



# Teacher Student Success Plan LAND Trust only

**West Point Elementary - SY 2023**

Principal Debbie Marshall

## 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 Point Elementary is to promote the district mission of Learning First for all. To accomplish our purpose, we will utilize the individual expertise and strengths of the entire school community to create an engaging and innovative learning experience. We address the whole child, academically, socially and emotionally by diligent practice of a safe school environment, quality instruction, professional development, collaboration, parental involvement and community partnerships with a unified commitment to Learning First.

## Description of the School

### Community

The purpose of West Point Elementary is to promote the district mission of Learning First for all. To accomplish our purpose, we will utilize the individual expertise and strengths of the entire school community to create an engaging and innovative learning experience. We address the whole child, academically, socially and emotionally by diligent practice of a safe school environment, quality instruction, professional development, collaboration, parental involvement and community partnerships with a unified commitment to Learning First.

### Student Body

West Point Elementary has a student body of 1091 Pre K -6th grade students. 562 are male and 528 are female. 86.2% White, 8.3% Hispanic 0.7%, American Native, 1.1% Asian, 0.8 % Black or African American, 0.5% Pacific Islander, 2.3% Multiple Races. Student Economic Status: Low Income Count: 95 Students. (K-6)

English Language Learners: 1.6 % (15 students K-6) qualify as ELL status. Students receiving special education services (including speech/articulation, special education preschool, resource & K-6 Essential Elements): 14.40% (141 students, Pre-K to 6th) For the 2021-22 school year, it is anticipated that we will have: 6 Kindergarten classes, 5 First Grade classes, 6 Second Grade classes, 6 Third Grade classes, 5 Fourth Grade classes, 5 Fifth Grade classes, 5 Sixth Grade classes, 4 SpEd: 2 Regular Resource/2 Essential Elements 1 Community Preschool/SpEd Classroom (4 sessions) 4 Related Servers (2 SLP's/Counselor/School Psychologist)

## Staff

Currently at West Point Elementary. we have the following number of employees: Teaching Staff: 44 Certified Employees Teachers with Master's degree or higher = 8/44 Teachers with ESL Certificates = 16/44 Average Years Teaching Experience = 12 (approximately) Support Staff = 49 Classified Employees In addition, there are two speech pathologists, one full-time school counselor and one half-time school psychologist. West Point Elementary has a full-time English Language Arts Coordinator who supervises eighth instructional aids. Our students greatly benefit from additional district specialists in the following areas: vision, hearing, nursing services, diabetic, behavior and occupational therapy.

## School Culture

West Point Elementary has a strong tradition of community investment in the school. Our school wide behavior management plan involves parents, students, faculty, and staff in positive reinforcement of expected behaviors. Teachers and staff utilize behavior challenges as an opportunity for student learning, in order to empower students with problem-solving tools and skills, and to develop a growth mindset. In addition to the Social and Emotional Learning (SEL) provided in the classroom setting, a school-wide behavior program has been put into place to recognize and encourage positive student behavior. These programs include Pizza with the Principal and Wildcat recognition programs. Both programs are based on principles of Positive Behaviors Interventions and Supports (PBIS) with the WILDCAT program focusing on class-wide behavior in shared areas of the school, such as the halls and cafeteria. Tickets are awarded to classes with appropriate behaviors by all teachers and staff throughout the school. They receive reinforcement through celebrated whole class activities. Pizza with the Principal awards focus on individual positive behaviors. Teachers nominate students who have shown improvement in behaviors, positive thinking, mindfulness, citizenship, etc. Students are recognized on a centrally located board and are able to participate in a recognition party with administration during the month. Our school is unified in implementing research-based practices and data to drive instruction and interventions as we strive to meet the needs of all learners. Uniquely, we have many extra-curricular activities throughout the year rooted in both STEM and the ARTS.

## Unique Features & Challenges

To increase student reading and comprehension skills through meaningful exposure to informational text, the school will begin its fourth year utilizing an Americorps STAR Reading Coordinator, who will be assisting in the recruitment and training of 25 reading volunteers and 12 LIA (Latino's in Action student tutors). These volunteers work with 86 students ranging from K-6th grades. The school houses a level reading library of 788 high interest titles. They will be used twice a week in 1-1 reading intervention conferences with a Reading Tutor/Mentor, with between 20-30 students who have been identified with needs in reading fluency and comprehension. We are also implementing Imagine Learning. These resources will be available to all students at home, at school, and year-round to differentiate learning for individual students. West Point Elementary is a STEAM (Science, Technology, Engineering, Arts and Mathematics) school and focuses on STEM in the classroom. Teachers coordinate science, technology, engineering, and math courses in order to give the students opportunities for authentic real- world practice. Opportunities are given to students to develop their skills and talents in these areas through Tier 1/Tier 2 instruction. Programs such as Reflex Math, Nearpod, Imagine Math (TTM), ST Math, and robotics, InfiniD Learning Mission Lab, Playworks recess program, Mindfulness counselor visits, and classroom technology integration exemplify the integration of STEM into our school. The

integration of the Arts occurs during prep-time (art and music classes), and extracurricular programs such as Battle of the Books, and orchestra for students in grades 4-6. West Point Elementary is also the first designated STEM elementary school in Davis School District, as recognized by the STEM Action Center of Utah. With a growing student population, one of the challenges is to continue to meet the needs of students despite larger class sizes.

## **Additional Information**

# **Needs Analysis**

## **Notable Achievements**

Silver STEM School designation, June 2016, Utah State Office of Education STEAM focus as school STEM in the classroom iPad classroom labs (One to One with all students having a device) Laptop classroom labs (One to One with all students having a device) 2nd/3rd grade Opera by Children, School Musical (annually, since 2017) Orchestra Program, 4th – 6th grades, iReady Math, Imagine Learning-Language Arts, Some made available from state STEM Action Center grant. Social and Emotional Learning Training for all classroom teachers in 2021-22 which will continue into 2022-23.

## **Areas of Recent Improvement**

West Point continues to be a 1:1 school. Every student has access to a device of their own for instruction (iPads, laptops, Cloud Books, etc.). Students have used this increased technology to be successful in blended and remote learning across the curriculum. All teachers implemented new technological strategies in instruction and for student skill development.

Students completed sessions in Imagine Literacy, iReady Math and Reflex Math etc. CANVAS learning management system and Nearpod is being used K-6 to help teachers deliver blended and remote learning and students become creative and independent thinkers. .

Given our increased attention to social-emotional learning (SEL), there is greater incorporation of those principles by teachers in the classroom and school-wide setting using the five CASEL competencies of: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. An SEL Team has been established to facilitate the need for students and staff members.

This year all teachers participated in LETRS (Language Essentials for Teachers of Reading and Spelling) training. This training was delivered by both state and district trainers. This training provided teachers with research and training on the science of reading. Teachers have already begun to implement research proven strategies from the training into their classroom instruction.

## **Areas of Needed Improvement**

West Point Elementary needs improvement in the following areas:

- Increase the number of K-3 students at or above typical progress by 3% on Acadience End of Year (EOY) benchmark.
- Increase the number of students in grades 3-6 obtaining overall proficiency by 3% on RISE math testing, from 45% to 48%.
- Improve Tier 1 teaching and Tier 2 interventions along with continued work in Professional Learning Communities (PLCs) to target and provide evidence-based reading instruction that will provide growth for

all students.

- Continue to implement Social and Emotional Learning (SEL) training for teachers and staff and targeted SEL supports for students.

## 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><b>A. EOL Test</b>  <b>Goal:</b> Students in Grades 1-6 will achieve 2% or higher than district average on Language Arts EOL tests (District CRT &amp; RISE tests).</p> <p><b>B. Acadience Reading</b>  <b>Benchmark Goal:</b> 77% of K-6 students will reach their grade level composite MOY benchmark in Acadience Reading, an increase of 3% from the average of the last 3 years (74%).</p> <p><b>C. Acadience Reading</b>  <b>Growth Goal:</b> 71% of K-6 students will reach typical or above typical growth as measured by pathways to progress MOY Acadience Reading measure. This goal reflects a 3% increase in our average growth over the last 3 years (68%). This is 11% higher than the expected growth measure of 60%, which is also the state requirement.</p>	<p>Did not meet goal</p>	<p>Although we did not meet Middle of Year (MOY) benchmark goal of 77% of students reaching benchmark goal, there was an overall 4% increase of students performing at or above benchmark from the Beginning of Year (BOY) Acadience benchmark to Middle of Year (MOY) benchmark.</p> <p>First grade increase from 53% BOY to 70% MOY. An increase of 11%</p> <p>Second grade increased from 61% BOY to 67% MOY An increase of 6%</p> <p>Third grade made no increase or decrease - BOY 62% MOY 62%</p> <p>Fourth grade increased from 63% BOY to 72% MOY An increase of 9%</p> <p>Fifth grade increased from 57% BOY to 63% MOY. An increase of 6%</p> <p>Sixth grade increased from 80% BOY to 83% MOY. An increase of 3%</p> <p>Added emphasis has been placed on Tier 1 teaching and Tier 2 interventions in Kindergarten which show a increase in students below benchmark. 60% BOY to 56% MOY. An decrease of 4%</p> <p>All of the above action steps are currently in progress and adjustments are being made based on the above Acadience data</p> <p>RISE testing indicated that overall language arts proficiency in grades 4th through 6th dropped from 49% to 45%. We recognize that the 2020-21 school year had many challenges. The COVID pandemic, soft closures and digital learning days contributed to these challenges. We also had attendance concerns that contributed to lower than anticipated growth.</p>
	<p>Did not</p>	<p>This goal was not met. While CRT math scores indicated that</p>

A. Our students in grades 1-6 will score at least 2% or higher than the district average on the EOL tests (CRT for Grades 1-2 and RISE for Grades 3-6).

meet goal

2nd grade achieve 71 percent proficiency which was well above district proficiency of 65% our 1st grade students achieved 64% proficiency while district average proficiency was 68%.

RISE proficiency summary indicated that 45% of 4-6 grade students achieved proficiency on the end of year RISE assessment while overall Davis School District achieved 46% proficiency.

B. Using BOY iReady diagnostic data as a beginning benchmark, we want 70% of students grades K-6 to reach their respective grade level MOY and EOY benchmarks.

There were many obstacles to obtaining intended growth on this mathematics goal. Due to the Covid pandemic, we struggled school-wide with lower attendance rates, soft closures, remote learning and a 4 day school week. Although this goal was not met, teachers worked to develop and deliver rich math lessons/instruction using tools to deliver in person and digitally. Students in grades 3rd through 6th participated in Beginning of Year (BOY), Middle of Year, and End of Year (EOY) iReady benchmarks to monitor student growth and identify students needing Tier 2 instruction. Those students that were identified as needing Tier 2 instruction participated in targeted interventions with math aides three to four times per week.

Technology was purchased to support students with in-person and remote learning experiences throughout the school year in the area of math.

## Current Year Progress Report

### Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Sixty-three percent of students in grades Kindergarten through third will achieve typical or better growth from the 'Beginning of Year' Acadience benchmark to "End of Year" on Acadience mClass Pathways to Progress testing.</p>	<p>Progressing according to plan</p>	<p>DSD instructional routines and Language Essentials for Teachers of Reading and Spelling (LETRS) training was delivered to the majority of teachers in grades Kindergarten through 6th grade. Full-time language arts coordinator supervised 8 teacher assistants who were trained to help target and deliver Tier 2 instruction to students who were identified as needing Tier 2 support. Our AmeriCorps volunteers and Latinos in Action (LIA) volunteers delivered research based instruction to identified students two to three times per week. Wilson Reading Program was completed by 3 teachers. Progress was made from Beginning of Year to Middle of Year Acadience benchmarks in grades 1,2, 3,4 and 6. Social and emotional Learning (SEL) training was administered to all teachers. SEL committee was formed and has been meeting monthly to analyze data from SEL Self-Assessment and plan and implement a strong foundational knowledge of best SEL practices for our students. A full-time counselor delivered lessons bi-weekly to classes in all grade levels and successfully ran friendship groups and provided individual</p>

Sixty-five percent of West Point Elementary students, grades 3-6, will score at or above proficiency on end of year RISE testing.

Progressing according to plan

counseling for targeted students with specific social/emotional needs.

The math interventions and software in the action steps are being carried out with fidelity by teachers and math interventionists. We are adjusting instruction and striving to provide interventions, Grade level assessments and the software program data we have (iReady math program) shows that 72% of students in grades 3rd through 6th have made overall growth from the beginning of the school year to the middle of the school year.

## LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 17,204.33
B - Allocated new funds for current year SY21-22	\$ 106,720.00
C - Total Budget for current year SY21-22	\$ 123,924.33
D - Projected spending during current year SY21-22	\$ 113,959.00
E - Expected carryover from current year SY21-22	\$ 9,965.33
F - Projected new funding for next year SY22-23	\$ 134,985.00
G - Total projected funding for next year SY22-23	\$ 144,950.33

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Reading</b>
<i>Goal Statement</i>	Fifty-seven percent of students in grades kindergarten through third will achieve typical or better growth from the beginning of year Acadience Reading to end of year on Acadience Pathways of Progress Growth Measurement.
<i>Measures</i>	Comparison of Beginning to End of year Acadience benchmarks for grades Kinder through 3rd on Acadience Pathways of Progress Growth Measurement.  Pre and post climate survey, the Social Emotional Learning (SEL) School Assessment walk-through tool (see action step #9).
<i>Action Plan (please number steps)</i>	1. Intervention tutors will deliver targeted interventions to at-risk students 30-40 minutes daily, Monday through Thursday, with the support of the English

- Language Arts (ELA) Coordinator. Intervention Tutors will be funded through the Land Trust funding.
- 2. Adjustments will be made to interventions based on frequent progress monitoring and drill down of students with scores below benchmark.
- 3. mClass licenses will continue to be used to progress monitor students and provide drill down opportunities for grades 4th-6th.
- 4. ELA Coordinator hours will continue full-time to provide implementation support, training and modeling of Tier 1 teaching to classroom teachers. .5 salary and benefits will be paid through TSSA funding.
- 5. Language Essentials for Teachers of Reading and Spelling (LETRS) training will continue for all teachers, grade K-6. Stipends/ Substitutes will be funded by Land Trust funding.
- 6. Library books will be purchased to support student reading in the "The Battle of the Books" program implemented by our school librarian. Books will be funded by Land Trust funding.
- 7. LAND Trust funding will be used to provide field trips and other academic enrichment experiences. These learning opportunities will provide first-hand experiences, enhance critical thinking skills, and stimulate interest and motivation to increase vocabulary, reading, and writing skills.
- 8. Weekly professional learning community (PLC) meetings to assess student data to drive Tier1 instruction.
- 9. West Point Elementary will create an environment in which all learners feel safe and valued. We will help students develop skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills will support learners to increasing academic proficiency in literacy and mathematics.
- 10. Continued implementation of of evidence-based, district approved Social Emotional Learning (SEL) strategies and curriculum (Sanford Harmony).
- 11. Support student involvement in SEL with incentives funded by Land Trust funds.
- 12. Continue meeting with SEL school-wide team for planning and implementation to strengthen foundational knowledge and SEL capacity for our school.
- 13. Complete the DSD SEL Self-Assessment to gauge growth or needed improvement from previous year to current year.
- 14. Review Climate Survey and work on needed areas of improvement. Conduct a pre and post climate survey for the 2022-23 school year.
- 15. Look at areas of growth/improvement on 2021-22 SEL School Assessment walk-through tool. Conduct 2022-23 SEL School Assessment using walk-through tool.

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

#PDI#SEL#CollegeCareerReady

*District Strategic Plan Area(s)*

Student Growth & Achievement|Safety & Security|Culture

*Academic area(s)*

Reading

*addressed by the goal*

*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 - \$73,750.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#1 6 Response to intervention tutors-19.5 hours per week. Approximately \$8000 each (\$48,000) Star Reading Coordinator (\$6,750)	\$ 54,750.00
LAND Trust Academic	Salaries & Benefits	#5 Stipends and or Substitutes for LETRS training	\$ 3,500.00
LAND Trust Academic	Library Books	#6 Library Books to support Language Arts goal across all grade levels.	\$ 1,500.00
LAND Trust Academic	Transportation, Admission, Per Diem	#7 Academic field trips SEM and grade level extracurricular activities Approximately \$1500.00 per grade level and 2 EE classes.	\$ 12,000.00
LAND Trust Academic	General Supplies, Other	#11 Incentives to reward positive behaviors - \$2.00 per student.	\$ 2,000.00

*Goal Short Title*

**Math Goal**

*Goal Statement*

Students in grades 3-6 will increase overall proficiency by 3% on RISE math testing, from 45% to 48%.

*Measures*

End of year RISE math assessment.

*Action Plan (please number steps)*

1. All 1-3 grade students will take the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) Acadience math benchmarks to



monitor student growth and identify students needing Tier 2 instruction/interventions.

2. All 4-6 grade students will take BOY, MOY and EOY iReady math benchmark tests to track student growth and pinpoint those students who need extra Tier 2 support in mathematics.
3. 3 Math aides, funded by land trust funding, will support classroom teachers in delivering targeted interventions to those students identified as needing Tier 2 support.
4. Purchase additional devices, software and technology components such as headphone, adapters, additional laptops and iPad and to support school Refresh plan. Purchases will be used to ensure students have access to the technology to increase math skills and learning. These items will be with land trust funding.
5. Land Trust funding will be used to purchase math manipulatives, Ready math supplies and hands on materials that will support Tier 1 classroom instruction.
6. Land Trust funding will be used for purchase of software licenses for mathematics software programs,(additional iReady licenses not received through the STEM Action Center Grant, Reflex Math, Generation Genius)

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

#GraduationRates#CollegeCareerReady

*District Strategic Plan Area(s)*

Student Growth & Achievement

*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?*

Goal LAND Trust Expense Total - \$68,340.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#3 Math Tutors for Tier 2 instruction	\$ 28,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	#6 The purchase of software licenses for mathematics software programs,(additional iReady licenses not received through the STEM Action Center Grant, Reflex Math, Generation Genius)	\$ 12,500.00

	LAND Trust Academic	General Supplies, Other	#5 Tier 1 resources to supplement math instruction such as manipulatives, hands on materials. Approximately \$150.00 per teacher	\$ 5,400.00
	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#4 Technology to support classroom needs from continued student growth. Also to support Refresh plan for our school technology needs.	\$ 22,440.00

## Additional LAND Trust Questions

### Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Math Goal	LAND Trust Academic	Salaries & Benefits	#3 Math Tutors for Tier 2 instruction	\$28,000.00
Math Goal	LAND Trust Academic	Online Curriculum or Subscriptions	#6 The purchase of software licenses for mathematics software programs,(additional iReady licenses not received through the STEM Action Center Grant, Reflex Math, Generation Genius)	\$12,500.00
Math Goal	LAND Trust Academic	General Supplies, Other	#5 Tier 1 resources to supplement math instruction such as manipulatives, hands on materials. Approximately \$150.00 per teacher	\$5,400.00
Math Goal	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#4 Technology to support classroom needs from continued student growth. Also to support Refresh plan for our school technology needs.	\$22,440.00
Reading	LAND Trust Academic	Transportation, Admission, Per Diem	#7 Academic field trips SEM and grade level extracurricular activities Approximately \$1500.00 per grade level and 2 EE classes.	\$12,000.00
Reading	LAND Trust Academic	General Supplies, Other	#11 Incentives to reward positive behaviors - \$2.00 per student.	\$2,000.00
Reading	LAND Trust Academic	Salaries & Benefits	#1 6 Response to intervention tutors-19.5 hours per week. Approximately \$8000 each (\$48,000) Star Reading Coordinator (\$6,750)	\$54,750.00
Reading	LAND	Salaries &	#5 Stipends and or Substitutes for LETRS training	\$3,500.00

	Trust Academic	Benefits		
Reading	LAND Trust Academic	Library Books	#6 Library Books to support Language Arts goal across all grade levels.	\$1,500.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 134,985.00
G - Total projected funding for next year SY22-23	\$ 144,950.33
H - Total planned expenditures for next year SY22-23	\$ 142,090.00
I - Planned carryover into the following year SY23-24	\$ 2,860.33
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	We will use any additional funds to enhance our current 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.	

This school is not a Title I school.

## SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/09/2022
Number who approved	7
Number who did not approve	
Number who were absent or abstained	2