



Teacher Student Success Plan LAND Trust only

West Clinton Elementary - SY 2023

Principal Suzie Clayton

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 West Clinton Elementary is to promote the mission of learning first for all. To accomplish our purpose we enable our students to succeed now, and in the future, by focusing on learning, thinking, and life skills.

Description of the School

Community

West Clinton Elementary is located at 2826 W. 1800 N. in Clinton, Utah. We are located in a residential area with the majority being single family homes.

Student Body

West Clinton has approximately 760 students enrolled. The school has four sessions of kindergarten, four 1st grade, five 2nd grade, four 3rd grade, four 4th grade, four 5th grade, and and three 6th grade classes. We also have two special education Academic, Social, and Behavioral (ASC) classes, a Head Start preschool and a Community preschool.

The following are student demographics:

48.7 % Female, 51.3% Male

78.8% Caucasian, 12.6% Hispanic, 5.8% multiple races, 1.3% African American/Black, 1.1% Asian, .3% American Native, .1% Pacific Islander

2.9% ELL, 17.6% SPED

Staff

The 2022 staff is projected to include:

2 administrators (one principal and one full-time assistant principal)

29 certified general education classroom teachers (2 are half-time)

4 certified special education teachers

1 part-time English Language Arts coordinator

1 part-time math coach

1 full-time certified counselor

4 part-time itinerant support staff (2 speech language pathologists, 1 speech language technician, 1 psychologist)

1 full-time office manager/1 part-time secretary

2 full-time custodians/ 3 part-time custodians

40 classified employees (reading tutors, sped tutors, prep time specialists, playground supervisors, lunchroom)

School Culture

West Clinton primarily serves students from middle-income families. The school community has low diversity, average mobility, and strong parent involvement. West Clinton has a primarily veteran faculty and staff with low turnover. The average number of years in teaching is 15. Teachers and staff are helpful to each other, as well as to students and parents. Grade-level teams are friendly and apply the skills of professional learning communities. We have emphasized two district priorities in Professional Learning Communities (PLCs)--personalized learning and social-emotional learning.

Unique Features & Challenges

West Clinton enrolled over 100 students this year. While some of these students were new to the school, many of them returned from charter or online schools. We are currently undergoing a boundary study and anticipate more students to attend next year.

West Clinton only has busing for the Special Education ASC students. All others walk or are transported by family. This presents the challenge of tardiness and some inconsistent attendance. Although this is not unique to West Clinton, parking and drop off/pick up continue to be a topic of concern, especially for parents.

Additional Information

Needs Analysis

Notable Achievements

West Clinton has several opportunities for students to participate in extra-curricular activities such as: choir, robotics, chess club, student council and Jr. Hope Squad. 4th - 6th grade has also had an opportunity to participate in a science lab twice a month this year. Next year this opportunity will be available for 1st - 6th grade students. Our Junior Hope Squad is in its third year of implementation. Their food drive service project and Hope Week in February were both major successes, as measured by student participation and engagement.

Due to COVID numbers being so high at one point this year, West Clinton participated in remote learning for three days. Teachers navigated TEAMS and Zoom in an effective and supportive way to ensure students received high-quality instruction while at home. Students used devices from the school while participating in remote learning. Effective instruction was given and parents were pleased with method of delivery.

Areas of Recent Improvement

Extended-day kindergarten continues to be successful. Students from both morning and afternoon kindergarten classes each lunch and receive intervention by instructional teacher assistants.

Each kindergarten through 6th grade classroom received TA support this year in order to facilitate small group instruction which allows for differentiation. Many classrooms have seen gains in student progress due to this instruction.

All teachers have participated in LETRS training. Strategies learned have been implemented in classrooms and students are making gains.

Given our attention to social-emotional learning (SEL), we have implemented the "Crow's Nest" which is a calm room where students can go when they need to take a break. The procedure for the room has been clearly taught and students are able to follow the expectations. This has supported students in recognizing their emotions and making decisions which improve feelings and their interactions with others.

Teachers have been trained in Move This World for the SEL instruction. Implementation has improved since last year.

Areas of Needed Improvement

Many students have unfinished learning due to COVID. Because of this, small group instruction and differentiation in whole group instruction need to be improved. Continued training in best practice strategies needs to be provided for teachers and TAs; a focus on the PLC process also needs to be implemented.

All students need continued explicit social emotional learning (SEL) instruction multiple times during the week. Implementation of the Move This World curriculum began last year, but consistency has been a challenge as academic learning activities compete for time with other learning.

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')

74% of students in grades K-3 will achieve a typical or above growth score on middle-of-year benchmark.

Did not meet goal

Goal 1 was not met last year. This was due in part to the A/B schedule and remote learning at the beginning of the year. Students were not in class with the teacher for direct instruction every day and had unfinished learning. In order to address this, additional TAs were hired this year and every classroom has implemented small group instruction in order to differentiate for student needs.

Research shows that students who receive high-quality SEL instruction have achievement scores on average of 11 percentile points higher than students who did not receive SEL instruction. Students will improve their academic achievement in math by an average of 11 percentile points on curriculum-based measures after having targeted class and school-wide instruction in SEL strategies.

Did not meet goal

The data was inconclusive for Goal 2. The curriculum-based scores weren't available. 44% of West Clinton students were proficient on the RISE end-of-year assessment.

To improve student outcomes, a math coach was hired this year. One of our TAs has been trained in math interventions and works with individual students and small groups.

Improve the personalized learning opportunities for students to increase student growth in math, language arts, and science.

Met goal

West Clinton is a one-to-one school. Kindergarten - 2nd grade students have iPads and 3rd - 6th grade students have laptops. Students accessed Lexia, ST Math and other programs to support individual learning.

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
Seventy percent of students in grades K-3 will achieve a typical or above score on the Acadience Pathways of Progress at the end of year benchmark.	Progressing according to plan	Teachers continue to train in LETRS and implement strategies learned. Extended-day kindergarten has been successful and every kindergarten - 6th grade classroom has at least 2 TAs for 45 - 60 minutes to implement small group instruction. Time for Move This World has been built into the master schedule and the Crow's Nest (calm room) is available to all students.
Sixty percent of students	Progressing	Grade-level teams met over the summer to create curriculum

in grades 4-6 will score at proficiency on RISE science test.

according to plan

maps and plan science for the year. Because substitute teachers are difficult to find, they haven't met throughout the year.

All classes have had an opportunity to participate in the InfinityLab this year. We also hired a science TA who has run the science lab 4th - 6th grade students participate in twice a month.

Fifty five percent of students in grades 3-6 will score at proficiency on RISE math test.

Progressing according to plan

A math coach was hired and works with individual teachers and grade-level teams to assess students, review data, and implement effective teaching strategies.

Students have daily access to ST Math, iReady, and Reflex Math to support personalized learning opportunities.

Seventy percent of students in grades 2-6 will participate in at least one "enrichment" activity provided by the school.

Progressing according to plan

After school extra-curricular clubs include: choir, robotics, chess and yearbook. Students have been able to participate in the spelling and geography bees. Classes in 4th - 6th grade have participated in science labs twice a month. Student Council was started this year and Jr. Hope Squad is in its third year. All students participated in our SEL day activities and have access to the Crow's Nest.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 18,121.75
B - Allocated new funds for current year SY21-22	\$ 83,147.00
C - Total Budget for current year SY21-22	\$ 101,268.75
D - Projected spending during current year SY21-22	\$ 98,424.06
E - Expected carryover from current year SY21-22	\$ 2,844.69
F - Projected new funding for next year SY22-23	\$ 95,560.00
G - Total projected funding for next year SY22-23	\$ 98,404.69

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Language Arts
<i>Goal Statement</i>	Seventy percent of Kindergarten through 3rd grade students will achieve typical or

above typical growth from beginning-of-year to middle-of-year on the Acadience Pathways of Progress.

Measures

Data used to determine a need for this goal include Acadience Reading Pathways of Progress and RISE end-of-level assessments. Acadience Reading Pathways of Progress will be used to assess progress toward the goal.

Action Plan (please number steps)

1. Teacher Aids will be utilized to create small groups in kindergarten through 6th grade.
2. Salaries for TAs will be paid for through LANDTrust funds.
3. Extended-day kindergarten will be provided for at-risk students.
4. Salaries for Extended-day kindergarten will be paid for through LANDTrust funds.
5. Supplies for small group, extended-day kindergarten, and summer school will be purchased with LANDTrust funds.
6. Continued coaching will support Tier 1 and Tier 2 instruction.
7. Kindergarten through 6th grade teachers will continue Language Essentials for Teachers of Reading and Spelling (LETRS) training.
8. LEXIA will be purchased for kindergarten through 6th grade to support personalized learning.
9. Summer school will be offered to students who are below benchmark and at teacher recommendation.

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

#PCBL|#Tech

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 - \$97,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#4 Salaries for small group and extended-day kindergarten TAs	\$ 84,000.00
LAND Trust Academic	Salaries & Benefits	#2 Salaries for summer school staff	\$ 7,500.00

	LAND Trust Academic	General Supplies, Other	#5 Supplies for small group, extended-day kindergarten, and summer school	\$ 2,000.00
	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 LEXIA Licenses	\$ 3,500.00

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Language Arts	LAND Trust Academic	Salaries & Benefits	#4 Salaries for small group and extended-day kindergarten TAs	\$84,000.00
Language Arts	LAND Trust Academic	Salaries & Benefits	#2 Salaries for summer school staff	\$7,500.00
Language Arts	LAND Trust Academic	General Supplies, Other	#5 Supplies for small group, extended-day kindergarten, and summer school	\$2,000.00
Language Arts	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 LEXIA Licenses	\$3,500.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 95,560.00
G - Total projected funding for next year SY22-23	\$ 98,404.69
H - Total planned expenditures for next year SY22-23	\$ 97,000.00
I - Planned carryover into the following year SY23-24	\$ 1,404.69
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Any excess carry over will be used to support

existing goals and action steps.

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.

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/16/2022
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	5