



Teacher Student Success Plan LAND Trust only

Whitesides Elementary - SY 2023

Principal Diane Ramsey

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 Whitesides 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) a focus on results through data-based assessment and instruction; (6) leadership for continuous improvement; and (7) respect and trust among staff, students, parents, and community.

Description of the School

Community

Whitesides Elementary is located at 233 North Colonial in Layton, Utah. It is located inside of an aging residential community. The school was opened in the 1953-54 school year. Over the course of this school's history, the physical building has been remodeled several times to meet the needs of the community. Our population is very diverse economically and culturally.

Student Body

As of March 2022, our school population consisted of 354 students. This is a significant increase from our enrollment in 2021. We also host HeadStart and Preschool. Our current ethnicity percentage is, as follows: Caucasian, 78%, with minority populations of Hispanic/Latino, 14%; Native American, .4%, Black/African American, 2%, Multiple Races 5%, and Pacific Islander, 1%

Staff

Certified Staff Whitesides Elementary employs a diverse staff of highly qualified educators to provide a variety of skills, talents, and strengths to our students. District funding provides for 14.5 FTE and 1.5 Resource teachers, and .5 administrative intern. Our certified staff members include 15.5 classroom teachers, 2.0 special educators, 1 full time intern, the additional staff is paid with Title One and ESSR funding. We are also staffed with one full time counselor, one .5 math coach, and one .5 English Language Arts (ELA) Coordinator. Principal, Assistant Principal are also certified. We also have one part time Speech/Language Pathologist. Classified Staff and Title I paraprofessionals work with our teachers to provide additional support. We have other teaching assistants, as follows one Schoolwide Enrichment Model (SEM) teacher, three prep specialists, one special education assistant, CARES (Centers for Afterschool Recreation, Enrichment and Safety) coordinator, three CARES before/after school program assistants, and a part time Family Service Worker.

School Culture

Whitesides Elementary is proud of our school culture of continuous improvement in learning and teaching. Our teachers are developing strong professional learning communities (PLC's) to promote collaboration. This is supported by common prep times for PLC meetings. We also have a master schedule to make sure 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 assessments to assess student progress and allow for flexible grouping across grade levels. Whitesides school wide behavior program focuses on noticing and encouraging positive behaviors throughout the school. Students are taught specific life skills in weekly house meetings. Students are expected to display responsible, respectful, safe, and kind behaviors. These behaviors are reinforced with positive notes and opportunities for tangible rewards.

Unique Features & Challenges

Our chief challenge lies in the socio-economic diversity of our students. Teachers are provided with professional development to help them engage all students, and are given special training in helping students in poverty. There are wide ranges in ability levels in each classroom. Teachers have the challenge of differentiating for a very diverse student population in each classroom. One challenge we are facing is frequent student absence. We have seen an increase in absenteeism since Covid. With students missing so much instruction, it places a heavy burden on teachers to differentiate instruction while maintaining high academic standards. Whitesides Elementary sponsors several student organizations to involve students and their parents in the school. Some activities include Student Council, Shakespeare, Battle of the Books, media advertising of books by students, After School MESA club, SEM, math/science Olympiad club, and our Multicultural Club. Our SEM program provides opportunities for enrichment, including the Math and Science Olympiad, Martin Luther King Speech Contest, and Story-telling Festival.

Additional Information

CARES is the before/after school program that serves many students. We have a full service program which provides 30 minutes of homework help daily, as well as great field trips and an end-of-year extravaganza which is a performance program for families. During the 2017-18 school year, Whitesides implemented "house" activities, whereby the entire school is divided into four "houses." We have weekly house activities that promote citizenship and manners. Quarterly the entire school hosts a house Science, Technology, Engineering and Math (STEM) activity. This has continued through the subsequent school years. With our continuous strong commitment to school spirit and social skills along with our focus on Rigor and Relationships within our curriculum, we are seeing above district averages in Proficiency levels in all three subject areas.

Needs Analysis

Notable Achievements

Whitesides emphasizes the use of everyday life skills such as poise, comportment, manners, etiquette through the implementation of life skills throughout the school, which was the impetus to a major culture shift within the school. We have also implemented the HUGS (Hello Update Goodbye) program for our students who are struggling academically, behaviorally, and/or emotionally. Whitesides has introduced Restorative Justice to our teachers as a method of improving the culture of our school and assisting with difficult behavioral issues.

Areas of Recent Improvement

Whitesides End of Level Scores for the 20-21 school year were the highest scores of all Title One Schools in the district across all three subject areas. Our scores were also higher than the overall district proficiency levels in all three academic areas.

Areas of Needed Improvement

Whitesides continues to strive to improve our proficiency and growth in the academic areas. Rigor and relevance in all lessons has been a focus and will continue to be our goal in providing professional development.

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')
Increase the percentage of K-3 students scoring at or above DIBELS MOY composite score benchmark for SY 2019-2020 66% to 68% in SY 2020-2021	Met goal	
To improve school climate by implementing SEL strategies, we will decrease the number of office referrals/discipline incidences as measure by discipline data in encore.	Met goal	
All Students in Blended Learning Classrooms will establish individualized learning targets and 80% of those students will make sufficient progress to reach those targets.	Met goal	

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Sixty percent of K-3 students will demonstrate typical or higher growth from MOY2021 to MOY 2022 using Pathways to Progress assessment.</p>	<p>Progressing according to plan</p>	<p>62.3% of students grade k-3 demonstrated typical or higher growth on MOY Pathways to Progress assessment.</p>
<p>Sixty percent of students in grades 4-6 will demonstrate writing proficiency in the RISE midyear writing assessment</p>	<p>Progressing according to plan</p>	<p>43% of students in grades 4-6 demonstrated proficiency in writing on the 2022 MOY RISE Benchmark.</p>
<p>Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators and developmental goals. We expect student centered goals to support learners and learner proficiency as outlined in goals 1 and 2.</p>	<p>Progressing according to plan</p>	<p>HUGS program serves many children in the school and many children graduate from the program throughout the year.</p> <p>Mindfulness practices are seen throughout the school.</p> <p>Restorative Justice practices have limited the number of behavior referrals.</p>

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 19,113.75
B - Allocated new funds for current year SY21-22	\$ 40,100.00
C - Total Budget for current year SY21-22	\$ 59,213.75
D - Projected spending during current year SY21-22	\$ 57,000.00
E - Expected carryover from current year SY21-22	\$ 2,213.75
F - Projected new funding for next year SY22-23	\$ 49,999.00
G - Total projected funding for next year SY22-23	\$ 52,212.75

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	K-3 Pathways
<i>Goal Statement</i>	The middle of year (MOY) Acadience Reading Pathways to Progress assessment of 2022 showed that 62% of Whitesides K-3 students demonstrated typical or higher growth from the 2021 school year assessment. Our goal for the 2023 school year is for 64% of Whitesides K-3 students to demonstrate typical or higher growth from MOY 2022 to MOY 2023 using the Pathways to Progress assessment.
<i>Measures</i>	MOY Acadience reading Pathways to Progress report
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Students will focus during instruction and read daily. 2. Tutors, under the directions of classroom teachers, will supervise proficient students while the certified teacher implements interventions for non proficient students. 3. Teachers will continue with Tier One instruction based on Best Practice and district routines. Teachers will provide interventions as needed. Teachers will receive LETRS (Language Essentials for Teachers of Reading and Spelling) training to build knowledge and skills in tier one and tier two instruction. Teachers will participate in weekly professional learning communities (PLCs). 4. Administration will support instruction by keeping interruptions to a minimum and providing Local Case Management weekly to assist in Tier two instruction and Tier three instruction as needed. 5. Faculty and staff will focus on healthy student behaviors and social emotional learning (SEL) strategies that decrease learning disruptions, build a positive learning climate, and support increased learning outcomes in the classroom. 6. Mindfulness SEL curriculum will be implemented in all grade levels.

- 7. Trustland funds will be used to purchase tutors under Salaries and Benefits as well as computers.
- 8. TSSA funds will be used to purchase additional .5 Certified Special Education teacher.

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

#PD|#SEL|#TeacherLeaders|#GraduationRates

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|Fiscal Responsibility

Academic area(s) addressed by the goal

Reading|Writing|Mathematics

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 - \$22,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#2 Tutors	\$ 15,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 computers	\$ 2,000.00
LAND Trust Academic	Salaries & Benefits	#3 K-3 PLCS	\$ 5,000.00

Goal Short Title

4-6 RISE

Goal Statement

Forty-three percent of 4-6 students demonstrated writing proficiency on the middle of year (MOY) RISE benchmark during the 2022 school year. Based on the 2022 data, our goal for the 2023 school year is that 45% of grades 4-6 students will demonstrate writing proficiency on the MOY RISE benchmark during the 2023 school year.

Measures

Teachers will give monthly writing assessments before assessing for proficiency mid year using the RISE benchmark.

Action Plan (please

1. Students will write daily.

number steps)

2. Teachers will provide necessary technology (Computers) & software for students to practice writing daily. Teachers will explicitly teach writing skills and progress monitor at a minimum of once a month. Administrators will supply support with LCMT(Local Case Management Team) to assist in interventions as needed in Tier two and or Tier three. Professional development will be offered as needed.
3. Land Trust funds will be used to hire tutors to assist with reading and writing proficiency.
4. Infini-D computer program will be purchased and implemented in STEM class and in individual classes to promote higher level thinking and writing skills across all grades.

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

#PDI#TeacherLeaders|#GraduationRates

District Strategic Plan Area(s)

Student Growth & Achievement

Academic area(s) addressed by the goal

Reading|Writing

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 - \$30,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#3 tutors	\$ 15,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 computers/programs	\$ 2,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	#4 Infini-D program k-6	\$ 8,000.00
LAND Trust Academic	Salaries & Benefits	#5 PLC for grade 4-6	\$ 5,000.00

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
4-6 RISE	LAND Trust Academic	Salaries & Benefits	#3 tutors	\$15,000.00
4-6 RISE	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 computers/programs	\$2,000.00
4-6 RISE	LAND Trust Academic	Online Curriculum or Subscriptions	#4 Infini-D program k-6	\$8,000.00
4-6 RISE	LAND Trust Academic	Salaries & Benefits	#5 PLC for grade 4-6	\$5,000.00
K-3 Pathways	LAND Trust Academic	Salaries & Benefits	#2 Tutors	\$15,000.00
K-3 Pathways	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#7 computers	\$2,000.00
K-3 Pathways	LAND Trust Academic	Salaries & Benefits	#3 K-3 PLCS	\$5,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 49,999.00
G - Total projected funding for next year SY22-23	\$ 52,212.75
H - Total planned expenditures for next year SY22-23	\$ 52,000.00
I - Planned carryover into the following year SY23-24	\$ 212.75
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 website
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:

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

Website

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

Goals One and Two focus on student improvement in Language Arts and Writing

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

Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators and developmental goals. We expect student centered goals to support learner and learner proficeicney as outline in goals One and two to improve student learning in all acadmic areas.

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

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

Heggerty phonemic Awareness Curriculum is used throughout the school. Mindfulness curriculum will continue to be implemented in the 2022-2023 school year.

Imagine Learning and Dreamwork Math will continue to be utilize on all grade levels.

Tutors, under the direction of classroom teachers, will supervise proficient students while the certified teacher implements interventions for non roficient students.

Teacher will continue with Tier One instrucion based on Best Practice and district routines. TEachers will provide interventions as needed. Teachers will receive LETRS trainig to build knowlefdge and skills in tier one and tier two instruction.

Teachers wil participate in weekly PLCs

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:

Whitesides implements the following practices to help struggling students:

Administration meets with teachers to review data

During weekly PLCs teachers review data to identify student performance

Language Arts and Math coach meet with teachers to identify students who are struggling and create interventions and monitor progress

Low performing students receive additional instruction from teachers, tutors, and technology aides

Teachers meet with LCMT to review data, discuss interventions, and monitor progress of low performing students.

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:

Community council reviews, plans, and implements the School Improvement Plan.

JSSC reviews School Improvement plan.

Faculty reviews data and determines next year's school goals based on data.

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 One program and informing parents of their right to be involved.

Programs and activities are scheduled throughout the year to involve parents and guardians.

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 provided from Acadience testing and End of Year RISE testing in addition to teacher assessments given weekly provide evidence of increased 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

All our paraprofessional are 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

Whitesides Elementary works closely with the District Title One director, who works closely with the state and federal Title One Directors to ensure funds are coordinated.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/29/2022
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	0