



# BOARD REPORT

## Teacher Student Success Plan TSSA and LAND Trust

**South Weber Elementary - SY 2022**

Principal Brooke Paras

## 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 South Weber Elementary is to promote the mission of Learning First for all students. We strive for high levels of student learning through data-driven instruction, effective instructional practices, personalized learning, the integration of technology with best teaching practices, and a commitment to providing our staff with the training, materials, and tools they need to be successful. We are committed to preparing our students for the world in which they live by developing the 21st century skills of collaboration, critical thinking, communication, and creativity and by providing students with opportunities to use cutting edge technology tools as part of the learning process. Students develop these 21st skills through our rigorous math, language arts, science, and STEM/engineering curriculum. We believe in educating the whole child and we are purposeful in planning for both high levels of achievement and growth academically, as well as socially and emotionally.

# Description of the School

## Community

South Weber Elementary is located in the beautiful community of South Weber, Utah. South Weber is the northernmost city in Davis County, and is a semi-rural, residential community. We are influenced by Hill Air Force Base, which is located just to the south of the community. South Weber's closest large city is Ogden, Utah. A large commercial gravel pit has been part of the community for many years. A few other businesses have recently opened at the edge of town adjacent to Hwy. 89. South Weber is currently experiencing high levels of growth, with many new housing developments being built in formerly rural areas

## Student Body

South Weber has approximately 730 students comprising grades K-6. The school's population is made up of 92% Caucasian, 6% Hispanic/Latino, 1% African American/Black, and 1% American Indian, Asian, Pacific Islander, and Multiple Races. Twelve percent of the student population reside in economically disadvantaged homes. Approximately 9% of students receive Special Education services. Limited English Proficiency among students is not a measurable factor at the school.

## Staff

South Weber Elementary has 29 licensed teachers in Kindergarten through 6th grade (two of them work part time). The average class size is 26.7 students. Support staff include our school psychologist, speech and language pathologist, school counselor, SPED teacher, ELA coordinator, STS, and 42 classified employees including prep time instructors, SEM teacher, librarian, reading tutors, special education aides, playground supervisors, secretaries, office and clerical assistants, kitchen staff, and custodians. South Weber Elementary also has a full time assistant principal who assists the principal with administrative duties.

## School Culture

South Weber Elementary is influenced by a strong, close knit, family-oriented community. South Weber Elementary has been an integral part of the community for over 45 years. The residents of South Weber and our PTA, parent volunteers, and Community Council are all very supportive of the school. Our mission is to create a joyful and inclusive school where students thrive and develop skills for success in the 21st century. We have worked hard to create a growth mindset in our school. Students learn to value the learning process and celebrate their growth as they work towards meeting their potential. We have also focused on Foundational Social and Emotional Competencies that are necessary for students to have healthy relationships and to be productive members of society. We explicitly teach an SEL curriculum and focus on 5 core areas: I Care About Others, I Know Myself, I Am in Charge of Myself, I Can Make Smart Choices, and I Work to Have Healthy Relationships.

## Unique Features & Challenges

Two elementary schools exist within the small city of South Weber: South Weber Elementary and a K-9 charter school that was built in 2012. South Weber Elementary is unique to Davis School District in that it has three buildings on its campus. One building houses grades K-2, another building houses grades 3-6, and the third building is a Family Activity Center, which is part of an inter-local agreement with South Weber City. Both grade level buildings have the ability to run independently of each other. The Family Activity Center is used for P.E. and music instruction during the school day, and the city uses the facilities before and after school hours. The lack of commercial development within the city hinders the school's ability to partner with local businesses. Geographically, South Weber City is influenced by a strong, almost daily, morning canyon wind which often interferes with scheduled outdoor activities. Another challenge to South Weber residents is the distance to their junior high, which is approximately eight miles away and about a 20-minute commute.

## **Additional Information**

The K-2 building allows us to focus on our youngest students, free from some of the social influences they may experience in other schools. However, South Weber Elementary works to build unity between the two buildings. One way this is accomplished is by emphasizing a strong “buddy class” system when state and local health protocols allow. Our older grade levels partner weekly with our younger students, often on reading and writing projects. South Weber Elementary also produces a weekly broadcast, SWKN, which involves students across grade levels, and is broadcast in both buildings. We have a Junior Hope Squad that is active at recess and works to include all students.

# Needs Analysis

## Notable Achievements

South Weber Elementary was recommended by AdvancED for full accreditation for a full five year period, along with all schools in Davis School District. We are excited about our Team Recess initiative which is a group students can join during recess for structured recess activities. Students learn rules for the game of the week, and enjoy playing with a large group of students. We have provided an opportunity for all students to play with a group of friends. STEM Initiatives: South Weber Elementary was the first school in the district to implement the Engineering is Elementary (EiE) curriculum, and we are in our 4th year of implementation. We received funding from the STEM action grant this year (2020-2021) for online math software in all grades. These programs, iReady and Imagine Math, are used to individualize math instruction for each student, and contribute to our blended learning opportunities. Increasing student access to technology is very important to us. We have been proactive in acquiring grants and other funds to increase the number of student devices. We currently have a 1:1 student to device ratio in grades K-6. We also have a Discovery Playground where classes have fun coding with robots (Ozobots, Dash and Dot, and Spheros), use VR goggles and software, learn with Osmos, and will soon learn about 3D design with our 3D Printer.

South Weber Elementary is the first public school in the state of Utah to have adopted the Sanford Harmony curriculum for Social and Emotional Learning. We have made it our mission to educate the whole child and have seen immediate and marked improvement in student behavior, drastically decreased our office referrals, and have nurtured a positive, cooperative, and inclusive culture. We have also shifted away from a punitive disciplinary system to a restorative practice that focuses on identifying any harm caused and working to repair it. We often receive visits and phone calls from other educators interested in implementing these changes in their schools as well.

## Areas of Recent Improvement

South Weber Elementary is the first public school in the state of Utah to have adopted the Sanford Harmony curriculum for Social and Emotional Learning. We have made it our mission to educate the whole child and have seen immediate and marked improvement in student behavior, drastically decreased our office referrals, and have nurtured a positive, cooperative, and inclusive culture. We have also shifted away from a punitive disciplinary system to a restorative practice that focuses on identifying any harm caused and working to repair it. We often receive visits and phone calls from other educators interested in implementing these changes in their schools as well.

## Areas of Needed Improvement

South Weber Elementary will continue to fine tune our work in support of Social and Emotional Learning. We will also continue to work to improve student growth and achievement in all areas.

# 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')
80% of our 1 st - 6th grade students will be proficient in Oral Reading Fluency by the end of the school year.	Met goal	We did not get to take end of year Acadience / DIBELS test due to school closure. However, I believe we were well on track to meet our goal of 80% of our students being at or above benchmark at the end of the year. We had grown from 69% at the beginning of the year to 76% at the middle of the year.
Improve student achievement by increasing teacher capacity as measured by teacher reports.	Met goal	Teachers participated in Jessica Minahan Book study as well as additional professional learning opportunities. This increased their capacity and developed them as educators.
Increase the median growth percentile of “below proficient” 4th-6th grade students on the state end-of-year math assessment by 3 points	Did not meet goal	We were not able to participate in end of level testing. Actions steps in place.
Implement a school-wide plan that focuses on social emotional learning.	Met goal	All action steps firmly in place. Full implementation in full swing. We continue to work to improve our SEL instruction but we are very pleased with our results so far.

# Current Year Progress Report

## Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
82% of students in 1st - 6th grade will be at or above benchmark in Oral Reading Fluency at end of year Acadience / DIBELS testing.	Progressing according to plan	All action steps are firmly in place. End of year testing pending.
80% of our students will be proficient in grade level math material by the end of the year.	Progressing according to plan	Progressing according to plan. We did not hire math tutors. COVID and a lack of interested candidates made that difficult. Still, we believe we will reach this goal.
Students will display mastery in five core competency areas. Self Awareness (I know Myself) Self Management (I am in charge of myself) Social Awareness (I care about others) Relationship Building (I work to have healthy relationships) and Decision Making (I can make smart choices)	Progressing according to plan	All action steps well under way. We will meet this goal.

# TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 13,562.26
TSSA SY20-21 New Funding	\$ 99,069.00
TSSA Total funding for SY20-21	\$ 112,631.26
TSSA SY20-21 Anticipated Spending	\$ 112,631.26
TSSA Expected balance carried over into SY21-22	\$ 0.00
TSSA Anticipated new funding for SY21-22	\$ 99,600.00
TSSA Total funding available for SY21-22	\$ 99,600.00
Describe your school's SY20-21 Progress for TSSA Spending	We will spend all that we planned to spend in our 2020 - 2021 TSSA Spending plan.

# LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 14,737.07
B - Allocated new funds for SY20-21	\$ 99,979.00
C - Total Budget for SY20-21	\$ 114,716.07
D - Projected spending during SY20-21	\$ 110,177.00
E - Expected carryover from SY20-21	\$ 4,539.07
F - Projected new funding for SY21-22	\$ 87,758.94
G - Total projected funding for SY21-22	\$ 92,298.01



# Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Goal # 1 - Reading</b>								
<i>Goal Statement</i>	Increase % of students at or above benchmark at Beginning of Year (BOY) by 10% at End of Year (EOY) as measured by Acadience Composite Score.								
<i>Measures to determine progress</i>	Acadience Composite Score BOY to EOY. Grades K-6 Composite Score.								
<i>Action Plan</i>	<p>Tutors and classroom aides to provide classroom support and small group or one on one interventions in Reading.</p> <p>Professional Development for Teachers to increase capacity to teach Reading (LETRS training)</p> <p>Add literacy software (iReady Reading)</p> <p>Optional Professional Development (PD) Stipends for Teachers to improve their practice in their own goal areas.</p> <p>South Weber Kids News (SWKN for authentic reading and fluency practice)</p> <p>Focus on healthy student behaviors and SEL strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom by increasing engagement, activity and instruction during unstructured times.</p>								
<i>This goal can be categorized as... (choose all that apply)</i>	#Tech #PCBL #SEL								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees Culture								
<i>Academic area(s) addressed by the goal</i>	Reading								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes								
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$62,947.30</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> <tbody> <tr> <td>TSSA</td> <td>Salaries &amp; Benefits</td> <td>Tutors / aides not covered by Trust Lands, Subs for optional PD, Teacher stipends for LETRS training, Subs for</td> <td>\$ 55,247.30</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Tutors / aides not covered by Trust Lands, Subs for optional PD, Teacher stipends for LETRS training, Subs for	\$ 55,247.30
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	Salaries & Benefits	Tutors / aides not covered by Trust Lands, Subs for optional PD, Teacher stipends for LETRS training, Subs for	\$ 55,247.30						

		LETRS training, Teacher stipends for Optional PD, SEL aides for instruction during unstructured time, SWKN advisor	
TSSA	Online Curriculum or Subscriptions	Subscriptions such as Scholastic News, iReady reading, etc...	\$ 5,700.00
TSSA	Printing	Printing of Academic Materials	\$ 2,000.00

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

Yes

Goal LAND Trust Expense Total - \$92,298.01

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Tutors / Classroom Aides	\$ 92,298.01

<i>Goal Short Title</i>	<b>Goal # 2 - Math</b>			
<i>Goal Statement</i>	Increase % of students at or above grade level at Beginning of Year (BOY) by 60% at End of Year (EOY) as measured by iReady Diagnostic.			
<i>Measures to determine progress</i>	iReady diagnostic			
<i>Action Plan</i>	<p>Push in Math Tutors to work with whole class, small groups, and one on one interventions</p> <p>STEAM funding for each grade level to expand mathematical instruction into other related curriculum areas</p> <p>iReady software to provide students with instruction and practice at their level</p> <p>Optional PD stipends for teachers to increase teacher capacity toward student learning and engagement.</p>			
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL#Tech			
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees			
<i>Academic area(s) addressed by the goal</i>	Reading			
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No			
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$8,000.00			
	<b><u>Funding Source</u></b>	<b><u>Expense Category</u></b>	<b><u>Description</u></b>	<b><u>Item Cost</u></b>
	TSSA	Online Curriculum or Subscriptions	Subscriptions to support math instruction such as iReady Math Subscriptions not covered in grant, online curriculum, etc...	\$ 2,000.00
	TSSA	General Supplies, Other	STEAM funds per grade level to be used to expand math instruction into other subject areas	\$ 5,600.00
	TSSA	Online Curriculum or Subscriptions	iReady subscriptions not covered by grant	\$ 400.00

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

No

Goal LAND Trust Expense Total -

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
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<p><i>Goal Short Title</i></p>	<p><b>Goal # 3 - Social Emotional Learning (SEL)</b></p>								
<p><i>Goal Statement</i></p>	<p>Students will improve academic outcomes and study skills / work habits by identifying and explaining our Five Core Competency Areas at 90% proficiency as measured by a student survey at the end of each of the five units.</p>								
<p><i>Measures to determine progress</i></p>	<p>As measured by a student survey at the end of each of the five competency units.</p>								
<p><i>Action Plan</i></p>	<p>Buddy up at least three times per week in every class to build relationships and improve sense of school safety.</p> <p>Teach every Sanford Harmony lesson in every class throughout the year to improve focus, minimize distractions and provide an environment most conducive to student learning.</p> <p>Supplement Sanford Harmony with relevant books on the topic of Social Emotional Learning (SEL).</p> <p>Whole school will adhere to lesson schedule / scope and sequence.</p> <p>Teachers and administration will communicate with community regarding our SEL instruction to encourage discussions at home.</p> <p>Focus on healthy student behaviors and SEL strategies that decrease learning disruptions at school, build a positive learning climate, and support increased learning outcomes in the classroom by increasing engagement, activity and instruction during unstructured times.</p>								
<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>Safety &amp; Security Culture</p>								
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Mathematics Health</p>								
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>Yes</p>								
<p><i>Will TSSA funds be used to support this goal?</i></p>	<p>Goal TSSA Expense Total - \$1,000.00</p> <table border="1" data-bbox="456 1745 1487 1961"> <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> <tbody> <tr> <td>TSSA</td> <td>General Supplies, Other</td> <td>Books and supplies to supplement Sanford Harmony Curriculum</td> <td>\$ 1,000.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	General Supplies, Other	Books and supplies to supplement Sanford Harmony Curriculum	\$ 1,000.00
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	General Supplies, Other	Books and supplies to supplement Sanford Harmony Curriculum	\$ 1,000.00						

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

No

Goal LAND Trust Expense Total -

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

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Goal # 1 - Reading	TSSA	Salaries & Benefits	Tutors / aides not covered by Trust Lands, Subs for optional PD, Teacher stipends for LETRS training, Subs for LETRS training, Teacher stipends for Optional PD, SEL aides for instruction during unstructured time, SWKN advisor	\$55,247.30
Goal # 1 - Reading	TSSA	Online Curriculum or Subscriptions	Subscriptions such as Scholastic News, iReady reading, etc...	\$5,700.00
Goal # 1 - Reading	TSSA	Printing	Printing of Academic Materials	\$2,000.00
Goal # 2 - Math	TSSA	Online Curriculum or Subscriptions	Subscriptions to support math instruction such as iReady Math Subscriptions not covered in grant, online curriculum, etc...	\$2,000.00
Goal # 2 - Math	TSSA	General Supplies, Other	STEAM funds per grade level to be used to expand math instruction into other subject areas	\$5,600.00
Goal # 2 - Math	TSSA	Online Curriculum or Subscriptions	iReady subscriptions not covered by grant	\$400.00
Goal # 3 - Social Emotional Learning (SEL)	TSSA	General Supplies, Other	Books and supplies to supplement Sanford Harmony Curriculum	\$1,000.00

## Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 99,600.00
2. Total projected TSSA funding for SY21-22	\$ 99,600.00
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 11,617.70

3. Total planned TSSA expenditures for SY21-22	\$ 83,565.00
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4. Planned TSSA carryover into the SY22-23	\$ 16,035.00
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Does the school plan to fund teacher leadership opportunities with TSSA funds?



# Additional LAND Trust Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Goal # 1 - Reading	LAND Trust Academic	Salaries & Benefits	Tutors / Classroom Aides	\$92,298.01

## Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 87,758.94
G - Total projected funding for next year SY21-22	\$ 92,298.01
H - Total planned expenditures for next year SY21-22	\$ 92,298.01
I - Planned carryover into the following year SY22-23	-\$ 0.00
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	If we have any funds left or if any of the items listed in our action plans / budgets end up costing less than we had anticipated, we will utilize any additional funds to support our goals. Possible expenditures could include: additional supplies, technology, professional development, salaries, instructional programs, supports and materials, and other resources needed to promote effective teaching and learning and the successful completion of our goals.
Plan for sharing the school LANDTrust plan with the community	School website School newsletter
Additional plan for sharing the school LAND Trust plan with the community.	

This school is not a Title I school.

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/17/2021
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	0