



Teacher Student Success Plan LAND Trust only

Sunset Elementary - SY 2023

Principal Jodi Rees

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 mission (purpose) of Sunset Elementary is to create successful educational experiences for all students that will help them become skilled learners. To accomplish our purpose, we provide first-rate instruction, based on research, that includes differentiation for the various needs of our students. Classroom instruction is monitored by administration. Individual student progress is frequently checked through common formative assessments, regular data meetings, professional learning communities, and teachers working within and across grade levels. This ensures differentiated instruction occurs, so all students master essential learning skills. Technology is used to support our mission by providing students access to curriculum and information, as well as various digital learning opportunities. Parents and community members work with our staff to actively engage with the student body in activities that promote personal and academic growth.

Description of the School

Community

Sunset Elementary is a Title One school located at 2014 North 250 West in Sunset, Utah, a community west of Hill Air Force Base and in the northern part of Davis School District. Our school is in a low socio-economic residential area with low-end starter homes and some apartment complexes. The majority of our students reside in Sunset, but we do have a small population of students that live in Clinton.

Student Body

We are a pre-kindergarten through sixth grade school with 305 students. The ethnic breakdown includes 72% Caucasian, 20% Hispanic, 3% Multiple Races, and combined 5% for African American/Black, American Native, Asian, and Pacific Islander. Sunset has 53% of its population who qualify for Free/Reduced lunch.

Staff

Our staff consists of 11 certified classroom teachers for grades K-6. We have four Special Education teachers; one full-time, one part-time and two Social Behavior Class (SBC) teachers. We have a principal and a full-time administrative intern, a full-time counselor, part-time School Technology Specialist (STS), part-time Math and Language Arts coaches, a speech pathologist and a part-time school psychologist. We also have Family Service Worker who serves students and families at our school. Our preschool has one teacher and two full-time aides.

Our school support staff includes seven Special Education paraprofessionals, nine Title One tutors, three classified prep time teachers, one librarian, a part-time nurse, a Health Clerk/Covid aide, and three other classroom aides. In addition, our school runs a Before/After School program that employs a part-time program manager and five assistants who help run the program.

All current employees have met the necessary requirements to be considered highly qualified.

School Culture

Sunset Elementary is focused on teacher development and student learning. We provide opportunities for teachers to learn new skills and strengthen their current practices. This happens through school-wide and individual professional development, professional learning communities (PLCs), and coaching related to classroom observations. Students are provided with a variety of learning opportunities in all content areas, including Social Emotional Learning. We focus on Utah priority standards and work to develop quality and successful Tier 1 (whole class) learning experiences for all students. Sunset Elementary also works to ensure that the basic needs of our students are met. We work with several community partners to help with clothing, food, housing, and other basic needs. We also work with our local PTA and Community Council to provide additional activities and learning experiences for students and their families.

Unique Features & Challenges

We provide students with targeted small group instruction during WIN Time (What I Need Time). Students get a minimum of 30 minutes of small group instruction, four times a week. The instruction in these groups is based on data and individualized learning needs. In addition, we are able to offer an extended day kindergarten schedule that allows all of our kindergarten students extra time with their teacher. Paraprofessionals assist our teachers in providing Tier 2 (small group) instructional support.

In addition to our Before/After school program, some of our students participate in extra-curricular activities that include; MESA, VEX Robotics, SeaPerch, HOPE squad, and Student Council.

Teachers will continue their work in Comprehensive Mathematics Instruction (CMI) professional development. This will strengthen teachers' understanding on math content and pedagogy as well as influence how math is taught in Sunset classrooms. This year, teachers will participate in two lesson studies. Lesson studies help strengthen teacher understanding of grade level math content as well as Tier One math instruction to best meet the needs of all students. Teachers will participate in LETRS training (Language Essentials for Teachers of Reading and Spelling), which is a Language Arts professional development geared at helping teachers understand the research and science of learning to read. Teachers will work independently and collectively to deepen their foundational understanding of reading and how to better help students improve their own reading.

Our challenges include student mobility, poverty, and home cultures that create potential issues for students. Excessive student behaviors and chronic attendance issues are daily struggles we face at Sunset Elementary. Community involvement is limited despite our efforts to improve home to school connections. Most of our student population enter school with limited literacy and math background. Thus, our teachers must provide additional background knowledge and intensive skill/strategy instruction to bring students up to grade level. Technology integration is a focus with the goal of providing enhanced, engaging learning opportunities for students. Our teachers are at a variety of levels with their technology use, but all try to implement its use in unique ways. We are currently a one-to-one school with all students having access to either an iPad or a Chromebook. We continue to provide learning opportunities for teachers to enhance their use of technology in the classroom with students.

Additional Information

During the 2022-2023 school year, Sunset Elementary will transition to being an Apple School. We will have 1:1 iPads for all students. We will provide teachers with training that will enhance their understanding of Apple products and how those can be used to enrich the learning process for students.

Needs Analysis

Notable Achievements

Retaining quality teachers is something we are proud of at Sunset Elementary. This past year, we only had one teacher leave due to staying home with her family. This helps maintain continuity in school policies, procedures, and professional development. Teachers have devoted additional time to their LETRS work in completing professional development and implementing what they have learned. They have also continued their work with CMI and implementing those practices into their teaching as well.

We had a teacher run our SeaPerch program. We had a team from Sunset Elementary, Sunset Junior High, and Northridge High school work with our teacher. The elementary team placed in the top 3 for their technical report. The other teams qualified to go to Nationals in Baltimore in the summer of 2022.

Our school's Junior HOPE Squad and Student Council have started up again after a year or two delay. They have worked diligently to include others and provide fun activities for our students to participate in.

Areas of Recent Improvement

Teacher participation in LETRS and CMI trainings have started to make an impact on student learning.

Professional development for teachers related to behaviors and the functions of those behaviors to help reduce the number of office discipline referrals.

We had an improvement in our writing scores from our 5th grade students over previous years.

Areas of Needed Improvement

Based on school data and data from Power BI, we have identified a couple of areas of need at Sunset Elementary. In Language Arts, we only have 46% of our students who are at or above grade level reading proficiency, according to Acadience reading data. Another data point of note is that of Pathways of Progress.

This is how we measure reading growth relative to like peers. The State goal is 60% of students making typical or above growth. Sunset Elementary was at 55%. This data is for all students, K-6. The RISE data from 2021 shows that only 20.25% of our 3-6 students were proficient in English Language Arts.

Writing continues to be an area of need with many grade levels. Based on RISE data from Spring of 2021, we had 50% of our 3-6 grade students proficient at writing. This was higher in 5-6 grades with an average of 66% of those students proficient.

According to RISE data from spring of 2021, we had 22.25% of our students, in grades 3-6, proficient in Math. We are hoping to see a rise in proficiency scores as teachers continue to implement what they have learned in CMI.

Teachers need continued support and learning opportunities on how to implement technology into their daily teaching/learning so that students grow skills that will help them be career ready in the 21st century. We also need to improve on personalizing learning for our students. Professional Learning Communities(PLC)/Davis Collaborative Teams (DCT) will continue to be a working priority for our school. Grade level teams will meet weekly to discuss common formative assessments and collaborate on best teaching practices. Coaches and administration will work with teams at least once a month to discuss students progress and other areas of need or support.

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')
Improve student and staff relationships to improve school climate and build a sense of community and safety by implementing Social Emotional Learning (SEL) strategies as measured by SEL Walkthrough Tool and DSD School Climate Surveys.	Met goal	
Increase the K-6 students achieving typical or better growth in Acadience EOY benchmark scores (Pathways to Progress) to at least 60%.	Did not meet goal	As a school, grades K-6, we only hit 55% of students reaching at or above typical growth on Pathways of Progress (Acadience Reading data). As teachers continue to learn through LETRS program and implement what they are learning, we hope to see improvements in this overall percentage. We will continue to work with the DSD Teaching and Learning Department to align our efforts with what their direction is for our teachers and students.
Increase school-wide math proficiency by at least 3%, relative to each grade	Did not meet	According to RISE data, 3-6 grade students did not make the 3% growth in proficiency that we were

level standards (Keep, CRT, RISE).

goal hoping for. 6th grade did increase in proficiency by 0.3%, while grade 3-5 students all decreased in proficiency. Kindergarten students increased their numeracy learning by 22.2%. First grade students improved proficiency by 5% but 2nd grade students dropped.

We will continue to monitor individual student progress toward proficiency. We will also offer instructional support for our teachers to improve mathematical teaching practices and Tier 2 supports they offer to students.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
Increase the K-6 students achieving typical or better growth in Acadience Pathways to Progress to at least 60%, while continuing to acquire knowledge and skills relative to SEL competencies.	Not progressing according to plan	We used middle of year (MOY) data from Acadience Pathways of Progress, in which we only had 55% of our students reaching typical or above typical growth progress. We hope to see an improvement from MOY to end of the year (EOY) in this area.
Increase school-wide math proficiency by 3% relative to each grade level's standards (KEEP, RISE, CRT), while continuing to acquire knowledge and skills relative to SEL competencies.	Not progressing according to plan	According to RISE End of Year assessments, comparing 2019 and 2021, we saw a 6% decrease in math proficiency for our 3-6 grade students. Current Rise Benchmark data does not show an increase in math proficiency.
Increase writing proficiency (K-6) by 3% from BOY writing benchmark to EOY writing benchmark, while continuing to acquire knowledge and skills relative to SEL competencies.	Progressing according to plan	Looking at RISE Benchmark data for the current school year, we see the following happening toward this goal: Sixth Grade--Fall writing score (average 4/10) Spring writing score (average 5/10) Fifth Grade--Fall writing score (average 4/10) Spring writing score (average 8/10) Fourth Grade--Fall writing score (average 3/10) Winter writing score (average 4/10) Third Grade--Fall writing score (average 2/10) Winter writing score (average 3/10)

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 14,080.24
B - Allocated new funds for current year SY21-22	\$ 34,847.00
C - Total Budget for current year SY21-22	\$ 48,927.24
D - Projected spending during current year SY21-22	\$ 40,000.00
E - Expected carryover from current year SY21-22	\$ 8,927.24
F - Projected new funding for next year SY22-23	\$ 38,642.00
G - Total projected funding for next year SY22-23	\$ 47,569.24

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Literacy
<i>Goal Statement</i>	Increase the percentage of students making typical or better reading progress on Acadience Reading Pathways of Progress from beginning of year (BOY) to end of year (EOY) to 60%.
<i>Measures</i>	<ol style="list-style-type: none"> 1. Acadience Reading benchmark scores for BOY, MOY, and EOY for comparisons 2. Acadience Reading Pathways of Progress for MOY and EOY 3. Acadience Reading Progress monitoring reports in mClass
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Continued professional development and implementation of LETRS (Language Essentials for Teachers of Reading). 2. High quality classroom instruction developed through research, professional development, professional learning communities, data meetings, and coaching cycles with academic coaches. 3. Hiring highly qualified paraprofessionals to support teachers and students in Tier 2 enrichment's and interventions. 4. Participate in data meetings, three-four times during the school year, to access student data, needs, and possible interventions. Provide substitutes to cover classes for these data meetings. 5. Use adaptive educational software to support all students, including multi-lingual learners, those with IEP's or chronic absenteeism, in closing educational gaps.

6. Ongoing communication between administration, teachers, coaches, students, and families about student progress in reading.

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

#SEL|#TeacherLeaders|#CollegeCareerReady

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Parent & Community Connections

Academic area(s) addressed by the goal

Reading

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 - \$32,600.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#3 Salaries and Benefits for Paraprofessionals	\$ 30,000.00
LAND Trust Academic	Salaries & Benefits	#4 Substitutes for Data Meetings throughout the year	\$ 2,600.00

Goal Short Title

Math Proficiency

Goal Statement

Increase math proficiency on each grade level by five percent (two students)

Measures

1. Grade level math assessments; Kindergarten Entry and Exit Profile (KEEP), Acadience Math, Readiness Improvement Success Empowerment Assessment (RISE).
2. Common formative grade level assessments.
3. RISE benchmarks as means of progress monitoring.

Action Plan (please number steps)

1. Continued professional development and implementation of CMI (Comprehensive Mathematics Instruction).
2. High quality classroom instruction developed through research, professional development, professional learning communities, data meetings, and coaching cycles with academic coaches.

- 3. Hiring highly qualified paraprofessionals to support teachers and students in Tier 2 enrichment's and interventions.
- 4. Participate in data meeting, three-four times during the school year, to access student data, needs, and possible interventions. Provide substitutes for these data meetings.
- 5. Use adaptive educational software to support all students including multi-lingual learners, those with Individualized Education Plans (IEP's) or chronic absenteeism, in closing educational gaps.
- 6. Ongoing communication between administration, teachers, coaches, students, and families about student progress in reading.

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

#PDI#SELI#TeacherLeaders|#CollegeCareerReady

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Parent & Community Connections

Academic area(s) addressed by the goal

Mathematics

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

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

Goal LAND Trust Expense Total - \$12,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#1 Substitutes for CMI lesson studies	\$ 2,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#5 Tech to support teachers and students with learning.	\$ 10,000.00

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost

Literacy	LAND Trust Academic	Salaries & Benefits	#3 Salaries and Benefits for Paraprofessionals	\$30,000.00
Literacy	LAND Trust Academic	Salaries & Benefits	#4 Substitutes for Data Meetings throughout the year	\$2,600.00
Math Proficiency	LAND Trust Academic	Salaries & Benefits	#1 Substitutes for CMI lesson studies	\$2,000.00
Math Proficiency	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#5 Tech to support teachers and students with learning.	\$10,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 38,642.00
G - Total projected funding for next year SY22-23	\$ 47,569.24
H - Total planned expenditures for next year SY22-23	\$ 44,600.00
I - Planned carryover into the following year SY23-24	\$ 2,969.24
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	If there is carryover that is over the 10% limit, that extra money will be put into salaries for our paraprofessionals who will help students with their efforts to become skilled readers.
Plan for sharing the school LANDTrust plan with the community	Labels to identify LAND Trust purchases School newsletter School website Letters to policy makers
Additional plan for sharing the school LAND Trust plan with the community.	

Additional Items for Title I Schools

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?

District-wide assessment practices include the following:

- Acadience Reading*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
- RISE*
- DLM*
- WIDA*
- District assessments*
- Kindergarten Readiness Inventory*
- Kindergarten Inventory of Skills*
- 1st and 2nd Grade Language Arts CRTs*
- 1st and 2nd Grade Math CRTs*
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.*
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.*
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.*

Additional schoolwide practices for assessment include the following:

Attendance, Behavior

Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?

Website Available in Office or Library

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Language Arts?

Goal #1--Literacy

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Mathematics?

Goal #2--Math Proficiency

Title I Plan / TSSP: Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Professional Learning Communities/Davis Collaborative Teams|Collaborative Coaching|Other (please explain)

Title I Plan / TSSP: Other evidence-based methods used by your school

LETRS, CMI

Title I Plan / TSSP: How does the plan improve academics for all students while supporting those most at-risk?

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.*
- During collaborative team meetings, teachers review data to identify how students are performing.*
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.*
- Low performing students receive additional instruction from their teacher.*
- Low performing students work with tutors in addition to the instruction they receive from their teacher.*
- Low performing students receive additional time and instruction through technology and instructional aides.*
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.*
- Teachers discuss progress of their students and make adjustments to the interventions students receive.*
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.*

Additional schoolwide practices for helping struggling students include the following:

Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.*
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.*
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.*
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.*
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.*
- Meetings are held at different times during the day to enable all parents to be involved.*
- Programs and activities are scheduled throughout the year to involve parents and guardians.*

Additional schoolwide practices for parental involvement include the following:

Plan Evaluation and Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?

ILP Conferences|Back to School|Federal programs video|Website

Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?

In looking at our data, we found that students who were receiving Tier 2 supports in the classroom, with the help of our teachers and paraprofessionals, were improving in both reading and math.

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

Evidence of how the Title I plan and designation of funds impact student learning and achievement. The school will provide this information to Federal Programs by October 1

We support our paraprofessionals in becoming highly qualified. However, we don't use funds for this purpose.

Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?

Examples: Associate degree, 48 hrs., of pass test The school will provide this information to Federal Programs by October 1

Where we can, we use Federal funding to support our School Plan by mainly providing additional paraprofessional salaries and benefits.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/28/2022
Number who approved	4
Number who did not approve	0
Number who were absent or abstained	0