



Teacher Student Success Plan LAND Trust only

Vae View Elementary - SY 2023

Principal Chris Laypath

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 Vae View Elementary is to promote the mission of learning first for all. To accomplish our purpose, we have a clear vision of best practices that are leading the school towards excellence. We believe all students can learn through high expectations and individualized learning opportunities. Every day, every child, in every Vae View classroom learns, grows, and feels respected. Administration and staff are interested in and concerned about student welfare. Classrooms are regularly visited and feedback is left with teachers regarding their explicit instruction, classroom environment, and student engagement. All staff members have high expectations for student achievement and student learning is discussed in weekly PLC (Professional Learning Communities) meetings and quarterly data team meetings. Faculty members create a positive and collaborative learning environment and are committed to all stakeholders. Family members have numerous opportunities to be engaged in their student's education and be included in all activities at the school. Our teachers and parents also have the option to participate in Home Visits for each of their students.

Description of the School

Community

Vae View Elementary School is in an urban location. It is located at 1750 West 1600 North, Layton, Utah. The community has a diverse population in ethnicity, religion, and culture.

Student Body

Vae View Elementary has 314 students enrolled, including the title 1 and head start preschools, essential elements preschool and two social behavior special education classrooms. Our K-6 numbers are 273. Based on that number the school demographics are as follows, 49.8% Caucasian, 2.2% African American, 38.7% Hispanic, 4.7% multiple race, and 1.9% Pacific Islander. Based on our current enrollment, 251 students or 61% of our students have been identified as economically disadvantaged and 67 students, 23%, have limited English Proficiency levels. 92 students receive special education services in either resource, essential elements preschool or one of our 3 social behavior classrooms.

Staff

The faculty at Vae View Elementary are certified and highly qualified. Most teachers are ESL endorsed or in the process of becoming endorsed. We have 12 regular education classroom teachers. In addition, there is one certified Special Education teacher for our resource program and an additional three certified Special Education teachers who teach in two Social Behavior Classrooms located at Vae View for grades 3 through 6. The staff also includes an ELA Coordinator and a Math Coach. Vae View Elementary also houses a Head Start, Title 1 and Essential Elements Preschool Program.

School Culture

Vae View Elementary embraces diversity. The student body is made up of different ethnic backgrounds and cultures. We celebrate these differences and promote unity as well as individuality. Our success hinges on accepting, valuing, and respecting all cultures and beliefs. This acceptance is evident in the school's policies and procedures such as the school wide behavioral plan and school improvement plan where parent involvement has been identified as vital to the successes of our students. The faculty is welcoming and collaborative in their efforts to improve their craft and help students to be educationally successful.

Unique Features & Challenges

Our school continues to struggle with issues related to the global pandemic. This challenge has also made it difficult to address chronic absenteeism effectively as many students and staff have been in quarantine or sick this year. At Vae View, a large percentage of our students are economically disadvantaged and face many challenges. We are a small school and some grade levels have only one or two teachers which can be challenging. Additionally, language barriers between home and school can create challenges for parents, students, and teachers.

Additional Information

Needs Analysis

Notable Achievements

Our school is in the third year of CMI. We have an Infini-D lab and makerspace classroom. We have witnessed academic growth as we have used the Spires programs with some of our struggling readers. Our 5th grade students participate in the Starbase program at Hill Air Force Base. We have adopted the MoveThis World SEL program this year and witnessed great gains in students using those tools to problem solve.

Areas of Recent Improvement

Vae View Elementary continues to implement CMI practices into instructional activities with students. We finished year two of our CMI partnership this year and teachers received professional development in this area all year. CMI practices inspired our math goal and teachers have embraced the practices into their teaching.

We are in year two of implementing Move This World SEL program into our school. Students are using these tools in the classroom in interactions with other students and self-regulation

We obtained a reading grant to use to implement reading interventions at our school including sound sensible and SPIRE.

All of our teachers are taking LETRS training to improve reading strategies taught in the classroom.

Areas of Needed Improvement

This school year we have approximately 336 students enrolled at our school. Our enrollment has declined. This is due partially to the challenges of the global pandemic and many families choosing alternative schooling options for their children. This challenge has also made it difficult to address chronic absenteeism effectively. At Vae View, a large percentage of our students are economically disadvantaged and face many challenges. Approximately 16% of our students are chronically absent. Additionally, language barriers between home and school can create challenges for parents, students, and teachers.

Prior Year Status Report

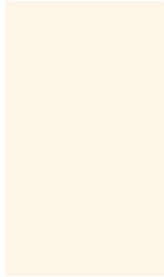
Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
<p>Vae View Elementary will achieve at least 60% of K-6 students scoring “typical or greater progress” on end of year Pathways to Progress Acadience Scores.</p> <p>The school will also increase student proficiency 5% from BOY to EOY 2021.</p>	Did not meet goal	<p>We partially met the goal. Our BOY proficiency was 36% and EOY proficiency was 43% for a gain of 7%. On end of year Acadience benchmark, 52.3 percent of our students had typical or above growth as measured by EOY pathway to progress. One of the reasons we struggled to meet the goal was attendance. This academic year all teachers taking LETRS training to improve reading instruction and learning in the classroom.</p>
<p>Research shows that missing 10 percent of the school schedule, or about 18 days in most school districts, negatively affects a student's academic performance. When students improve their attendance rate, they</p>	Met goal	

improve their academic prospects and chances for graduation. <https://awareness.attendanceworks.org/wp-content/uploads/Research2016.pdf> We will increase academic performance by 5%-8% by reducing the percentage of students who are chronically absent (10% or more days with unexcused absences) from 11% to 7%.

Students will have access to effective and efficient teachers. We will Increase acadmic proficiency and growth by 5%-8% academic by insuring that students have access to effective and efficient teachers. This will be achieved by the end of the school year 2020-2021.

All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers and academic achievers. Educators, students, families and community members work together to support the healthy development of all students.



Met goal

This goal was marked as unmet but impossible to measure effectively as we had no end of year testing data to compare scores last year. Testing was interrupted end of the 2019-2020 school year due to the global pandemic.

Met goal

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
Sixty percent of K-6 students will be proficient and/or score "typical or greater progress" on end of year Pathways to Progress Acadience scores. Our school will also increase student proficiency 5% from BOY to EOY 2022	Progressing according to plan	We our following our action plan to meet this goal by the end of the year.
Eighty percent of students will meet proficiency criteria or show adequate growth towards proficiency in meeting essential math standards identified in each grade level.	Progressing according to plan	Math goal is related to CMI model we are implementing at our school. All grade levels have met and developed rubrics and lesson plans. Tutors are working with students toward goals and individual progress in student understanding of mathematic concepts.
Fifty percent of Vae View students in grades 4-6 will score at or above proficient on end of year science assessments.	Progressing according	Teachers and other staff members are following the

Research from a meta-analysis of 213 school-based SEL programs in K-12 showed that students involved with SEL programs showed an 11 percentile point gain in achievement. Based on this research, we expect student centered SEL goals to support learners and learner proficiency as outlined in goals 1, 2, and 3 (Increased achievement in math, reading, and science).

to plan

action plan.

Progressing according to plan

We are implementing our school action plan to meet this goal.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 14,736.60
B - Allocated new funds for current year SY21-22	\$ 32,157.00
C - Total Budget for current year SY21-22	\$ 46,893.60
D - Projected spending during current year SY21-22	\$ 43,000.00
E - Expected carryover from current year SY21-22	\$ 3,893.60
F - Projected new funding for next year SY22-23	\$ 36,814.00
G - Total projected funding for next year SY22-23	\$ 40,707.60

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Language Arts
<i>Goal Statement</i>	Sixty percent of K-3 students will be proficient and/or score typical or greater progress on End of Year (EOY) Pathways to Progress Acadience Scores. Our school will also increase student proficiency by five percent from Beginning of Year (BOY) to End of Year (EOY) 2023.
<i>Measures</i>	Acadience Reading Pathway to Progress and Acadience Reading EOY proficiency data.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Teachers will follow standards based Tier 1 instruction including: <ol style="list-style-type: none"> a. Following guidelines for recommend reading instructional minutes daily. b. Implementing practices learning during Language Essentials for Teachers of Reading and Spelling (LETRS) Professional development into whole and small group instruction with students. c. Use technology and adaptive software to support individual learning.

Ongoing using of assessment (Acadience Reading: progress monitoring, Common Formative Assessments, etc.) to determine instructional needs during whole class, small groups, and targeted interventions. d. Ongoing professional development to target specific needs of Vae View faculty.

2. Bi-weekly Professional Learning Community (PLC) meeting targeted specifically to language arts with administration, teachers, and English Language Arts (ELA) Coordinator to collaborate and plan instruction, common formative assessments, etc...
3. Continue using Specialized Program Individualizing Reading Excellence (SPIRE) for Tier 3 reading interventions in grades 1-6, along with Sounds Sensible, and extended day kindergarten or full day kindergarten depending on funding this year.
4. We will utilize tutors under the directions of the classroom teacher for Power Hour, and other times as needed. Tutors will be trained in mClass, Acadience assessments, targeted interventions, and small group assessment.
5. Purchase additional iPads, laptops, software licenses, technology hardware, and headphones to assist students in learning.
6. Support teachers taking LETRS training with monetary stipend and substitutes for their classroom when receiving additional training.
7. Collaborative coaching with our ELA coordinator.
8. Quarterly Data Drives with ELA Coordinator.
9. Pay stipends to teachers and someone to run summer school program at Vae View focusing on language arts instruction. Pay salaries and benefits for teaching assistants.

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

#PDI#Tech#PCBL

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Reading|Writing|Technology

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 - \$18,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>

LAND Trust Academic	Salaries & Benefits	#9 \$16,000 to pay salaries and benefits for teaching assistants to help in the classroom with small group reading interventions and assisting the teacher.	\$ 18,000.00
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<i>Goal Short Title</i>	Math
<i>Goal Statement</i>	Sixty percent of K-3 students will show "typical or greater progress" on end of year Pathways to Progress Acadience Math scores. Sixty percent of students in grades 4-6 will show five percent growth on Forefront screener data from Beginning of Year (BOY) to End of Year (EOY) 2023.
<i>Measures</i>	Acadience Math for grades K-3 and Forefront math screener for grades 4-6
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Teachers will follow standards-based Tier 1 instruction including: a. Following guidelines for recommended mathematics instructional minutes daily. b. Use of technology and adaptive software to support individual learning. c. Ongoing use of assessment (Acadience Math progress monitoring, Common Formative Assessments, etc) to determine instructional needs during whole class, small groups, and targeted interventions. d. Ongoing professional development target for specific needs of Vae View faculty. 2. Bi-monthly PLC meetings targeted to mathematics, with each grade level. Meet with teachers once a month to collaborate and enhance vertical alignment across the curriculum. 3. Continue using Comprehensive Math Instruction (CMI) Lesson study sessions and content training per grade bands twice per year for each grade. 4. We will utilize tutors under the direction of the classroom teacher for Power Hour, and other times as needed and train tutors in Acadience Math Assessment, Forefront Screening, targeted math interventions, and small group instruction. 5. Purchase Forefront licenses for grades 4-6 from LAND Trust funds. 6. Support teachers taking CMI training with monetary stipend and substitutes for their classroom when receiving additional training. 7. Collaborative coaching with our CMI Specialist. 8. Quarterly Team Data Dives dives with CMI Specialist. 9. Purchase adaptive math software (e.g., ST Math, Dream Box, Moby Max) as an additional tool for teachers to use to strengthen math skills. 10. Purchase technology hardware and software as a tool to assist teacher in providing math instruction.

- 11. Renew license for InfiniD lab to integrate math/science concepts for students in an engaging environment.
- 12. Continue to add 7.5 hours a week to our School Enrichment Model (SEM) assistant to provide school wide enrichment in math (e.g., STEM Olympiad) and other curriculum areas.

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

#PDI#TechI#PCBL

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees

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 - \$20,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Online Curriculum or Subscriptions	#9 funding for dreambox and ST Math licenses not provided by State.	\$ 2,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#10 Ipad, laptops, televisions, audio enhancement, etc.... to assist teacher in providing personalized instruction to students.	\$ 8,000.00
LAND Trust Academic	Professional and Technical Services	#11 \$4000 to renew Infini-D lab license.	\$ 4,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	#5 \$1500 to purchase forefront licenses for grades 4-6	\$ 1,500.00
LAND Trust Academic	Salaries & Benefits	#12 Continue to add 7.5 hours a week to our SEM assistant to provide school-wide enrichment in math and other curriculum areas.	\$ 4,500.00

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts	LAND Trust Academic	Salaries & Benefits	#9 \$16,000 to pay salaries and benefits for teaching assistants to help in the classroom with small group reading interventions and assisting the teacher.	\$18,000.00
Math	LAND Trust Academic	Online Curriculum or Subscriptions	#9 funding for dreambox and ST Math licenses not provided by State.	\$2,000.00
Math	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#10 Ipads, laptops, televisions, audio enhancement, etc.... to assist teacher in providing personalized instruction to students.	\$8,000.00
Math	LAND Trust Academic	Professional and Technical Services	#11 \$4000 to renew Infini-D lab license.	\$4,000.00
Math	LAND Trust Academic	Online Curriculum or Subscriptions	#5 \$1500 to purchase forefront licenses for grades 4-6	\$1,500.00
Math	LAND Trust Academic	Salaries & Benefits	#12 Continue to add 7.5 hours a week to our SEM assistant to provide school-wide enrichment in math and other curriculum areas.	\$4,500.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 36,814.00
G - Total projected funding for next year SY22-23	\$ 40,707.60
H - Total planned expenditures for next year SY22-23	\$ 38,000.00
I - Planned carryover into the following year SY23-24	\$ 2,707.60
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any carryover funds will be used to enhance

existing goals.

Plan for sharing the school LANDTrust plan with the community

School website|School newsletter

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:

Reading Inventory, RISE Benchmark Testing, Acadience Math, and Forerfont math benchmarking.

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

Website|Newsletter|Available in Office or Library

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

Goal #1

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

Goal #2

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

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

Professional Learning Communities, Collaborative Coaching

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:

Vae View is in year three of Comprehensive Mathematical Instruction training with our district teaching and learning department. Our teachers are also all participating in LETRS training to improve reading learning and outcomes. Our ELA coordinator coaches teachers in Tier I strategies, Tier 2 Heggarty training and Tier 3 Spire training for tutors and special education teachers.

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:

Vae View parents and teachers can participate in optional home visits.

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

ILP Conferences|Back to School|Website

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

Data from acadience and teacher developed assessments as well as KEEP and RISE End of Year Assessments.

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

Progress is being made toward goals. Tutors work directly with students under the guidance of teachers and our English Language Arts Coordinator to address specific skills deficits. All paraprofessionals that work directly with students meet the definition of highly qualified.

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

Vae View seeks the input of stakeholders, including teachers and parents. Funds are all used to further TSSP goals and to positively affect student academic outcomes. Funds are used to impact student success in Language Arts, Math, and Science.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/29/2022
Number who approved	7
Number who did not approve	0
Number who were absent or abstained	1