



BOARD REPORT

Teacher Student Success Plan TSSA and LAND Trust

Holbrook Elementary - SY 2022

Principal Loren Clark

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 Holbrook Elementary school is to ensure high levels of learning for all students in a safe environment.

The Holbrook Elementary mission statement is: "Together we will ensure high levels of learning for all students in a safe environment."

Description of the School

Community

Holbrook Elementary is in a suburban, residential neighborhood at 1018 E 250 N, Bountiful, Utah 84010

Student Body

We currently serve 452 students in grades K through grade 6. In our preschool we have a total of 55 students which bring our total count to 504. Our ethnicity breakdown 88% Caucasian, 4% Hispanic/Latino, 1% Native Hawaiian or Other Pacific Islander, 1% Asian, 1% Black or African American and 2% of multiple races.

Student Economic Status is indicated by having 13% who qualify for free/reduced lunch.

English Language Learners (ELL) make up 2% of our student population.

The percentage of students receiving Special Education services is 19% of our population (including preschool and speech services). The average class size is 26 students per teacher.

Staff

In addition to the school principal and administrative intern, the Holbrook Elementary School staff includes 19 certified classroom teachers (18.5 FTE) who have an average of 13 years of instructional experience. They are supported by 7 full-time and 4-part time certificated specialists as well as 14 classified support personnel. 40% of teachers are ESL endorsed and 21% hold a Master's Degree or higher.

School Culture

Our school culture is centered on excellence as indicated by both academic and nonacademic factors. This is accomplished by highly dedicated school employees and parents who are involved in all levels of learning and various activities. We benefit from parental involvement, ranging from participation in ILP conferences and parents facilitating a choir and a musical production. Parent and educator collaboration is the key to our success.

Unique Features & Challenges

Multiple generations of families have attended Hannah Holbrook Elementary School. This creates a heritage of loyalty and high expectations from the community, the children, and their parents.

Challenges at Hannah Holbrook include limited additional funding due to a comparatively higher socio-economic standing and a comparatively smaller student body. We hold a Tech Trek fundraiser to secure additional technology to enhance instruction and prepare our students to be successful in an increasingly technological work force.

Additional Information

Needs Analysis

Notable Achievements

Holbrook students are consistently participating and excelling in a variety of academic competitions including: STEM Science Fair, History Fair, Geography Bee, Spelling Bee, Math & Science Olympiad, and this past year VEX IQ Robotics for the first time.

Parents and community volunteers support many school activities such as: School Musical, Choir, Ribbon Week, Chess Club, Girls on the Run, Let Me Run (boys' program), Read-a-Thon, Birthday Tables, Mountain Man Rendezvous, Hoop Shoot Competition, Patriot Day, Field Day, STAR Volunteer Tutoring, and a variety of additional PTA involvement and supported activities.

All students benefit from 1:1 technology, meaning technology is highly integrated into daily instruction. Each student has either an iPad (K-2) or laptop (3-6) to use throughout the school day and in the evenings/weekends. It allows for remote learning and has allowed for learning to continue in the face of a pandemic. We are in our fifth year with a school-wide intervention time where we give targeted interventions to help students. We are working on further implementing PLC's and making data driven decision to drive personalized instruction and enrichment.

Areas of Recent Improvement

no response provided

Areas of Needed Improvement

Continual work on improving our Tier 1 instruction to ensure students are learning the "big rocks" (priority standards) as identified by the teachers and then intervening with students not meeting these standards.

Continue to improve our Tier 2 intervention in the Language Arts, to increase teacher intervention skills and improve student reading proficiency. Use our newly-made grade level writing rubrics to give us more specific feedback each month of the year on writing growth, with primary benchmark reporting at BOY, MOY, and EOY.

We are adding additional Tier 2 intervention opportunities in Mathematics, which will be a goal area for us this year, including hiring a 1/2-time Math Coach.

We also want to address the growing social and emotional learning (SEL) needs of students, and this will create a stronger school-wide focus using the Sanford-Harmony SEL program. We will also hire a Social Skills TA to work with students in 1-1 and small-group settings, in collaboration with our School Counselor and identified by our grade level teachers.

Prior Year Status Report

Report progress on PRIOR YEAR 2020 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
<p>In the 2019/2020 school year, we will increase the percentage of K-6 students scoring at or above benchmark on DIBELS middle-of-year composite score by 3 percent, when compared with the beginning-of-year benchmark level on the DIBELS composite score.</p>	<p>Did not meet goal</p>	<p>Last school year (2019-2020) we had exactly 2% growth in the number of students proficient, from 72.1% to 74.1% from the beginning of the year (BOY) to the middle of the year (MOY). We almost met our goal of 3% growth.</p>
<p>The growth target for the 2019-20 school year will be 60% of students in grades K-6 making typical or better growth using DIBELS Pathways of Progress.</p>	<p>Met goal</p>	<p>Last year during the 2019-2020 school year, we had 67.5% of students meeting typical, above typical, or well above typical progress, as measured by Acadience Reading Pathways to Progress.</p>
<p>Hannah Holbrook Elementary will score at District average or higher on all Language Arts end of level testing (RISE, CRT)</p>	<p>Did not meet goal</p>	<p>Due to the pandemic, we did not take this test, and therefore did not meet the goal as was written.</p>

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>The growth target for the 2020-2021 school year will be 66% of students in grades K-6 making typical or better growth using Acadience Pathways of Progress.</p>	<p>Progressing according to plan</p>	<p>From the beginning of the year (BOY, or Fall 2020), to middle of the year (MOY, in winter 2021), we had 67.2% of students meeting typical, above typical, or well above typical progress, as measured by Acadience Reading Pathways to Progress.</p>
<p>Hannah Holbrook Elementary will have an improvement in the MOY writing benchmark of 3% in either Informative or opinion from the BOY benchmark.</p>	<p>Progressing according to plan</p>	<p>We started at 25% writing proficiency at the beginning of the year (BOY) and grew to 45% at the middle of the year (MOY) at the end of January. This was an increase of 20% of students making de growth as measured by the grade level writing rubrics.</p>
<p>Hannah Holbrook Elementary will score at or above district average on K-6 math end of level test for the 2020-2021 school year.</p>	<p>Progressing according to plan</p>	<p>End of level tests are in April/May, so we are not yet able to determine our progress on this goal.</p>

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 3,890.66
TSSA SY20-21 New Funding	\$ 60,463.00
TSSA Total funding for SY20-21	\$ 64,353.66
TSSA SY20-21 Anticipated Spending	\$ 59,668.53
TSSA Expected balance carried over into SY21-22	\$ 4,685.13
TSSA Anticipated new funding for SY21-22	\$ 62,669.00
TSSA Total funding available for SY21-22	\$ 67,354.13
Describe your school's SY20-21 Progress for TSSA Spending	Our focus is on supporting our Reading, Math, and SEL Goals, spending is as follows: \$8,507.09 1 Teacher/Contract Work Day (21.5 teachers) \$1,200 SEM Enrichment (2 hrs/wk, Math and/or Rdg. Goal) \$4,500 Ready Classroom Math (Year 2 Training) \$24,000 2 Classroom Teaching Assistants (Part Time)

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 18,475.45
B - Allocated new funds for SY20-21	\$ 61,554.00
C - Total Budget for SY20-21	\$ 80,029.45
D - Projected spending during SY20-21	\$ 72,540.00
E - Expected carryover from SY20-21	\$ 7,489.45
F - Projected new funding for SY21-22	\$ 55,217.67
G - Total projected funding for SY21-22	\$ 62,707.12

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Reading Goal
<i>Goal Statement</i>	From the BOY to the MOY benchmarks, 68% of students of students in grades K-6 at Holbrook Elementary will make typical, above, or well above growth in reading, as measured by the Acadience Reading "pathways of progress." The state goal is at least 60%.
<i>Measures to determine progress</i>	Acadience Reading Pathways of Progress (BOY to MOY)
<i>Action Plan</i>	<ol style="list-style-type: none"> 1. Assess K-6 students at the beginning of the year (BOY) with the Acadience Reading benchmark assessments and other initial diagnostic measures. Then throughout the year continue to use reading benchmarks, progress monitoring data, and other English Language Arts data to identify deficient skills in students grades K-6. 2. Hire and train 4 reading teaching assistants and structure reading intervention blocks to take place during the week, with common times for each grade level. Teachers will structure flexible groupings, based on areas of academic need in reading. Ensure that they are highly trained in both the instructional routines and programs, as well as in applicable reading assessment and diagnostic measures. 3. Students will receive targeted, direct instruction in small, flexible groups based on need, from classroom teachers and reading teaching assistants (TA's) 3-4 times a week. Teachers and TA's will teach and track K-6 students using specific reading interventions and assessments to remediate deficient skills. Tutors will sometimes work with higher-achieving students while teachers carry out interventions for struggling/below-level students. 4. A STAR Reading Coordinator will be hired to facilitate the training of volunteers, specifically parents, community members, and members of the Americorps Grandparent program in the use of the STAR Reading program. Each student will participate in 1 hour (two 30-minute blocks) of targeted reading instruction with a trained STAR Tutor. The STAR Reading Coordinator will spend 2 hours a week in facilitating the training an tutoring schedule for these identified students. 5. High-achieving students in ELA will also have the opportunity for weekly pull-out enrichment opportunities as part of our School-Wide Enrichment (SEM) Teacher in the language arts (reading and writing). 6. Teachers will receive PLC and LCMT support from our English Language Arts (ELA) Coordinator and school administration as the track student growth and specific needs of students in the PLC process.
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL#CollegeCareerReady#PD
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement

Academic area(s) addressed by the goal

Reading

Does this action plan include behavioral / character education / leadership efforts?

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$1,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	SEM Teacher (add 2 hours/week for ELA Enrichment)	\$ 1,500.00

Will LANDTrust funds be used to support the implementation of this goal?

Yes

Goal LAND Trust Expense Total - \$38,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	4 Teaching Assistants (English Language Arts), each working approximately 18 hrs./wk.	\$ 35,000.00
LAND Trust Academic	Salaries & Benefits	STAR Reading Coordinator, 2-4 hours/week	\$ 3,000.00

<p><i>Goal Short Title</i></p>	<p>Mathematics Goal</p>
<p><i>Goal Statement</i></p>	<p>Increase the number of proficient students by 25% as measured by the iReady Math Diagnostic test, as we progress from the beginning of year (BOY) in September to the middle of year (MOY) score in January.</p>
<p><i>Measures to determine progress</i></p>	<p>iReady Math Diagnostic</p>
<p><i>Action Plan</i></p>	<ol style="list-style-type: none"> 1. Assess K-6 students at the beginning of the year (BOY) with the iReady Math Diagnostic and other grade level diagnostic measures to measure proficiency in priority standards for each grade level. Then throughout the year continue to use Ready Classroom Math unit math assessments, the iReady Math reports, progress monitoring data, and other Mathematics data to identify deficient skills in students grades K-6. 2. Hire and train 2 mathematics teaching assistants (TA's) and structure Tier 2 mathematics intervention blocks to take place during the week, with common times for each grade level. 3. Teachers will structure flexible intervention groups for Tier 2 mathematics instruction, based on areas of academic need in math. Ensure that they are highly trained in both the instructional routines and programs, as well as in applicable mathematics assessment and diagnostic measures, including the Acadience Math diagnostic tools. 4. Students will receive targeted, direct mathematics instruction in small, flexible groups based on need, from classroom teachers and mathematics teaching assistants (TA's) 2-4 times a week. 5. Teachers and math TA's will teach and track K-6 students using specific math interventions and assessments to remediate deficient skills. Tutors will sometimes work with higher-achieving students while teachers carry out interventions for struggling/below-level students. 6. A part-time Mathematics Coach will be hired to facilitate the training of TA's and classroom teachers in Tier 1 and Tier 2 mathematics instruction. This coach will also provide PLC and LCMT support to classroom teachers. 7. Purchase additional staff/student devices, as needed, to replace old staff devices, monitors, and peripheral devices.
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#Tech #PCBL #TeacherLeaders #CollegeCareerReady #GraduationRates</p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement</p>
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Mathematics Technology</p>
<p><i>Does this action plan include behavioral /</i></p>	<p>Yes</p>

character education / leadership efforts?

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$49,500.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Math Coach (1/2 time)	\$ 45,000.00
TSSA	Professional and Technical Services	Ready Classroom Math, Year 2 Training	\$ 4,500.00

Will LANDTrust funds be used to support the implementation of this goal?

Yes

Goal LAND Trust Expense Total - \$24,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	2 Mathematics Teaching Assistants (approximately 18-19 hours/week)	\$ 18,000.00
LAND Trust Academic	Software / Technology Hardware < \$5000	Refresh Funding for Staff & Student devices (laptops, desktops, and periphery devices).	\$ 6,000.00

<p><i>Goal Short Title</i></p>	<p>SEL Goal</p>				
<p><i>Goal Statement</i></p>	<p>Based on a Social Skills Rating Scales (SSRS) survey of teachers, using the SEL Walkthrough Tool, and DSD Climate Student Survey in the fall and spring, to obtain baseline data, we will implement a targeted plan as a school and Community Council to implement recommended changes to make intentional and significant gain our knowledge and use of skills imperative to social-emotional learning (SEL) and personal development.</p> <p>Our increased focus on SEL development will result in increased time on task in the classroom, fewer instructional interruptions, decreased office referrals, and greater collaborative skills in students as they engage in academic and social activities in the classroom and throughout the school. Specifically, we know that meeting this goal will also help us to meet our two academic goals in reading and mathematics.</p>				
<p><i>Measures to determine progress</i></p>	<p>SRSS Staff Survey, SEL Walkthrough Tool, and DSD Climate Student Survey</p>				
<p><i>Action Plan</i></p>	<ol style="list-style-type: none"> 1. Hire a Social Skills TA as a new member of the staff to be trained alongside administrators and our school counselor as part of an SEL Team that would help us to implement our SEL plan throughout the entire school. 2. Schedule training between spring and fall with staff and students, to be integrated into our school theme, faculty meetings, and school counselor lessons. 3. Structure individual and group interventions for students identified by teachers and administrations in weekly PLC's and LCMT meetings. 4. Students will participate in daily weekly check-ins/classroom meetings, monthly SEL lessons, receive individual support across school settings, and in intervention groups for social/friendship skills. 				
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#SEL #CollegeCareerReady #PD</p>				
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Safety & Security Culture Parent & Community Connections</p>				
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Writing Mathematics Health Science Social Studies Fine Arts</p>				
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>					
<p><i>Will TSSA funds be used to support this goal?</i></p>	<p>Goal TSSA Expense Total -</p> <table border="1"> <thead> <tr> <th>Funding Source</th> <th>Expense Category</th> <th>Description</th> <th>Item Cost</th> </tr> </thead> </table>	Funding Source	Expense Category	Description	Item Cost
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<p><i>Will LANDTrust funds be used to support the</i></p>	<p>Yes</p>				

implementation of this goal?

Goal LAND Trust Expense Total -

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
1. Reading Goal	TSSA	Salaries & Benefits	SEM Teacher (add 2 hours/week for ELA Enrichment)	\$1,500.00
Mathematics Goal	TSSA	Salaries & Benefits	Math Coach (1/2 time)	\$45,000.00
Mathematics Goal	TSSA	Professional and Technical Services	Ready Classroom Math, Year 2 Training	\$4,500.00

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 62,669.00
2. Total projected TSSA funding for SY21-22	\$ 67,354.13
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 8,507.09
3. Total planned TSSA expenditures for SY21-22	\$ 59,507.09
4. Planned TSSA carryover into the SY22-23	\$ 7,847.04
Does the school plan to fund teacher leadership opportunities with TSSA funds?	Yes

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
1. Reading Goal	LAND Trust Academic	Salaries & Benefits	4 Teaching Assistants (English Language Arts), each working approximately 18 hrs./wk.	\$35,000.00
1. Reading Goal	LAND Trust Academic	Salaries & Benefits	STAR Reading Coordinator, 2-4 hours/week	\$3,000.00
Mathematics Goal	LAND Trust Academic	Salaries & Benefits	2 Mathematics Teaching Assistants (approximately 18-19 hours/week)	\$18,000.00
Mathematics Goal	LAND Trust Academic	Software / Technology Hardware < \$5000	Refresh Funding for Staff & Student devices (laptops, desktops, and periphery devices).	\$6,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 55,217.67
G - Total projected funding for next year SY21-22	\$ 62,707.12
H - Total planned expenditures for next year SY21-22	\$ 62,000.00
I - Planned carryover into the following year SY22-23	\$ 707.12
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	Carryover will be used to enhance existing goals.
Plan for sharing the school LANDTrust plan with the community	
Additional plan for sharing the school LAND Trust plan with the community.	Community Council and PTA Meetings, and in meeting minutes, as published on the school Community Council website.

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/15/2021
Number who approved	10
Number who did not approve	0
Number who were absent or abstained	3