



SCHOOL COMMUNITY COUNCIL MEETING - READING ELEMENTARY

360 W 2025 N, CENTERVILLE, UT 84014

1. **Date & Time:** Thursday, April 20, 2017 4:03 PM - 5:30 PM

2. Attendees

- ✓ Principal Scott Hughes - SHughes@dmail.net
- ✓ Assistant Principal Taya Johnson - TAJohnson@dmail.net
- ✓ Kimberly Klinker (4th Grade Teacher) - KKlinker@dmail.net
- ✓ Crystal Hunter (Head Secretary) - CRHunter@dmail.net
- ✓ Jenny Pitt (Chair | Parent Member) - JPitt5@MSN.com
- ✓ Lisa Robinson (Vice Chair | Parent Member) - LisaHRobinson@iCloud.com
- ✓ Hyrum Pitt (Secretary | Parent Member) - HyrumSPitt@Gmail.com
- ✓ Kara Sonntag (Parent Member) - KaraSonntag@Gmail.com

Members not in attendance:

- Diomar Holliday (Parent Member) - DiomarHolliday@Comcast.net
- Jennifer Bergk (Parent Member) - JJBergk@Yahoo.com
- Jenni Lee (PTA Representative)

3. Voting

- The School Community Council entertained a motion to approve the Meeting Minutes from the March 23, 2017 School Community Council Meeting.
 - One change was requested to be made:
 - ~~“Mr. Hughes thinks that the Assessment to Achievement Program isn't very effective.”~~
 - “Mr. Hughes things that the new program is more aligned with the District and supports our goals more so than the Assessment to Achievement Program.”
 - The motion was carried unanimously by all Council Members in attendance.
- The School Community Council entertained a motion to adjourn the meeting at 5:30 PM.
 - The motion was carried unanimously by all Council Members in attendance.

4. Provide update on School Improvement Plan and plan goals

PLEASE SEE ATTACHED DOCUMENT WHICH INCLUDES THE FIRST DRAFT AS WELL AS THE COMMENTS FROM LOGAN TOONE FROM THE DISTRICT.

- This report was reviewed during the meeting which includes:
 - Prior Year Status Report (2015-2016)
 - Current Year Progress Report (2016-2017)

- Current Year Land Trust Spending
- Goals and Planned Actions/Resources for Upcoming Year (2017-2018)

COMMENTS REGARDING UPCOMING GOALS

- **Goal 1:**
Reviewed goal, no comments of note.
- **Goal 2:**
Reviewed goal, Mr. Hughes modified this after talking to District Representative, Amy Siegel. Pathways to Progress will stretch us and will be a good thing for the school.
- **Goal 3:**
Reviewed goal, no comments of note.
- **Goal 4:**
Reviewed goal, no comments of note.
- **Goal 5:**
Reviewed goal, Jenny to talk to JP Stewart Principle about STEM night.

5. Action Items

- All council members to sign the 2017-2018 School Improvement Plan.

6. Adjournment

- At 5:30 PM the Chair entertained a motion to adjourn.
- Motion carried, Meeting adjourned.



Reading Elementary

Composite School Plan
2017-2018

Principal Scott Hughes

SCHOOL'S PURPOSE

MISSION

Learning First!

VISION

Davis School District provides an environment where learning comes first. Students master essential learning skills, demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. Parents are invested in their student's education. Employees recognize the value of their individual contributions and commit to excellence. The community supports the educational process.

SCHOOL PURPOSE

The purpose of Lucile C. Reading Elementary School is to promote the mission of learning first for all. To accomplish our purpose, we are committed to:

- working collaboratively in weekly DCT meetings.
- focusing on student learning through ongoing data analysis and development of common formative assessments.
- holding high expectations of teachers and students.
- providing a safe environment for all students and stakeholders.
- partnering with our community to enhance learning and provide excellent educational opportunities for all students.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Lucile C. Reading Elementary is located at 360 West 2025 North in Centerville, Utah. Our school is in a beautiful residential area near the mountains of Davis County. Salt Lake City is approximately 15 minutes south of our school, while Ogden lies about 25 minutes to the north. Although Reading Elementary serves students from both Centerville and Farmington, Utah, all students live within walking distance. We are the quintessential neighborhood school in a caring community, blessed to have the support of wonderful parents.

STUDENT BODY

We currently have a student body of 518 students in Kindergarten through Grade 6. Approximately 16.6% of our students are economically disadvantaged. Thirteen percent of our students are eligible for special education services. While the majority of children at Reading are Caucasian, we have 17 students who identify as Hispanic/Latino, two as American Indian, four as Asian, six as African American and five as Pacific Islander. Four students attending Reading Elementary are English Language Learners. We anticipate adding a functional skills classroom during the 2017-18 school year which will serve Kindergarten through third grade students with cognitive disabilities.

STAFF

Lucile C. Reading Elementary has a full-time principal working alongside a part-time administrative intern. We have 22 certified teachers in general education classrooms and one Special Education teacher providing services to eligible students. Reading has one full time librarian and four classified employees who specialize in teaching Art, Music, Computers and Physical Education. We share a part-time English Language Arts coordinator with Snow Horse Elementary. Students have access to a guidance counselor one day per week. We have several part-time teacher assistants, including: one lower grade reading tutor, two upper grade math tutors, one 504 aide and two special education assistants. Our part-time SEM teacher assistant provides enrichment opportunities to our gifted and talented students. Our main office is efficiently run by one part-time secretary and a full-time head secretary. Three part-time employees provide supervision in the lunchroom and during recesses throughout the day. Our school facility and grounds are maintained by one full-time head custodian and three part-time janitors. Our cafeteria is run by a full-time manager working with two part-time cooks.

SCHOOL CULTURE

Lucile C. Reading Elementary is located in a middle to upper-middle class community that is very family-oriented. There is a high percentage of volunteerism and parental involvement. Our Parent Teacher Association has a strong and active presence in the

Commented [LT1]: Identify the location of your school and briefly describe the community. (rural, suburban, residential, military, commercial, etc.) (COULD BE COPIED/MODIFIED FROM PRIOR YEAR PLAN)

Commented [LT2]: Discuss your student body (size, grades, demographic characteristics, etc.) (COULD BE SIMILAR YET UPDATED FROM PRIOR YEAR PLAN)

Commented [LT3]: Discuss your certified and classified staff (number, professional qualifications, etc.) (COULD BE SIMILAR YET UPDATED FROM PRIOR YEAR PLAN)

Commented [LT4]: Discuss your certified and classified staff (number, professional qualifications, etc.) (COULD BE SIMILAR YET UPDATED FROM PRIOR YEAR PLAN)

Commented [LT5]: Identify predominant elements of your school's culture. What philosophies, ideas, and priorities define your school environment. (COULD BE COPIED/MODIFIED FROM PRIOR YEAR PLAN)

school. The majority of parents place a high priority on education and are passionate about meeting the emotional and learning needs of their children in partnership with the school. Families moving into our school boundaries often express that the quality of instruction and positive educational environment were influential in their decision to enroll. We strive to develop the whole child by providing a variety of enrichment activities in the areas of art, music, drama and STEM.

UNIQUE FEATURES & CHALLENGES

Reading Elementary has seen an increase in the number of homeless students and those living in multi-generational households. Although volunteerism is high overall, teachers have found it increasingly challenging to find parents available to visit school on a regular basis to work with students in small groups and one-on-one. Our enrollment has declined somewhat due to the aging population in our neighborhoods and the addition of Ascent Academy, a new charter school in Farmington. Like any school, we strive to meet the unique learning needs of students with a wide-range of challenges and abilities. Overall, Lucile C. Reading is an excellent elementary school.

Commented [LT6]: Identify predominant elements of your school's culture. What philosophies, ideas, and priorities define your school environment. (COULD BE COPIED/MODIFIED FROM PRIOR YEAR PLAN)

ADDITIONAL INFORMATION

Lucile C. Reading Elementary has five computer labs and two iPad carts. We encourage integration of technology into daily lesson planning to allow students access to deeper understanding of core concepts and stronger connections to the world around them. We have a strong art program at Reading Elementary. During "Meet the Masters" assemblies five-six times per year, students are taught about the lives, talents and artistic disciplines of several world renowned artists. These introductory presentations help students create their own products under the direction of our art teacher. Sixth grade students have opportunities to learn instruments as part of our school orchestra. Our student council members meet weekly and offer service learning opportunities school-wide several times each year. A student-led yearbook committee creates a book to commemorate events throughout the year. Our school offers 3rd-6th grade students an opportunity to perform in a school musical. This year a cast of 100+ performed "Disney's Mulan Jr." for the school and during four sold-out evening performances. We consistently look for ways to enhance student learning through enrichment opportunities.

Commented [LT7]: Provide any other pertinent information about your school that wasn't addressed above. (COULD BE COPIED/MODIFIED FROM PRIOR YEAR PLAN)

Commented [LT8]: Provide any other pertinent information about your school that wasn't addressed above. (COULD BE COPIED/MODIFIED FROM PRIOR YEAR PLAN)

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

- One hundred students participated in the school musical “Disney’s Mulan Jr.”
- Reading Elementary has partnered with the Utah State Board of Education and EdDirection to improve student achievement with Assessment to Achievement.
- Hundreds of needy children in Davis County received gloves, hats, scarves and coats donated to our school’s “Winter Warming Tree” service learning project.
- The Bountiful Food Pantry received 393 complete pantry packs to distribute to needy students as a result of our school’s “Be a Hero” service learning project.
- Students participated at the school and district levels of “Battle of the Books”, the Constitution Bowl, the spelling bee and the science fair.
- Students received awards at the school, district, region and state levels of the Reflections arts contest sponsored by the Utah PTA.
- Brittany Brimhall, 5th grade, was named the “Teacher of Tomorrow Award Winner” sponsored by the University of Phoenix. This award recognized Brittany as one of the ten most promising first-year teachers in the state.
- Scott Hughes was named the National Distinguished Principal of the Year for Davis District.

AREAS OF RECENT IMPROVEMENT

Commented [LT9]: Provide specific examples illustrating ways that your school has demonstrated excellence.

SAGE Results Over Time for READING SCHOOL

Test Subject	2014	2015	2016
Language Arts	58.0%	56.1%	60.5%
Mathematics	45.2%	52.9%	62.0%
Science	59.1%	57.7%	57.1%

Reading Elementary students in grades 3-6 have consistently demonstrated levels of proficiency higher than district averages. Our most significant increases in proficiency have come in the area of mathematics. Out of a possible 600 points on our state PACE Report, we have seen an increase from 323 to 390 points.

When compared to the 20 schools most demographically similar to Lucile C. Reading Elementary in 2014, our students’ median growth percentile (MGP) ranked only 15th of 20 in English Language Arts. The gap was even more severe in mathematics where Reading’s students’ MGP ranked 20th of 20 schools. During the past two school years, teachers have engaged in professional development and implemented a learning communities model under the framework of Assessment to Achievement. At the end of the 2015-16 school year, those same comparison reports showed Reading’s ranking for ELA moved up to 11th of 20 schools and the ranking in math moved from dead last up to 6th of 20 schools.

AREAS OF NEEDED IMPROVEMENT

SAGE: Our SAGE Concept Report shows the average scaled score for Reading Elementary students is higher than district average across grade levels and content areas with the following exceptions:

- 4th, 5th and 6th grade Writing
- 4th grade Science
 - ILO 1 Science Process and Thinking
 - ILO 3 Science Concepts and Principles
 - ILO 4 Scientific Communication
 - Fossils
 - Rocks, Soils and Plant Growth
 - Utah Wetlands, Forests and Deserts
 - Water Cycle
 - Weather
- 5th grade Science
 - Chemical and Physical Changes
 - ILO 3 Science Concepts and Principles

CRT: Spring 2016 CRT Results shows the average percentage correct for Reading Elementary students is higher than district averages across grade levels and content areas with the following exceptions:

- First grade Mathematics
 - Measurement and Data

DIBELS: While 89.61% of our third grade students were reading on grade level at the end of 2016, only 76.62% of first graders and 80.72% of Kindergarten students were at benchmark.

Commented [LT10]: Provide specific examples illustrating ways that the school has undergone improvement in the past 3 years.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2015-2016) SCHOOL IMPROVEMENT PLAN

Goal #1:

Increase the percentage of K-3 students scoring at or above the DIBELS end-of-year composite score benchmark from 88% to 89% (1.4% increase or approximately 3 students).

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

We did not meet this goal. The percentage of Kindergarten through 3rd grade students meeting the benchmark was 83.54%, not meeting the goal of 89%. The EOY DIBELS scores for each grade level in 2016 were as follows:

- Kindergarten = 80.72%
- First grade = 76.62%
- Second grade = 87.06%
- Third grade = 89.61%

Commented [LT11]: If goal was not met, provide an explanation as well as any needed steps in a future plan.

Goal #2:

Reduce the percentage of students who are chronically absent (10% or more days missed) from 3% to 1% (2% reduction or approximately 13 students).

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

We ended the school year with a total of 15 students meeting the criteria of chronic absenteeism.

Commented [LT12]: If goal was not met, provide an explanation as well as any needed steps in a future plan.

Goal #3:

Teachers will participate in the USOE Assessment to Achievement professional learning.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Our School Transformation Team attended training sessions on A2A and brought this information back to share with grade level teams. We've participated in site visits with USBE and EdDirection partners three times during the school year. Our CTT meetings were held every Friday morning, allowing grade level teams to analyze data and develop common formative assessments.

Commented [LT13]: If goal was not met, provide an explanation as well as any needed steps in a future plan.

Goal #4:

Grades 3rd – 6th SAGE, Math scores will increase from 45% to 47% which is an average of 2.5 students per grade level.

- Met Goal (*comments optional*)
- Did Not Meet Goal (*comments required*)

Comments:

Reading Elementary met and exceeded this goal. Data from Utah's SAGE Portal shows the following proficiency results in the area of Mathematics:

Commented [LT14]: If goal was not met, provide an explanation as well as any needed steps in a future plan.

- 3rd grade = 79% proficient
- 4th grade = 62% proficient
- 5th grade = 63% proficient
- 6th grade = 46% proficient

Goal #5:

Implementation of a STEM afterschool program that will involve 4-6 grade students.

- Met Goal (*comments optional*)
- Did Not Meet Goal (*comments required*)

Comments:

Mrs. Christy Neid-Campos organized a STEM Club after school that was offered as a district-approved EXCEL course for students in grades 4-6. Basic robotics were taught, along with other grade level science content and hands-on experiments.

Commented [LT15]: If goal was not met, provide an explanation as well as any needed steps in a future plan.

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2016-2017) SCHOOL IMPROVEMENT PLAN

Goal #1 (Student Achievement):

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 83% in 2016 to 84% in 2017 (1% increase or approximately 5 students.)

Progressing according to plan

Not progressing according to plan

Comments:

We did not achieve this goal. DIBELS MOY reports show the following results:

- 78% of students met the benchmark
- 9% of students tested below benchmark
- 13% of students tested well below benchmark

When we found we had not met the goal, grade level teams identified individual names of students not meeting benchmark and created concept-specific interventions. Our administrative intern and English Language Arts coordinator offered professional development to lower grade teachers about the district drill-down model and grade level learning routines. Our first grade teacher assistant adjusted her schedule to allow her to work with struggling Kindergarten students as well. We set a new school goal to meet or exceed last year's EOY DIBELS benchmark proficiency results.

Commented [LT16]: Summarize progress relative to the goal.

Goal #2 (College, Career, and Community Readiness):

Reduce the percentage of students who are chronically absent (10% or more days with unexcused absences) from 4% to 2% (2% reduction or approximately 12 students.)

Progressing according to plan

Not progressing according to plan

Comments:

We are unlikely to meet this goal for the 2016-17 school year. Fourteen students (2.7%) currently meet the criteria for chronic absenteeism and another eight students have at least 15 absences. Tools available in Encore have been used for tracking and helped us notify parents when their children were at risk for chronic absenteeism (reaching benchmarks at 5, 10 and 15 absences).

Commented [LT17]: Summarize progress relative to the goal.

Goal #3 (Quality Staffing):

The Evaluate Data observation and summative evaluation allows administrators to really understand the teaching strengths and weaknesses of their staff. Professional development and one-to-one remediation can take place in which teacher instruction may be improved which in turn will impact student learning.

Progressing according to plan

Not progressing according to plan

Comments:

Teachers have used the Evaluate Davis system to complete self-assessments, set personal goals and create individualized professional development plans. New parent and student survey data is now available for teachers to review and reflect upon prior to completion of summative evaluations. All teachers will be observed three times (four times for provisional teachers) during the school year. Administrators have acknowledged each teachers' strengths by leaving meaningful feedback during observations. Whenever concerns arise in teachers' practice or planning, administrators work together to address the concerns and help teachers create an action plan for improvement.

Goal #4:

Teaching staff will participate in the USOE sponsored Assessment to Achievement project.

Progressing according to plan

Not progressing according to plan

Comments:

We have recently completed year two of our Assessment to Achievement program, partnering with EdDirection and the Utah State Board of Education. This partnership included a three-day summer training for members of our school transformation team. We also attended trainings four times during the school year and hosted site visits three times. Teachers observed one another's classrooms to gather data on implementation of our instructional-based teaching strategies of Feedback and Questioning. We met in weekly CTT meetings to review standards, develop common formative assessments and allow data to drive instruction. Our partnership has been beneficial to the teachers and students at Reading Elementary, and we are excited to move toward the Davis Collaborative Team model for the 2017-18 school year.

Commented [LT18]: Summarize progress relative to the goal.

Goal #5:

All teachers will have upgraded technology equipment to access and implement the curriculum and to provide assessments in the determination of student learning.

Progressing according to plan

Not progressing according to plan

Comments:

All Kindergarten, first grade and second grade classrooms now have a mounted television. All classrooms have mounted projectors and document cameras to support learning. Staff computers were refreshed this year, and students have access to computers no older than four years. Students have access to online learning platforms such as Imagine Learning, iReady and Think Through Math. These programs allow teachers to individualize instruction for students, allowing both intervention opportunities for those who struggle and enrichment for those who excel. Digital learning is an exciting way to meet students' needs at higher levels. Our teachers are also participating in individualized digital learning through the Microsoft Innovative Educator modules. We anticipate refreshing computers in two of our student labs for 2017-18 using district and school funds.

Commented [LT19]: Summarize progress relative to the goal.

Goal #6:

There was no goal #6. (No report required.)

Progressing according to plan

Not progressing according to plan

Comments:

Commented [LT20]: Summarize progress relative to the goal.

LAND TRUST FUNDING PROJECTIONS

REPORT ON CURRENT YEAR (2016-2017) LAND TRUST SPENDING

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Commented [LT21]: Provide a brief update about how current year LAND Trust funding is being used.

CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2016-2017	\$38,505.00
B - Estimated total spending during 2016-2017.....	\$37,751.53
C - Expected carryover from 2016-2017 to 2017-2018.....	\$753.47
D - Projected new funding for 2017-2018	\$48,867.00
E - Total projected funding for 2017-2018	\$49,620.47

Commented [LT22]: Enter the total of estimated expenses for the current school year (including to date spending and any expected spending prior to June 30).

Commented [LT23]: Subtract line B from Line A and enter result on Line C.

Commented [LT24]: Add lines C and D and enter result on line E. Also enter the result on line G of the "Additional Land Trust Questions" section at the end of the plan.

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1: LITERACY

Students in third through sixth grades will earn writing subscores on the English Language Arts SAGE assessment that meet or exceed district averages.

Commented [LT25]: Type goal text here.

District Goal Area:

- Literacy
- STEM
- School Identified Area:
- Ready for Success at the next level
- Teaching for Learning

Commented [LT26]: Describe the goal area.

Academic area(s) addressed by the goal:

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- World Languages

Measures to determine progress/successful completion of the goal:

Success will be determined by ELA Writing subscore results following the 2017-18 administration of SAGE.

Commented [LT27]: Describe measures that will be used to determine goal progress/successful completion.

Action Plan:

Teachers will use online tools such as Utah Compose and SAGE Writing Benchmarks to prepare students for the assessments. Teachers will participate in grade-level specific professional development offered by the curriculum department of Davis District and/or UEN. Periodic common formative assessments will be developed and reviewed in Davis Collaborative Team meetings. Students who struggle with writing will receive timely intervention. Our English Language Arts Coordinator will support teachers and students throughout this process.

Commented [LT28]: Outline the steps of the action plan to reach the goal.

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

- Yes (complete the budget sections below)
- No (skip the budget section below)

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

Yes (answer the next question)

No (skip the next question)

Explain how these efforts directly affect student achievement.

Commented [LT29]: Provide an explanation on the behavior/character education/leadership efforts for this goal. Expenses can't exceed 5,000.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$1250	These funds will be set aside to support Professional Development efforts in the area of writing. It will be used to pay for substitutes to cover classes while teachers attend half-day writing training (approximately \$50 per substitute).
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$1250	

GOAL #2: LITERACY

Ninety percent of Kindergarten through 3rd grade students will show “typical progress”, “above typical progress” or “well above typical progress” on end of year DIBELS Pathways to Progress.

Commented [LT30]: Type goal text here.

District Goal Area:

- Literacy Ready for Success at the next level
- STEM Teaching for Learning
- School Identified Area: _____

Commented [LT31]: Describe the goal area.

Academic area(s) addressed by the goal:

- Reading Technology Social Studies
- Mathematics Science Health
- Writing Fine Arts World Languages

Measures to determine progress/successful completion of the goal:

Success will be determined by DIBELS Pathways to Progress Reports available following the 2017-18 EOY benchmark administration.

Commented [LT32]: Describe measures that will be used to determine goal progress/successful completion.

Action Plan:

Kindergarten through third grade students will participate in DIBELS benchmark assessments three times per year. Teachers will use this data to identify struggling readers. Targeted interventions will be provided by classroom teachers, teacher assistants and STAR reading tutors. Professional Development in DIBELS Pathways to Progress will be provided by our ELA Coordinator and/or the district assessment department. Teachers will meet in weekly or bi-weekly Davis Collaborative Team meetings to analyze data and develop common formative assessments.

Commented [LT33]: Outline the steps of the action plan to reach the goal.

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

- Yes (complete the budget sections below)
- No (skip the budget section below)

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

Yes (answer the next question)

No (skip the next question)

Explain how these efforts directly affect student achievement.

Commented [LT34]: Provide an explanation on the behavior/character education/leadership efforts for this goal. Expenses can't exceed 5,000.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$18961	Kindergarten through 2 nd grade teachers will have access to a teacher assistant 45 minutes per day, four days per week. A part-time teacher assistant will be hired to coordinate the STAR reading program.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$18961	

GOAL #3: STEM

Reading Elementary will rank 8th or higher for proficiency and MGP in both Science and Mathematics when compared to similar schools across the state.

Commented [LT35]: Type goal text here.

District Goal Area:

- Literacy
- STEM
- School Identified Area: _____
- Ready for Success at the next level
- Teaching for Learning

Commented [LT36]: Describe the goal area.

Academic area(s) addressed by the goal:

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- World Languages

Measures to determine progress/successful completion of the goal:

Success will be determined by the Similar Schools reports available on the USBE Data Gateway following 2017-18 SAGE administration.

Commented [LT37]: Describe measures that will be used to determine goal progress/successful completion.

Action Plan:

Teachers will use DESK Standards for math and science to guide lesson development. The K-2 math curriculum and 3-6 Advantage Math program will be implemented with fidelity. Students will take SAGE benchmarks throughout the school year. Teachers will analyze this SAGE benchmark data during Davis Collaborative Team meetings to determine appropriate interventions for struggling students. A STEM Coordinator will be hired to develop enrichment opportunities in science and math across grade levels. Math tutors will help classroom teachers provide interventions. Students will use online learning platforms, like Think Through Math, to personalize instruction. An after-school STEM Club will offer opportunities for students to conduct grade-level science experiments, explore engineering concepts, learn basic robotics and coding skills and increase skills in technology.

Commented [LT38]: Outline the steps of the action plan to reach the goal.

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

- Yes (complete the budget sections below)
- No (skip the budget section below)

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

- Yes (answer the next question)
- No (skip the next question)

Explain how these efforts directly affect student achievement.

Commented [LT39]: Provide an explanation on the behavior/character education/leadership efforts for this goal. Expenses can't exceed 5,000.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$20381	Third through sixth grade classes will have access to part-time math tutors 45 minutes per day, four days per week. A STEM Coordinator will be hired for 15 hours per week to provide STEM learning activities across grade levels. Stipends will be given to teachers who coordinate after school STEM Clubs and/or STEM Family Nights.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Travel	\$	\$	
General Supplies	\$	\$3000	These funds will be used to purchase materials and supplies to support STEM learning.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Equipment	\$	\$3000	Technology purchases to support STEM learning.
Total	\$	\$26381	

GOAL #4: TEACHING FOR LEARNING

Reading Elementary will transition from USBE’s Assessment to Achievement model to the Davis Collaborative Team model with two specific areas of focus:

- improving data analysis and use of common formative assessments
- promoting skillful use of questioning as an evidence-based instructional strategy

Commented [LT40]: Type goal text here.

District Goal Area:

- Literacy
 Ready for Success at the next level
 STEM
 Teaching for Learning
 School Identified Area: _____

Commented [LT41]: Describe the goal area.

Academic area(s) addressed by the goal:

- Reading
 Technology
 Social Studies
 Mathematics
 Science
 Health
 Writing
 Fine Arts
 World Languages

Measures to determine progress/successful completion of the goal:

Each grade level team will develop a minimum of two common formative assessments monthly. District PDPro materials on Questioning will be embedded in our school professional development a minimum of one time per month.

Commented [LT42]: Describe measures that will be used to determine goal progress/successful completion.

Action Plan:

A team of 10 will be invited to attend a Solution Tree PLC conference during the summer of 2017. This team will then create a formal DCT implementation plan. All teachers will read Now That’s a Good Question! How to Promote Cognitive Rigor Through Classroom Questioning by Erik M. Francis. Ideas from this book will be shared at DCT meetings throughout the year.

Commented [LT43]: Outline the steps of the action plan to reach the goal.

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

- Yes (complete the budget sections below)
 No (skip the budget section below)

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

Yes (answer the next question)

No (skip the next question)

Explain how these efforts directly affect student achievement.

Commented [LT44]: Provide an explanation on the behavior/character education/leadership efforts for this goal. Expenses can't exceed 5,000.

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$2000	A stipend of \$200 will be paid to our school leadership team charged with implemented DCTs during the 2017-18 school year.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$665.75	25 copies of "Now That's a Good Question!" by Erik M. Francis (These are currently listed at \$26.63 each on Amazon.com)
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$2665.75	

GOAL #5: N/A

|-----

Commented [LT45]: Type goal text here.

District Goal Area:

- Literacy
- STEM
- School Identified Area: |-----
- Ready for Success at the next level
- Teaching for Learning

Commented [LT46]: Describe the goal area.

Academic area(s) addressed by the goal:

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- World Languages

Measures to determine progress/successful completion of the goal:

|-----

Commented [LT47]: Describe measures that will be used to determine goal progress/successful completion.

Action Plan:

|-----

Commented [LT48]: Outline the steps of the action plan to reach the goal.

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

- Yes *(complete the budget sections below)*
- No *(skip the budget section below)*

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

- Yes *(answer the next question)*
- No *(skip the next question)*

Explain how these efforts directly affect student achievement.

|-----

Commented [LT49]: Provide an explanation on the behavior/character education/leadership efforts for this goal. Expenses can't exceed 5,000.

Planned LAND Trust Expenses for Goal #5

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$	

GOAL #6: N/A

|-----

Commented [LT50]: Type goal text here.

District Goal Area:

- Literacy
- STEM
- School Identified Area: |-----
- Ready for Success at the next level
- Teaching for Learning

Commented [LT51]: Describe the goal area.

Academic area(s) addressed by the goal:

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- World Languages

Measures to determine progress/successful completion of the goal:

|-----

Commented [LT52]: Describe measures that will be used to determine goal progress/successful completion.

Action Plan:

|-----

Commented [LT53]: Outline the steps of the action plan to reach the goal.

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

- Yes (complete the budget sections below)
- No (skip the budget section below)

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

- Yes (answer the next question)
- No (skip the next question)

Explain how these efforts directly affect student achievement.

|-----

Commented [LT54]: Provide an explanation on the behavior/character education/leadership efforts for this goal. Expenses can't exceed 5,000.

Planned LAND Trust Expenses for Goal #6

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

F - Projected new funding for 2017-2018..... \$48,867.00

G - Total projected funding for 2017-2018..... \$49,620.47

H - Total planned expenditures for 2017-2018..... \$49,257.75

I - Planned carryover after 2017-2018..... \$362.72

J - Is planned carryover more than 10% of projected new funds? Yes No

Commented [LT55]: Obtain this number from line E in the LAND Trust Funding Projections section above.

Commented [LT56]: Add the total planned expenditures from each goal and enter the result here.

Commented [LT57]: Subtract line H from line G.

Commented [LT58]: Divide line I by line F. If the result is 0.10 or larger, then "Yes".

PLAN FOR CARRYOVER IN EXCESS OF 10% (Skip if answer to prior question was "No")

Commented [LT59]: Explain the reason for excessive carryover. Carryover should be planned for a specific future need and not used as a savings account.

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

If the school receives more than the projected distribution, our SCC recommends:

- purchasing new technology
- increasing professional development opportunities for teachers by either providing substitute teachers or paying stipends to attend after school PD
- funding additional tutoring hours
- purchasing additional STEM materials
- allowing teachers to write school-level grants to meet personal goals in Evaluate Davis or any of the School Improvement Plan goals listed above

Commented [LT60]: If the school receives more than the projected funding, how will the school use the additional funds?

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- Letters to policy makers
- School assembly
- School website
- Other (please explain) _____
- Labels to identify LAND Trust purchases
- School newsletter
- School marquee

Commented [LT61]: Explain "other"

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: April 20, 2017 |

Commented [LT62]: Enter date that the community council voted to approve this plan.

Number who approved: TBD |

Commented [LT63]: Enter number who approved.

Number who did not approve: TBD |

Commented [LT64]: Enter number who did not approve.

Number who were absent or abstained: TBD |

Commented [LT65]: Enter number who were absent or abstained.