



# COMPOSITE SCHOOL PLAN

HOLT ELEMENTARY - SY 2021

PRINCIPAL DARYL FLUCKIGER

## SCHOOL 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 Holt Elementary is to promote the mission of learning first for all. To accomplish our purpose, we strive for high achievement in all subject areas. We collaborate and review data to create an environment that allows for continuous academic growth for each student. We provide a safe productive environment where teachers are engaged in effective teaching, using a variety of research based instructional strategies. Students are actively engaged in learning. Teachers are highly trained to teach the DESK standards to accomplish our goals. Holt Elementary invites and encourages community involvement and parental support for the benefit of our students.

# DESCRIPTION OF THE SCHOOL

## COMMUNITY

Holt Elementary is a Title I residential school located at 448 N. 1000 W. in Clearfield, Utah. The neighborhood is comprised of single family homes, townhouses, and trailer homes.

## STUDENT BODY

Holt's student population consists of 449 K-6 students and 40 preschool students comprised of the following demographics: 296 are Caucasian, 136 Hispanic/Latino, 2 Native American, 6 Asian, 5 African American, and 15 Pacific Islander. Of the student body, and 48.5% are economically disadvantaged (qualifying for free/and or reduced lunch).

## STAFF

Our staff consists of 22 highly qualified certified teachers, including the following: 2 special education, 1 speech, 0.5 psychologist, 0.5 instructional math coach, 0.5 instructional language arts coach and 1 counselor. Holt also employs highly dedicated classified employees and paraprofessionals including school secretaries, custodians, cooks, media specialist, music, physical education, coding/computer, reading, math, and special education TA's.

## SCHOOL CULTURE

Our school culture consists of a triangle made up of parents, teachers and students working together to promote Learning First. Teachers use formative and summative assessments to teach, reteach, and enrich student learning. Interventions are designed to meet the individual needs of students. Students who are assessed as below proficiency in the curriculum areas of reading and math are given interventions to support and encourage growth. It is our philosophy to develop trust and rapport among students and parents alike. We encourage parent involvement in the PTA and the School Community Council. Collaboration is encouraged by the administration and parents to build unity and cohesiveness. Volunteers are encouraged and involved in supporting classrooms.

## UNIQUE FEATURES & CHALLENGES

The Holt school community is comprised of families from a variety of socioeconomic levels. Due to the number of students coming from economically disadvantaged homes, Holt is designated as a Federal Title I school and receives Title I funds. Families are faced with a variety of challenges that typically accompany dynamics of a low-income community. Some of our students come from homes where English is not the primary language. We strive to communicate with all families to keep them involved. Holt has a supportive PTA and Community Council.

## ADDITIONAL INFORMATION

Students at Holt Elementary are involved in MESA and the Hill Air Force STEM StarBase program. We also have a school play that is highly attended as well as a school choir. We are looking to add additional after school programs to offer more opportunities for our students.

Holt also has a Title 1 and a Head Start preschool.

# NEEDS ANALYSIS

## NOTABLE ACHIEVEMENTS

- Holt provides a six week Summer School Program
- We participate in the district Battle of the Books Reading Program
- Our 6th graders participate in MESA Club
- Holt has the Holt Harmony Choir
- Holt offers students the opportunity to participate in a school play every year
- Our teachers participate in a weekly grade level PLC

## AREAS OF RECENT IMPROVEMENT

According to 2019-2020 Acadience data, our proficiency levels for k-3 went from 47% of students proficient at the beginning of the year to 54% of students proficient at the middle of the year. That is a 7% increase. The average district increase during this time was 4%.

Our school has implemented several positive student behavior initiatives this year. These include The 200 Club, Student of the Week, and Caught Being Kind. We have seen a decrease in office referrals from the beginning of the year to the middle of the year.

Teachers meet for a weekly PLC on Friday. During this time teachers have worked on identifying essential standards, I Can statements and common assessments. This will ensure we are prepared to move into student data analysis next school year.

Our professional development for this school year has focused on student engagement and questioning. Based on observation data, there has been an improvement in both of these areas.

## AREAS OF NEEDED IMPROVEMENT

Based on the RISE data from 2017-2018 and 2018-2019, Holt has been identified as a turnaround school by the state. We will have a needs assessment/root cause analysis conducted by an outside agency this spring. This will help to pin point our specific areas of need. Once this data is received, a team will meet to develop a school wide improvement plan. This will drive our professional development for next school year.

# PRIOR YEAR STATUS REPORT

## REPORT PROGRESS ON PRIOR YEAR 2019 COMPOSITE SCHOOL PLAN

### **PRIOR YEAR 2019 GOAL #1 :**

Increase the percent of K-3 students scoring at/above benchmark on middle of year Acadience by 2%.

*Did Not Meet Goal (comments required)*

Comments:

The percentage of k-3 students scoring at or above the middle of year Acadience benchmark was 56% compared to 55% the previous year. That is a 1% increase.

### **PRIOR YEAR 2019 GOAL #2:**

Students in grades 4th-6th will improve Literacy proficiency rate of 5% on the RISE end of level assessments.

*Did Not Meet Goal (comments required)*

Comments:

According to end of year RISE testing, Holt had 23% of students proficient in Language Arts during the 2018-2019 school year. This is a 3% decrease from the previous year.

### **PRIOR YEAR 2019 GOAL #3:**

Increase number of students proficient in Math by 5% at grade levels 3rd -6th according to the end of year RISE assessment.

*Did Not Meet Goal (comments required)*

Comments:

According to end of year RISE testing, Holt had 26% of students proficient in Math during the 2018-2019 school year. This is a 4% decrease from the previous year.

## **PRIOR YEAR 2019 GOAL #4:**

Increase student and teacher access to technology for blended learning/STEM.

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*Met Goal (comments optional)*

Comments:

We have one to one device access for students and several teams incorporate STEM activities throughout the week.

# CURRENT YEAR PROGRESS REPORT

## REPORT PROGRESS ON CURRENT YEAR 2020 COMPOSITE SCHOOL PLAN

### **CURRENT YEAR 2020 GOAL #1:**

Increase the percent of K-3 students scoring at/above benchmark on middle of year Acadience by 2%.

*Not progressing according to plan*

#### Comments:

The percentage of k-3 students scoring at or above the middle of year Acadience benchmark was 54% compared to 56% the previous year. That is a 2% decrease.

It should be noted our beginning of year Acadience percent proficient percentage was 5% lower than the previous year.

### **CURRENT YEAR 2020 GOAL #2:**

Increase number of students proficient in Math by 5% in grades 3rd-6th according to the RISE end of year assessment.

*Progressing according to plan*

#### Comments:

Teachers are collaborating and providing students with essential standards in math. They are also providing interventions for struggling students.

### **CURRENT YEAR 2020 GOAL #3:**

Increase student and teacher access to technology for blended learning/STEM.

*Progressing according to plan*

#### Comments:

We have purchased several items for our STEM room and teachers have been using several new programs to provide blended learning. Our next step in this process will be to have our STEM teacher collaborate with our grade level teachers to incorporate more STEM into every day lessons.

## **CURRENT YEAR 2020 GOAL #4:**

Increase parent and community involvement by conducting special night events.

*Progressing according to plan*

### Comments:

We have provided opportunities for parents to be at the school and involved in their child's schooling. Some of these events include a community resource night, Festival of Books, school play community performance, school choir parent performance, Hero Day and VIP lunch.



# LAND TRUST FUNDING PROJECTIONS

A - Carryover funds from prior year 2019	\$ 5,375.84
B - Allocated new funds for current year 2020	\$ 50,476.00
C - TOTAL Budget for current year 2020	\$ 55,851.84
D - Projected spending during current year 2020	\$ 52,000.00
E - Expected carryover from current year 2020	\$ 3,851.84
F - Projected new funding for next year 2021	\$ 56,537.00
<b>G - Total projected funding for next year 2021</b>	<b>\$ 60,388.84</b>

# GOALS AND PLANNED ACTIONS / RESOURCES

## 2021 NEW GOAL #1:

We will increase the percentage of K-3 students scoring at or above Acadience end-of-year composite score benchmark by 6%. We will also increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE English Language Arts by 8% compared with the previous year data. This will include 80% of students showing at least one year of growth according to the RISE data.

### **District Strategic Plan Area:**

Student Growth & Achievement,

### **Academic area(s) addressed by the goal:**

Reading, Writing,

### **Measures to determine progress/successful completion of the goal:**

Acadience testing, progress monitoring, benchmark testing, running records measuring student accuracy and comprehension

### **Action Plan:**

1. Teachers will receive two days during the year to benchmark students in reading. Substitutes will be provided.
2. Each teacher will have tutors come into their classroom, or students pulled to our reading room, daily during “power hour” to work on appropriate interventions based on student need.
3. Below level students will be targeted and tracked during weekly collaboration by teachers. Interventions will also be discussed and implemented during this time.
4. Monthly data team meetings will involve a grade level discussion of struggling readers using reading data to determine appropriate interventions. Substitutes will be provided.
5. Teachers will observe other teachers during their instruction time to watch best practices. A substitute will be provided to cover their class during the observation.

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

Yes (complete the budget sections)

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

No (skip the budget section)

**Explain how these efforts directly affect student achievement.**

**Planned LAND Trust Expenses for Goal #1**

<b>Budget Category</b>	<b>Expenditures</b> <i>Academic</i>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Description</b>
Salaries & Benefits (100 and 200)	\$ 45,000.00	\$ .00	Substitutes for benchmarking, observations, and tutor salaries.
Professional and Technical Services (300)	\$ .00	\$ .00	
Repairs & Maintenance (400)	\$ .00	\$ .00	
Printing	\$ .00	\$ .00	
Transportation/Admission/Per Diem (510, 530, 580)	\$ .00	\$ .00	
General Supplies (610)	\$ .00	\$ .00	
Textbooks (641)	\$ .00	\$ .00	
Online Curriculum or Subscriptions (642)	\$ .00	\$ .00	
Library Books (644)	\$ .00	\$ .00	
Software (670) / Technology Hardware < \$5000 (650)	\$ .00	\$ .00	
Technology Equipment > \$5000 (734)	\$ .00	\$ .00	
Equipment < \$5000 (730)	\$ .00	\$ .00	
<b>Total</b>	<b>\$ 45,000.00</b>	<b>\$ .00</b>	
<b>GOAL TOTAL:</b>	<b>\$45,000.00</b>		

## 2021 NEW GOAL #2:

We will increase the end-of-year percentage of students in 3rd through 6th grade proficiency levels according to RISE Math and RISE Science scores by 8% compared with the previous year data. This will include 80% of students showing at least one year of growth according to the RISE data.

### **District Strategic Plan Area:**

Student Growth & Achievement,

### **Academic area(s) addressed by the goal:**

Mathematics, Science, Technology,

### **Measures to determine progress/successful completion of the goal:**

RISE, common assessments, classroom data

### **Action Plan:**

1. Grade level teams will be given three curriculum planning days during the year to work on their curriculum maps and assessments. Substitutes will be provided.
2. Teachers will observe other teachers integrating content across subject areas. Substitutes will be provided.
3. A specialist will be hired to assist students and teachers with the integration of STEM.
4. Technology carts and will be purchased to house laptops and iPads for classrooms. Devices will also be purchased. This equipment will help with daily math, science, and language arts instruction.
5. Technology licenses for students will be purchased to assist with our math program. Our school will be purchasing Ready Math for next school year so our licenses will be for i-Ready.

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

Yes (complete the budget section)

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

No (skip the budget section)

### **Explain how these efforts directly affect student achievement.**

## Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 10,000.00	\$ .00	Substitues for planning days, STEM Tutor
Professional and Technical Services (300)	\$ .00	\$ .00	
Repairs & Maintenance (400)	\$ .00	\$ .00	
Printing	\$ .00	\$ .00	
Transportation/Admission/Per Diem (510, 530, 580)	\$ .00	\$ .00	
General Supplies (610)	\$ .00	\$ .00	
Textbooks (641)	\$ .00	\$ .00	
Online Curriculum or Subscriptions (642)	\$ .00	\$ .00	
Library Books (644)	\$ .00	\$ .00	
Software (670) / Technology Hardware < \$5000 (650)	\$ 5,000.00	\$ .00	Carts, math licences, devices
Technology Equipment > \$5000 (734)	\$ .00	\$ .00	
Equipment < \$5000 (730)	\$ .00	\$ .00	
<b>Total</b>	<b>\$ 15,000.00</b>	<b>\$ .00</b>	
<b>GOAL TOTAL:</b>	<b>\$15,000.00</b>		

# ADDITIONAL LAND TRUST QUESTIONS

## SUMMARY OF PLANNED EXPENDITURES

H - Projected new funding for next year 2021	\$ 56,537.00
I - Total projected funding for next year 2021	\$ 60,388.84
J - Total planned expenditures for next year 2021	-\$ 60,000.00
K - Planned carryover into following year 2022	\$ 388.84
L - Is planned carryover more than 10% of projected new funds?	No

**PLAN FOR CARRYOVER IN EXCESS OF 10% (SKIP IF ANSWER TO PRIOR QUESTION WAS “No”)**

## PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

School website, School newsletter,

**If Other: Please explain**

We will go over the plan with parents at Back to School Night.

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: March 26, 2020

Number who approved: 8

Number who did not approve: 8

Number who were absent or abstained: 0

# ADDITIONAL ITEMS REQUIRED FOR TITLE I SCHOOLS

## 1. COMPREHENSIVE NEEDS ASSESSMENT

See “Needs Analysis” section above.

## 2. SCHOOLWIDE REFORM STRATEGIES

Which of the following schoolwide reform strategies are in use at the school?

Professional Learning Communities/Davis Collaborative Teams, Collaborative Coaching,  
Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

Our grade level teams meet weekly on Friday to determine essential standards, create I Can statements and common assessments and discuss student data.

After each observation, a post conference is held with each teacher to discuss strengths and their next steps in professional development.

Professional development is provided twice a month based on teacher need. Teacher need is determined by administration's observations.

Our reading and math coach meet with teachers to provide support and professional development.

## 3. INSTRUCTION BY HIGHLY QUALIFIED INSTRUCTORS

The school will provide this information to Federal Programs by October 1st.

## 4. PROFESSIONAL DEVELOPMENT PLAN

Holt's professional development for this school year has been focused on student engagement and questioning strategies. This is provided at faculty meeting and followed up in observations by administration as well as support provided by our math and reading coaches.

## 5. RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED INSTRUCTORS

Districtwide practices for recruiting and retaining highly qualified instructors include the following:

- Hire early in the year when more candidates are available.
- Offer high quality professional development opportunities.



- Provide for smaller classes in title I schools.
- Offer additional technology in title I schools.

Additional schoolwide practices for recruiting and retaining highly qualified instructors include the following:

Develop strong grade level teams that work together closely in PLC.

## 6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the LAND Trust 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 LAND Trust 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:

Providing after school programs for parents to attend throughout the school year.

Providing community resources to parents.

## 7. TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL AND FROM ELEMENTARY SCHOOL TO JR. HIGH SCHOOL

Districtwide practices for transition include the following:

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.
- Letters are sent to the homes of preschool children.
- Elementary schools communicate annually with junior high schools to facilitate 6<sup>th</sup>-7<sup>th</sup> grade transitions.
- School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.
- Principal visits Head Start and Title I Preschools during the year to meet the students.
- Parents and preschoolers are invited to a kindergarten round-up.
- Parents and preschoolers are provided materials to prepare for kindergarten.
- Junior high school counselors meet with students to plan schedules and facilitate 6<sup>th</sup>-7<sup>th</sup> grade transitions.

Additional schoolwide practices for transition include the following:

## 8. DECISIONS REGARDING THE USE OF ASSESSMENTS

Districtwide assessment practices include the following:

- DIBELS
- McGraw-Hill assessments
- Grade level assessments
- State assessments
  - RISE
  - DLM
  - WIDA
- District assessments
  - Kindergarten Readiness Inventory (KEEP)
  - Kindergarten Inventory of Skills
  - 1<sup>st</sup> and 2<sup>nd</sup> Grade Language Arts CRTs
  - 1<sup>st</sup> and 2<sup>nd</sup> Grade Math CRTs
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.

Additional schoolwide practices for assessment include the following:

School wide reading benchmark testing is conducted twice a year individually with each student.

## 9. STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING ACHIEVEMENT STANDARDS

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:

## 10. COORDINATION OF BUDGETS

The school will provide this information to Federal Programs by October 1.