any available funds to enhance our current goals.
Plan for sharing the school LANDTrust plan with the community	
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	04/09/2022
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	2