



Teacher Student Success Plan LAND Trust only

South Weber Elementary - SY 2023

Principal Brooke Paras

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 South Weber Elementary is to promote the mission of Learning First for all students. We strive for high levels of student learning through data-driven instruction, effective instructional practices, personalized learning, the integration of technology with best teaching practices, and a commitment to providing our staff with the training, materials, and tools they need to be successful. We are committed to preparing our students for the world in which they live by developing the 21st century skills of collaboration, critical thinking, communication, and creativity and by providing students with opportunities to use cutting edge technology tools as part of the learning process. Students develop these 21st skills through our rigorous math, language arts, science, and STEM/engineering curriculum. We believe in educating the whole child and we are purposeful in planning for both high levels of achievement and growth academically, as well as socially and emotionally.

Description of the School

Community

South Weber Elementary is located in the beautiful community of South Weber, Utah. South Weber is the northern-most city in Davis County, and is a semi-rural, residential community. We are influenced by Hill Air Force Base, which is located just to the south of the community. South Weber's closest large city is Ogden, Utah. A large commercial gravel pit has been part of the community for many years. A few other businesses have recently opened at the edge of town adjacent to Hwy. 89. South Weber is currently experiencing high levels of growth, with many new housing developments being built in formerly rural areas

Student Body

South Weber has approximately 800 students comprising grades K-6. The school's population is made up of 92% Caucasian, 6% Hispanic/Latino, 1% African American/Black, and 1% American Indian, Asian, Pacific Islander, and Multiple Races. Ten percent of the student population reside in economically disadvantaged homes. Approximately 11% of students receive Special Education services. Limited English Proficiency among students is not a measurable factor at the school.

Staff

South Weber Elementary has 30 licensed teachers in Kindergarten through 6th grade. (three of them work part time). The average class size is 28.7 students. Support staff include our school psychologist, speech and language pathologist, school counselor, SPED teacher, ELA coordinator, STS, Family Service Worker, and 50+ classified employees including prep time instructors, SEM teacher, librarian, reading tutors, math tutors, special education aides, classroom aides, playground supervisors, Office Managers, office and clerical assistants, kitchen staff, and custodians. South Weber Elementary also has a full time assistant principal who assists the principal with administrative duties.

School Culture

South Weber Elementary is influenced by a strong, close knit, family-oriented community. South Weber Elementary has been an integral part of the community for over 46 years. The residents of South Weber, our PTA, parent volunteers, and Community Council are all very supportive of the school. Our mission is to partner with parents and guardians to create a joyful and inclusive school where students thrive and develop skills for success in the 21st century. We have worked hard to create a growth mindset in our school. Students learn to value the learning process and celebrate their growth as they work towards meeting their potential. We have also focused on Foundational Social and Emotional Competencies that are necessary for students to be successful in the school setting. We explicitly teach an SEL curriculum and focus on 5 core areas: I Care About Others, I Know Myself, I Am in Charge of Myself, I Can Make Smart Choices, and I Work to Have Healthy Relationships.

Unique Features & Challenges

Two elementary schools exist within the small city of South Weber... South Weber Elementary and a K-9 charter school that was built in 2012. South Weber Elementary is unique to Davis School District in that it has three buildings on its campus. One building houses grades K-2, another building houses grades 3-6, and the third building is a Family Activity Center, which is part of an inter-local agreement with South Weber City. Both grade level buildings have the ability to run independently of each other, although we work hard to operate as one school, united. The Family Activity Center is used for P.E. and music instruction during the school day, and the city uses the facilities before and after school hours. The lack of commercial development within the city hinders the school's ability to partner with local businesses. Geographically, South Weber City is influenced by a strong, almost daily, morning canyon wind which often interferes with scheduled outdoor activities. Another challenge to South Weber residents is the distance to their junior high, which is approximately eight miles away and about a 20-minute commute.

Additional Information

The K-2 building allows us to focus on our youngest students, free from some of the social influences they may experience in other schools. However, South Weber Elementary works to build unity between the two buildings. One way this is accomplished is by emphasizing a strong "buddy class" system when state and local health

protocols allow. Our older grade levels partner weekly with our younger students, often on reading and writing projects. South Weber Elementary also produces a weekly broadcast, SWKN, which involves students across grade levels, and is broadcast in both buildings. We have a Junior Hope Squad that is active at recess and works to include all students.

Needs Analysis

Notable Achievements

South Weber Elementary was recommended by AdvancED for full accreditation for a full five year period, along with all schools in Davis School District. We are excited about our Team Recess initiative which is a group students can join during recess for structured recess activities. Students learn rules for the game of the week, and enjoy playing with a large group of students. We have provided an opportunity for all students to play with a group of friends. We received funding from the STEM action grant this year (2021-2022) for online math software in all grades. This program, iReady, is used to individualize math instruction for each student, and contribute to our blended learning opportunities. Increasing student access to technology is very important to us. We have been proactive in acquiring grants and other funds to increase the number of student devices. We currently have a 1:1 student to device ratio in grades K-6. We also have a Discovery Playground where classes have fun coding with robots (Ozobots, Dash and Dot, and Spheros), use VR goggles and software, and can learn with Osmos. South Weber Elementary is the first public school in the state of Utah to have adopted the Harmony curriculum for Social and Emotional Learning. We have made it our mission to educate the whole child and have seen immediate and marked improvement in student behavior, drastically decreased our office referrals, and have nurtured a positive, cooperative, and inclusive culture. We have also shifted away from a punitive disciplinary system to a restorative practice that focuses on identifying any harm caused and working to repair it. We often receive visits and phone calls from other educators interested in implementing these changes in their schools as well.

Areas of Recent Improvement

South Weber Elementary is the first public school in the state of Utah to have adopted the Harmony curriculum for Social and Emotional Learning. We have made it our mission to educate the whole child and have seen immediate and marked improvement in student behavior, drastically decreased our office referrals, and have nurtured a positive, cooperative, and inclusive culture. This allows students the skills to address their well-being, which allows them to be successful in the school setting. We have also shifted away from a punitive disciplinary system to a restorative practice that focuses on identifying any harm caused and working to repair it. We often receive visits and phone calls from other educators interested in implementing these changes in their schools as well.

Areas of Needed Improvement

South Weber Elementary will continue to fine tune our work in support of Social and Emotional Learning. We will also continue to work to improve student growth and achievement in all areas.

Prior Year Status Report

Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress	Comments (required if 'Did not meet goal')
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	toward goal	
82% of students in 1st - 6th grade will be at or above benchmark in Oral Reading Fluency at end of year Acadience / DIBELS testing.	Did not meet goal	Beginning of year 69% of students were at or above benchmark. End of year, 69% were at or above benchmark. We believe that not meeting this goal was due to a variety of factors, not the least of which was the interruption to learning caused by COVID-19. We have since adjusted our goal to reflect growth from beginning of year to end of year. This way we are measuring the same cohort / group of students. We have also increased our number of reading tutors and continue to work on targeted interventions. We are also studying LETRS as a school in order to better understand the science of reading. All action steps were fully implemented: Administered benchmark assessments through year. Common intervention time given to each grade level. Progress monitoring in place. Common Planning time in grade levels. RTI coaching with ELA Coordinator and administration. Summer library in full swing. Heggerty used daily in Grades k2 and as an intervention in 3-6.
80% of our students will be proficient in grade level math material by the end of the year.	Met goal	Goal met as measured by common formative assessments as determined by each grade level.
Students will display mastery in five core competency areas. Self Awareness (I know Myself) Self Management (I am in charge of myself) Social Awareness (I care about others) Relationship Building (I work to have healthy relationships) and Decision Making (I can make smart choices)	Met goal	

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments

Increase % of students at or above benchmark at Beginning of Year (BOY) by 10% at End of Year (EOY) as measured by Acadience Composite Score.

Progressing according to plan

We showed an increase in % of students at or above benchmark from BOY to MOY of 5%. We are halfway there and look forward to EOY data.

Increase % of students at or above grade level at Beginning of Year (BOY) by 60% at End of Year (EOY) as measured by iReady Diagnostic.

Not progressing according to plan

When we set this goal, we were unsure of the appropriate % of growth to expect as we do not have years worth of data to compare to. However, we found 60% to be a reasonable estimate based on prior scores. At MOY this year, we have increased the % of students at or above benchmark since BOY by 18%. This does not lead me to believe that we will reach 60%. Using iReady is going quite well in some classes, and not as well in others. This will be a goal we work on in the year to come as well. We believe we can do better here.

Students will improve academic outcomes and study skills / work habits by identifying and explaining our Five Core Competency Areas at 90% proficiency as measured by a student survey at the end of each of the five units.

Progressing according to plan

We will meet this goal.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 5,386.38
B - Allocated new funds for current year SY21-22	\$ 87,759.00
C - Total Budget for current year SY21-22	\$ 93,145.38
D - Projected spending during current year SY21-22	\$ 90,000.00
E - Expected carryover from current year SY21-22	\$ 3,145.38
F - Projected new funding for next year SY22-23	\$ 104,045.00
G - Total projected funding for next year SY22-23	\$ 107,190.38

Goals and Planned Actions / Resources

<p><i>Goal Short Title</i></p>	<p>Goal # 1 - Reading</p>				
<p><i>Goal Statement</i></p>	<p>Increase percent of students at or above benchmark at Beginning of Year (BOY) by 10% at End of Year (EOY) as measured by Acadience Reading Composite Score.</p>				
<p><i>Measures</i></p>	<p>As measured by Acadience Reading Composite Score.... Beginning of Year (BOY) to End of Year (EOY)</p>				
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1. Kindergarten Aides 2. Two reading tutors per classroom for targeted interventions. 3. Entire faculty taking LETRS training. 4. 8 Step phonics routine in K-2 classes regularly (at least 3 x per week). 5. Morphology routine in 3-6 classes weekly. 6. iReady reading for teachers who request it. Subs for training funded with LAND Trust. 7. SWKN South Weber Kids News for authentic reading practice. 8. Optional PD opportunities with subs and stipends to increase teacher capacity. 9. Social Emotional Learning (SEL) instruction to support students and decrease disruptions to learning. 10. Academic materials and technology that support our reading goal. 11. Regular Team PLC meetings to review student data and adjust instruction. 				
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PDI#TechI#PCBLI#SELI#TeacherLeaders</p>				
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees Culture</p>				
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading</p>				
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>Yes</p>				
<p><i>Will LANDTrust funds be used to support the implementation of this goal?</i></p>	<p>Yes Goal LAND Trust Expense Total - \$107,190.38</p> <table border="1" data-bbox="461 1948 1484 2022"> <thead> <tr> <th data-bbox="461 1948 647 2022"><u>Funding Source</u></th> <th data-bbox="647 1948 922 2022"><u>Expense Category</u></th> <th data-bbox="922 1948 1276 2022"><u>Description</u></th> <th data-bbox="1276 1948 1484 2022"><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 Academic	Salaries & Benefits	#1 Kindergarten Aides & Reading Aides	\$ 101,000.00
	LAND Trust Academic	Online Curriculum or Subscriptions	#6 iReady Reading subs for teachers who request it	\$ 6,190.38

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Goal # 1 - Reading	LAND Trust Academic	Salaries & Benefits	#1 Kindergarten Aides & Reading Aides	\$101,000.00
Goal # 1 - Reading	LAND Trust Academic	Online Curriculum or Subscriptions	#6 iReady Reading subs for teachers who request it	\$6,190.38

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 104,045.00
G - Total projected funding for next year SY22-23	\$ 107,190.38
H - Total planned expenditures for next year SY22-23	\$ 107,190.38
I - Planned carryover into the following year SY23-24	\$ 0.00
J - Is planned carryover more than 10% of	No

projected new funds?	
Plan for carryover in excess of 10%	Any funds that are not spent as planned or are otherwise available will be used to support school goals and may include technology, support personnel, supplies, stipends for faculty & staff development, academic materials, SEL support, curriculum, training, and other resources needed to promote effective teaching and learning and the successful completion of our goals.
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	03/31/2022
Number who approved	6
Number who did not approve	0
Number who were absent or abstained	2