



# BOARD REPORT

## Teacher Student Success Plan

### TSSA and LAND Trust

**Meadowbrook Elementary - SY 2022**

Principal James Campbell

## 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

- Share a vision of learning where teachers provide students with meaningful engagement opportunities and precise academic standards.
- Conduct weekly Professional Learning Community (PLC) meetings where teachers analyze and use common, ongoing assessment data to inform planning and instruction.
- Articulate and consistently implement learning goals, content, instructions and expectations.
- Engage in job-embedded professional development such as, training in new district adoptions, Davis DESK, Evaluate Davis, LETRS (*Language Essentials for Teachers of Reading and Spelling*), Sheltered Instruction Observation Protocol (SIOP) model, peer observation and reflection, and collaborative coaching.
- Create an inviting and safe learning environment through effective classroom organization, procedures, and behavior management.
- Depend on strong and effective Educational Leadership.
- Incorporate SEL(Social Emotional Learning) practices for students and staff.

# Description of the School

## Community

Meadowbrook is located at 700 North 325 West in Bountiful, Utah. Our school boundary is comprised of homes and apartments. It is a suburban setting with easy commutes to neighboring cities. We are proximal to the Davis Recreation Center as well as small businesses to the South. All students are within walking distance, and our students in the Essential Elements classroom are transported by bus.

## Student Body

Meadowbrook serves approximately 382 students from pre-school to grade six. Average class size in grades K-6 is 20 students. Meadowbrook's student population consists of approximately:

- 59% White
- 18% Hispanic/Latino
- 9% Native Hawaiian/ or other Pacific Islander
- 2% Asian
- 3% Native American/Alaskan Native
- 3% Black or African American
- 6% Multiple Races

Additional Info:

- 13% English Language Learners
- 16% Students with Disabilities
- 63% Free/Reduced

## Staff

- Meadowbrook has 67 staff members:
- 26 certified employees
- 41 classified employees
- 58% of our certified staff are ESL endorsed
- 24% have a Master's Degree-or higher.
- Our Meadowbrook classified staff who work with students are all highly qualified, having either an Associate Degree, Bachelor's Degree, or have successfully demonstrated proficiency in Math and Language Arts through rigorous assessments given through the Title I/Federal Programs Department.
- We have used our Trustlands and TSSA funding to lower class size this year. All our teachers have assistance from our highly qualified tutors who work under their direction to support targeted Tier II instruction.

## School Culture

We promote Learning First through collaboration and staff development in student engagement, Professional Learning Communities (PLCs), and a focus on precise academic standards and data based instructional decisions. Through these means, we engage in a variety of ways to reach our diverse student population. STEM (Science, Technology, Engineering, Math), Choir, SEM (Schoolwide Enrichment Model), Math Enrichment Lab, and Student Council serve students who need extended opportunities in addition to their regular curriculum.

Our Before and After-School Programs offer an alternative for students who need extra support, as well as peace-of mind for our working parents who need safe and healthy child-care options for their students.

Our teachers are focused on the school as a connected community. Teachers review not only their own classroom data, but, as a collaborative team, review all student data K-6 in order to disaggregate academic information, trends, and target groups.

Our community is an integral part of our school culture. We enjoy an active PTA that bridges the school and community. Our Community Council has taken on the challenge of getting our parents more involved in our school. We are currently having multiple parents from our community run our archery program after school.

## **Unique Features & Challenges**

Meadowbrook is a Title I School. As part of the Title I program, we serve Head-Start and pre-school age students as a means of getting them Kindergarten-ready. We currently partner with The Treehouse Museum and the Get Ready for Kindergarten with the Miss Bindergarten program. As we consider the fast-changing demographic of our community, we provide Before-School and After –School services for students who need additional academic support, enrichment opportunities, and physical supervision.

We will continue to offer summer school this year to help fill in gaps for those students in need. While we offer much in the way of intervention and extra support, we also understand the importance of enrichment opportunities. Due to COVID-19 we have not offered our usual after school programs. However, we plan to continue them as soon as we can safely do so. Some of the programs our students normally enjoy are the National Archery in Schools Program, Math-Engineering-Science-Achievement club (MESA), Science Club, and Choir. Meadowbrook faces a fast-changing community demographic. Our economically disadvantaged population has continued to increase over the last several years. Due to the economic climate, we are beginning to see decline in parental involvement. Our PTA and Community Council have mobilized to help us address this concern. Our families are an integral part of our school's success.

## **Additional Information**

We are fortunate enough to have an Essential Elements classroom, as well as Head Start and Title 1 preschool classrooms. We also offer a before and after school program for students in grades K-6. The Bountiful Food Pantry donates approximately 144 weekend food packs for students.

Meadowbrook will continue to provide enrichment activities before, during, and after school once COVID-19 regulations have been met: Geo Bee, Spelling Bee, Martin Luther King, Jr. Speech Contest, annual Family Enrichment Night, and participation in the Hill Air Force Starbase STEM program.

# Needs Analysis

## Notable Achievements

no response provided

## Areas of Recent Improvement

- Sixty five percent of our students are showing typical or above typical growth on Acadience Pathways to Progress, which is at the district average.
- New classroom doors were installed to aide with hallway noise, safety, and to increase student engagement throughout the entire building.
- With the increase of students and staff we added three more portables during the last two years to house the growth.
- We have promoted and encouraged health and safety related to COVID-19 by following the District's Big 5.
- We have incorporated SEL(Social and Emotional Learning) practices to build foundational knowledge and capacity for faculty and staff in the five CASEL competencies of: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

## Areas of Needed Improvement

We will examine Readiness Improvement Success Empowerment (RISE) assessment data after the 2021 school year. We will continue to focus on achievement and growth in Language Arts, Mathematics, and Science. In order to lead student learning and growth in all areas, our teachers will continue to improve the quality and purpose of PLCs: mastering effective examination and use of data to inform instruction. We believe as we continue to improve our craft with fidelity, our student engagement and achievement will grow.

Based on Evaluate Davis personal assessments, observation data, and teacher goals, we will work to improve enrichment and individualization in the classroom. We have worked with with CMI to increase math scores in every grade level. We will improve in these areas by participating in professional development in CMI, holding effective PLCs, using rigor, and demonstrating strong lesson planning. Administration and academic coaches will play a consistent and active role in attending to PLCs and classroom operation. We are currently enrolled as a school with the LETRS program (Language Essentials for Teachers of Reading and Spelling) to increase reading fluency and abilities.

# 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')
We will increase from 71% to 73% of students in grades K-6 who will show “typical” (or higher) progress on Acadience pathways of progress on end of year Acadience	Did not meet goal	We ended the year at 70% of our students with typical/above growth in Acadience Reading Pathways of Progress. We fell short, but due to COVID-19 we did not finish off the school year in person and did not take the end of year Acadience assessment.
Meadowbrook will implement Comprehensive Mathematics Instruction (CMI) to increase math end of level scores by two percent in grades K-6.	Did not meet goal	Our teaching staff took CMI professional development and due to COVID -19 we did not take our end of level testing and <b>were able</b> to see growth in our math scores.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>We will increase from 61% to 63% of students in grades K-6 will show “typical” (or higher) progress on Acadience Reading Pathways of Progress on middle of year Acadience assessments.</p>	<p>Progressing according to plan</p>	<p>We currently have students typical/above progress in Acadience Reading-Pathways of Progress. Our students and staff are working incredibly hard to fill any gaps and move our students forward in their reading abilities.</p>
<p>Build foundational knowledge and capacity for faculty and staff in the five CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making adults by creating a school SEL plan using the Davis School District's SEL Walkthrough Tool.</p>	<p>Progressing according to plan</p>	<p>We have been moving forward with our SEL goal and have been successful in trinaing our teaches and moving forward with the action steps in our goal and action plan.</p>

# TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 0.00
TSSA SY20-21 New Funding	\$ 50,366.00
TSSA Total funding for SY20-21	\$ 50,366.00
TSSA SY20-21 Anticipated Spending	\$ 50,366.00
TSSA Expected balance carried over into SY21-22	\$ 0.00
TSSA Anticipated new funding for SY21-22	\$ 46,093.00
TSSA Total funding available for SY21-22	\$ 46,093.00
Describe your school's SY20-21 Progress for TSSA Spending	We were able to fund a teacher preparation day for 20-21 and decrease class size by funding a teacher with the rest of the funding.

# LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 6,513.14
B - Allocated new funds for SY20-21	\$ 52,865.00
C - Total Budget for SY20-21	\$ 59,378.14
D - Projected spending during SY20-21	\$ 59,378.14
E - Expected carryover from SY20-21	\$ 0.00
F - Projected new funding for SY21-22	\$ 40,612.53
G - Total projected funding for SY21-22	\$ 40,612.53



# Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Reading Goal</b>										
<i>Goal Statement</i>	We will increase from 65% to 67% of students in grades K-6 showing “typical” (or higher) progress on Acadience Reading Pathways of Progress on middle of year Acadience assessments.										
<i>Measures to determine progress</i>	<ul style="list-style-type: none"> <li>• Middle of year Acadience Pathways to Progress data for students in grades K-6.</li> </ul>										
<i>Action Plan</i>	<ul style="list-style-type: none"> <li>• Teachers will use the mClass data tool to identify which students met benchmark, which students showed growth, and which, if any, students decreased in proficiency.</li> <li>• Teachers will use District Reading Diagnostic Drill Down to determine specific intervention needs for identified students. Students below benchmark will receive interventions and be progress monitored (PM) weekly. Students at benchmark and above will be progress monitored once every six weeks, except for Maze.</li> <li>• Teachers and administration will meet regularly in PLCs to review PM data of students identified as below benchmark, review maintenance of students at benchmark, and plan next steps.</li> <li>• Reading Tutors, under the direction of the classroom teacher, will work with small groups in targeted Tier II instruction.</li> <li>• ELA Coordinator will support teachers with professional development during faculty meetings, PLCs, and one-on-one.</li> <li>• \$26,000 will help reduce class sizes making learning more enhanced for students. These students will receive more attention from teacher and tutors.</li> <li>• \$28,000 will be spent on reading tutors to help increase student reading abilities.</li> </ul>										
<i>This goal can be categorized as... (choose all that apply)</i>	#PD										
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement										
<i>Academic area(s) addressed by the goal</i>	Reading Writing										
<i>Does this action plan include behavioral / character education / leadership efforts?</i>											
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$23,000.00 <table border="1" data-bbox="456 1864 1487 2020"> <thead> <tr> <th data-bbox="456 1864 591 1940"><u>Funding Source</u></th> <th data-bbox="591 1864 935 1940"><u>Expense Category</u></th> <th data-bbox="935 1864 1305 1940"><u>Description</u></th> <th data-bbox="1305 1864 1487 1940"><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1940 591 2020">TSSA</td> <td data-bbox="591 1940 935 2020">Salaries &amp; Benefits</td> <td data-bbox="935 1940 1305 2020">Teacher to decrease class</td> <td data-bbox="1305 1940 1487 2020">\$ 18,000.00</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Teacher to decrease class	\$ 18,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>								
TSSA	Salaries & Benefits	Teacher to decrease class	\$ 18,000.00								

		sizes in kindergarten	
TSSA	Software or Technology Hardware < \$5000	Software	\$ 5,000.00

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

Yes

Goal LAND Trust Expense Total - \$39,800.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Reading Tutors	\$ 28,000.00
LAND Trust Academic	Salaries & Benefits	Teacher to decrease class size in Kindergarten	\$ 11,800.00

<p><i>Goal Short Title</i></p>	<p><b>Social Emotional Goal</b></p>				
<p><i>Goal Statement</i></p>	<p>We will increase teacher familiarity with, and use of Social Emotional Learning (SEL) strategies in order to Empower Employees, Ensure Safety &amp; Security, and improve Culture and School Climate.</p>				
<p><i>Measures to determine progress</i></p>	<ul style="list-style-type: none"> <li>• Climate survey and/or DSD SEL Self-Assessment and Walk-Through tool to measure improvement</li> </ul>				
<p><i>Action Plan</i></p>	<ul style="list-style-type: none"> <li>• Train staff on self-awareness and self-management strategies using Pure Edge, Inc. strategies</li> <li>• Create a space for staff to have a mindful moment or implement self-management strategies</li> <li>• Integrate restorative practices into discipline procedures</li> <li>• Complete <b>DSD SEL Self-Assessment and Walkthrough Tool</b> for baseline data in the fall and improvement data in the spring.</li> <li>• Provide SEL training to staff using the <b>DSD SEL Teacher Toolkit for instructional</b> strategies.</li> <li>• Model SEL in adult learning situations including faculty meetings and trainings using the 3 signature practices of <b>1) Welcoming Inclusion Activities; 2) Engaging Pedagogy; 3) Optimistic Closure.</b></li> <li>• Use DSD SEL Self-Assessment and Walkthrough data to inform professional learning</li> </ul>				
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#SEL</p>				
<p><i>District Strategic Plan Area(s)</i></p>	<p>Empowered Employees Culture</p>				
<p><i>Academic area(s) addressed by the goal</i></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><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>		
<p><i>Will LANDTrust funds be used to support the</i></p>	<p>No</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
Reading Goal	TSSA	Salaries & Benefits	Teacher to decrease class sizes in kindergarten	\$18,000.00
Reading Goal	TSSA	Software or Technology Hardware < \$5000	Software	\$5,000.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 46,093.00
2. Total projected TSSA funding for SY21-22	\$ 46,093.00
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 15,000.00
3. Total planned TSSA expenditures for SY21-22	\$ 38,000.00
4. Planned TSSA carryover into the SY22-23	\$ 8,093.00
Does the school plan to fund teacher leadership opportunities with TSSA funds?	No

# Additional LAND Trust Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Fluency Goal	LAND Trust Academic	Salaries & Benefits	Reading Tutors	\$28,000.00
Reading Goal	LAND Trust Academic	Salaries & Benefits	Teacher to decrease class size in Kindergarten	\$11,800.00

## Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 40,612.53
G - Total projected funding for next year SY21-22	\$ 40,612.53
H - Total planned expenditures for next year SY21-22	\$ 39,800.00
I - Planned carryover into the following year SY22-23	\$ 812.53
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	If there are extra funds we will use them to enhance our existing goal.
Plan for sharing the school LANDTrust plan with the community	Labels to identify LAND Trust purchases School newsletter School website School marquee
Additional plan for sharing the school LAND Trust plan with the community.	

# Additional Items for Title I Schools

<p>Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?</p>	<p><i>District-wide assessment practices include the following:</i></p> <ul style="list-style-type: none"> <li>--Acadience Reading</li> <li>--McGraw-Hill assessments</li> <li>--Grade level assessments</li> <li>--State assessments</li> <li>----RISE</li> <li>----DLM</li> <li>----WIDA</li> <li>--District assessments</li> <li>----Kindergarten Readiness Inventory</li> <li>----Kindergarten Inventory of Skills</li> <li>----1st and 2nd Grade Language Arts CRTs</li> <li>----1st and 2nd Grade Math CRTs</li> <li>--During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.</li> <li>--Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.</li> <li>--Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.</li> </ul> <p><i>Additional schoolwide practices for assessment include the following:</i></p>
<p>Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?</p>	<p>Website Newsletter Available in Office or Library</p>
<p>Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Language Arts?</p>	<p>Goal One</p>
<p>Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Mathematics?</p>	<p>N/A</p>
<p>Title I Plan / TSSP: Which evidence-based methods, instructional strategies and</p>	<p>Professional Learning Communities/Davis Collaborative Teams Collaborative Coaching</p>

programs are used to strengthen the school-wide program?

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

N/A

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:*

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

Back to SchoolWebsite



Policy/Compact with stakeholders?

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

Acadience Pathways to Progress Report

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*

Our paraprofessionals 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*

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/14/2021
Number who approved	5
Number who did not approve	1
Number who were absent or abstained	1