



Teacher Student Success Plan LAND Trust only

Wasatch Elementary - SY 2023

Principal Chris Bertoldi

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 Wasatch Elementary is to promote the mission of learning first for all. To accomplish our purpose, we create a school culture of continuous improvement in learning and teaching through (1) shared vision, value, and beliefs; (2) supportive structural conditions; (3) unwavering focus on student learning; (4) collaborative teaming; (5) focus on results through data-based assessment and instruction; (6) instructional agility

Description of the School

Community

Wasatch Elementary School located at 210 E. Center St., Clearfield, Utah 84015. The community is composed of single and multiple family dwellings, two trailer courts, and a large apartment complex. Recently we have had the addition of a high-rise apartment building directly West of Wasatch Elementary. In addition Clearfield City purchased land where one of the two trailer courts in our boundaries is located. Two more high rise apartment complexes have been build recently. With this change, we expect to see a growth in our student population.

Student Body

Wasatch Elementary is a K-6 Elementary School with 430 students. 40 percent of our students are identified as being the ethnic minority. 60 percent of our students are from an economically challenged home. 15.2 percent of our students have limited English proficiency (ELL). 20 percent of our students qualify for special education services

Staff

Wasatch Elementary has 78.5 highly qualified faculty and staff. 21.5 Certified Teachers 1 Special Education Teacher 1 Learning Center Teacher 3 Learning Center Assistants 5 Office Staff 2 Special Education Assistant 7 K-6 Tutors. 3 Optional Extended day Kindergarten (OEK) Kindergarten Tutors 2 English Language Learners (ELL) Tutors 4 Head Start and Early Head Start Teachers 1 Counselor 1 Psychologist 1 Technology Specialist 1 Speech Language Pathologist 1 English Language Arts (ELA) Coordinator 1 Math Coach 1 Librarian 1 STEAM/SEM Teacher 1 Art/Music Teacher 1 STEM Lab / Computer Teacher 1 Physical Education Teacher 1 After School Director 2 After School Assistants 1 Therapist 1 Family Service Worker (Social Worker) 1 Educational Integration therapist 1 Community Center Director and 8 staff members; 20 Big Brothers / Big Sisters from Big Brother Big Sisters of Salt Lake

School Culture

Wasatch Elementary has a culture of academic, social, emotional, and physical excellence. Students at Wasatch Elementary have high academic and social needs. These needs are met by the dedicated faculty and staff. Wasatch Elementary has a master schedule to ensure that every moment of the instructional day is optimized. There is an unwavering focus on student learning with high expectations and high student engagement in every classroom. Our educators focus on results, using summative and formative data, along with reflective dialogue. Teachers work to develop common assessment to assess student progress and allow for flexible grouping across grade levels. We are committed to technology being purposefully used within each classroom. We among other schools are leaders in the Davis School District for personalized learning. This is the combination of an excellent teacher and technology that is used to enhance and provide deeper level content acquisition for students. Technology integration is such that each student is provided with a one-to-one device. We are continuing to assess technology needs, and address them to ensure that students have the tools needs to be successful. We pride ourselves on having well-functioning Professional Learning Communities that are focused on student success through common assessments, planning, and data driven instruction. Wasatch Elementary students can attend before/afterschool programs and clubs which support student learning. These programs allow students to work on their homework under the direction of two certified teachers. They also get involved in many civic activities that allow our students to serve others in our community. Additionally, our clubs provide our students with extra-curricular activities that they would not have otherwise had access. Our Student to Student club helps all student who are new to Wasatch feel welcomed and are included into We have a very dedicated Parent Teacher Association (PTA) and Community Council. They support Wasatch Elementary students and teachers through a jog-a-thon, Red Ribbon – White Ribbon - & Green Ribbon Week. They also provide our students with more opportunities for field trips and families activities. Wasatch Elementary is a Title 1 school which allows us to reduce class sizes and provide additional academic support for our students. The above-mentioned resources help us to best serve all students, ensuring they are academically, socially, and civically. This is especially the case when considering that our school has a higher ratio of lower income student households (free and reduced lunch rates) than other schools in our county. Research indicates that this could potentially influence disproportionately more of our students to being susceptible to negative societal influences as the result of the additional day-to-day demands placed on their parents. This could make our students less likely to experience enriching activities at home and increases the need for us as a school to intervene in a meaningful way. Wasatch Elementary School has a culturally diverse student population. When outstanding instruction is complemented by a culturally rich and diverse student population and community, the positive experiences that students can have is second to no other school. Our strength as a school is most certainly found in the diversity of our students.

Unique Features & Challenges

Attendance this year has been a big struggle due to the COVID-19 pandemic. We have been working very closely with teachers and parents to be clear about balancing the need to come to school and staying safe from the virus. Our attendance mentor has work with teachers, parents and admin to manage this balance and get

maximum participation from students. Wasatch has been very flexible in meeting this challenge and has met students where they are to help them grow. Wasatch is seeing a learning delay in students due to the soft closure last spring, highbred schedule, and not having in person school on Fridays. Wasatch started running after school tutoring Monday-Friday for most of our population. Students have been staying after school with their teacher from 3:30-4:00 in a targeted intervention group.

Additional Information

Needs Analysis

Notable Achievements

Wasatch has seen tremendous growth in our ELL students. Wasatch students have grown from 22% of students making adequate progress on the World-class Instructional Design and Assessment (WIDA) ACCESS Assessment to 42% in 2021. This growth is directly related to the efforts of our ELL tutors and support from teachers.

Areas of Recent Improvement

Wasatch was on a plan to have all teachers reach the completion of UNIT 4 in LETRS training. The state has taken this over for our K-3 grade levels and now our plan has been delayed slightly for some grade levels. All grade levels 4-6 are now taking the LETRS training.

Wasatch is in our third year of implementing SEL practices with adults and students. We have been using the Sandford Harmony Curriculum to teach students about SEL practices. Teachers have been implementing morning meetings and incorporated a calm space in the classroom.

Areas of Needed Improvement

Wasatch's Pathways to Progress report in Acadience testing (DIBELS) showed below lower than average growth in first grade. New routines and tutor help has been offered in first grade and help from the district Professional Learning Team. Wasatch has purchased the SPIRE Tier 3 intervention program. We have three teachers who have been trained in the implementation of this program. We have seen good growth from those students who have been in this intervention from the beginning of its implimentation. PLC's have been focused and aligned with interventions during Tier 2 tutor time. We continue to adjust our practice and provide support to both grade levels to improve reading scores.

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')
75% of students will show “typical” (or higher) progress on DIBELS pathways to progress on end of year DIBELS	Did not meet	Due to the pandemic Wasatch did not reach this goal.

100% of students will have a personalized learning pathway for their learning. Additionally, each teacher will set personalized learning goals with all students.

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

goal Student absences, loss of instructional days, and remote learning, were the contributing factors in not reaching this goal.

Met goal

Met goal

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Improve K-6 reading literacy in all students by giving them small group intervention.</p>	<p>Progressing according to plan</p>	<p>All grade levels, except first grade, showed better than average growth compared to "like" schools on Acadience Middle of Year Pathways to Progress.</p>
<p>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</p>	<p>Progressing according to plan</p>	<p>Post assessment still needs to be done at the end of the year. Monthly SEL team meetings and faculty meetings with SEL PD have been conducted throughout the year.</p>
<p><i>Teachers are the most important factor in student success. Informed teachers can explain language to students, including sounds, spellings, and word meanings that might be confusing. They use lessons based on reading science and understand the process of learning to read and write. Research proves it. Science matters.</i></p> <p><i>Teachers need professional development that provides deeper knowledge, skills, and practice to successfully address reading difficulties. Over the next two years Wasatch will have the 85% of</i></p>	<p>Progressing according to plan</p>	<p>Most of our teachers are starting Unit 4 in March.</p>

teachers trained in LETRS. Our goal is to have teachers complete Unit 5 by the end of the 2021-2022 school year.

100% of students will have a personalized learning pathway for their learning. Additionally, each teacher will set personalized learning goals with all students

Progressing according to plan

All students were able to show their personal progress in their pathway during their parent teacher conference.

To increase student collaboration Wasatch will continue to upgrade teacher technology by purchasing Cleartouch Screens. These screens increase collaboration by allowing 30 points of contact at one time. Students will be able to show their thinking to other students as they work as a class or in small groups.

Progressing according to plan

All teachers who would like a touch screen have been provided the opportunity.

To reinforce a positive school culture, and create school pride, Wasatch will purchase each student a Wasatch school pride t-shirt. Students and staff will wear their school pride shirt every Friday. Students will receive their t-shirt when their parent attends back to school night. This activity increases parent involvement in the school.

Progressing according to plan

All students and received a school spirit T-shirt when they attended back to school. If parents did not attend back to school then student received their T-shirt after they made contact with their teacher.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 5,306.63
B - Allocated new funds for current year SY21-22	\$ 44,456.00
C - Total Budget for current year SY21-22	\$ 49,762.63
D - Projected spending during current year SY21-22	\$ 48,000.00
E - Expected carryover from current year SY21-22	\$ 1,762.63
F - Projected new funding for next year SY22-23	\$ 52,610.00
G - Total projected funding for next year SY22-23	\$ 54,372.63

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Improve Literacy
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<i>Goal Statement</i>	Improve K-6 reading literacy by having all students achieve 75% growth compared to like peers by giving them small group intervention.								
<i>Measures</i>	Seventy-five percent of students will show “typical” (or higher) progress on Acadience scores in pathways to progress on end of year Acadience assessment.								
<i>Action Plan (please number steps)</i>	<p>All grade levels will be provided tutors to implement small group interventions in Language Arts. Tutor groups will be managed by each grade level and given interventions to meet their students needs in each group. Groups will be monitored and adjusted as needed by the teacher based on progress monitoring reports. English Language Arts coach will support teachers and tutors in providing training and research based strategies</p> <p>Step 1- Analyze data from beginning of the year Acadience testing and conduct core phonics.</p> <p>Step 2- Assign students groups based on testing.</p> <p>Step 3- Adjust groups every two weeks based upon student needs.</p>								
<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>	Writing Reading								
<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>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$52,000.00</p> <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> <tbody> <tr> <td>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#1 Salaries to pay for 6 teacher assistants to implement program</td> <td>\$ 52,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#1 Salaries to pay for 6 teacher assistants to implement program	\$ 52,000.00
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Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Improve Literacy	LAND Trust Academic	Salaries & Benefits	#1 Salaries to pay for 6 teacher assistants to implement program	\$52,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 52,610.00
G - Total projected funding for next year SY22-23	\$ 54,372.63
H - Total planned expenditures for next year SY22-23	\$ 52,000.00
I - Planned carryover into the following year SY23-24	\$ 2,372.63
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any additional funds will be used to enhance existing 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.	Regular meeting with School Community Council

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:

-During collaborative meeting teachers use common formative assessments to guide their instruction.

-Personalized learning platforms give instant data to teachers to adjust instruction in the moment.

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

Website|Meeting

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

Goal 1

Goal 3

Goal 4

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

Goal 4

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

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

All teachers are using the science of reading learned from LETRS training.

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:

-Students who are most at risk come to school with a high likelihood of Adverse Childhood Experiences. Wasatch incorporates SEL activities in the classroom to help improve academics for students at risk.

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|Website

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

- Acadience ELA and Math beginning, middle, and end of year scores shows evidence of improved student learning and achievement.*
- RISE benchmarks and end of year testing for third through sixth grade.*
- A decrease in office referrals is evidence that our Social Emotional Practices are working. Students who are in class will have improved learning and achievement.*

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

no response provided

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
no response provided

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	02/09/2022
Number who approved	5
Number who did not approve	0
Number who were absent or abstained	0