



Adams Elementary

Composite School Plan
2019-2020

Principal Jackie Corbridge

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.

A copy of Davis School District's Strategic Plan is included at the end of this document.

SCHOOL PURPOSE

The purpose of Adams Elementary is to promote the mission of learning first for all. To accomplish our purpose, we provide a thought-provoking environment where students can develop and enhance essential skills and knowledge. We meet the needs of all students by providing quality instruction that includes effective whole group instruction, assessment, diagnostic analysis, re-teaching, intervention, and individual plans where needed.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Adams Elementary is one of 62 elementary schools in Davis School District. Our address is 2200 East 2500 North East Layton. Our boundaries range from the south gate of Hill Air Force Base east to Highway 89. Due to our proximity to Hill Air Force Base, we have a variety of cultures in our school. Adams is also the home school for those living in Rolling Hills trailer park.

STUDENT BODY

Adams Elementary currently has 589 students. Our demographics are as follows: 84% white, 9% Hispanic, 3.7% multi-race, 1.1% native Hawaiian or other Pacific Islander, 1.1% Asian, .3% American Indian, 1.4% African American. 5.2% of the students are English Language Learners (ELL). 23.5% of our students receive free or reduced lunch.

STAFF

Adams Elementary currently employs 26 certified full-time educators and 3 certified part-time educators. 15 members of our staff are ESL endorsed and 9 have a master's degree or higher. Average teaching experience of our teachers is 14 years and the average time for these teachers at Adams Elementary is over 9 years. Adams has a functional skills preschool, a K-3 functional skills classroom, and a community preschool. Other staff includes a one-fourth-time counselor, a half-time assistant principal, and a one fourth-time school psychologist. Adams also employs two reading assistants to help with our Response to Intervention program and eight special education aides to help with our preschool and functional skills classrooms and one aide to help with our resource classrooms.

SCHOOL CULTURE

Staff and students at Adams Elementary strive to provide a safe environment for all students through anti-bullying programs, education, and the promotion of individual responsibility to create a bully free environment. Dedication to this environment lead to an atmosphere where students feel safe to learn. The staff at Adams Elementary is motivated and willing to implement practices that enhance student achievement. We know that technology is a dynamic resource to support instruction and can promote higher level thinking in all content areas. Teachers regularly assess and discuss all students on their grade level and effectively respond to the academic needs of those students.

UNIQUE FEATURES & CHALLENGES

Adams Elementary has worked hard to provide successful educational experiences for all children. We have limited funds to pay aides to support programs that help teachers deliver small group instruction. Adams also has limited funds for purchasing technology to be used to support classroom instruction.

Another challenge for Adams Elementary is a high level of mobility within our families.

ADDITIONAL INFORMATION

Many students come from single parent families. We also have a high percentage of students living with and being raised by grandparents.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Adams has been part of a grant from STEM Action Center where teachers have been trained in implementing the Engineering is Elementary lesson K-6. Fourth grade has begun to work with Lego We-Do kits and Boost building kits in preparation for fifth grade where students work with Robotics. Sixth graders have the opportunity to work with Spheros.

AREAS OF RECENT IMPROVEMENT

With the help of a grant from the STEM Action Center, all teachers at Adams have been trained on the Engineering is Elementary (EiE) design model. Teachers are implementing many of the concepts into their teaching of Science and Math.

Adams Elementary now houses an Infini-D lab. This is a hands on experience for students to use the math and Science concepts they are being taught, along with their interpersonal skills of collaboration to complete a mission.

AREAS OF NEEDED IMPROVEMENT

- * Increase DIBELS scores in grades K-3
- * Continue updating technology to access digital learning.
- *Flexible/improved seating and collaborative spaces.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

Prior Year Goal #1:

Seventy percent of students will show “typical” (or higher) progress on DIBELS pathway to progress during MOY assessment.

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

Comments:

The improvement made by the K-3 students was just below our target of 70%. Adams had 68% of students show "typical" (or Higher) progress on DIBELS which is up from the 54%

Prior Year Goal #2:

Students’ proficiency in Math will increase by 5% on the SAGE test.

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

Comments:

Prior Year Goal #3:

The percent of “evident” (or higher) ratings related to higher level thinking in classroom activities will increase by 10%.

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

Comments:

Prior Year Goal #4:

All grade levels will develop common assessments and evaluate data weekly.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR (2018-2019) SCHOOL IMPROVEMENT PLAN

Current Year Goal #1:

Seventy percent of students will show “typical” (or higher) progress on DIBELS pathway to

progress during MOY assessment.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #2:

Students’ proficiency in Math will increase by 5% on the SAGE test.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

We started a new Math program this year. We will not be taking the SAGE test this Spring. We will compare the SAGE scores from last year with the scores from the RISE tests this Spring.

Current Year Goal #3:

The percent of “evident” (or higher) ratings related to higher level thinking in classroom activities will increase by 10%.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #4:

All grade levels will develop common assessments and evaluate data weekly. Teams will meet on the average of twice a month in DCT meetings.

Progressing according to plan

Not progressing according to plan

Comments (optional):

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$29,820.00
B – Allocated new funds for 2018-2019	\$59,544.00
C – Total Budget for 2018-2019.....	\$89,364.00
D – Projected spending during 2018-2019.....	\$78500.00
E – Expected carryover from 2018-2019 to 2019-2020	\$10864.00
F – Projected new funding for 2019-2020	\$65,226.00
G – Total projected funding for 2019-2020	\$76090.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase the percentage of K-3 students scoring at or above the DIBELS MOY composite score benchmark from 65% in 2018-2019 to 68% in the 2019-2020 (increase of approximately 9 students.)

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

DIBELS Pathway to Progress

Action Plan:

All students instructed using professional and research based practices. Use of District Wonders and other resources to address DESK standards.

RTI aides will be hired to give instruction 4 days a week. Students will be identified by late September based on DIBELS, SRI, DAZE, and other assessment scores.

iPads will be purchased for individual and peer group work accessing Wonders online.

Through a summer library program, students will have the opportunity to check books out weekly. The librarian will be paid a stipend for her summer hours.

Second grade students will be instructed by a hired Keyboarding instructor to help with typing and writing skills.

Will LAND Trust funds be used to support the implementation of this goal? Yes *(complete the budget sections below)* No *(skip the budget sections 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.**

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$37000.00	RTI Aides, Keyboarding instructor, Summer Library
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$8000.00	iPads
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$45000.00	

GOAL #2:

Math scores in grades 2-6 will improve by 5% as reported on the GO Math MOY Assessment.

District Strategic Plan Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|--|--|
| <input type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Go Math MOY assessment 2018 compared to 2019.

Action Plan:

All students in grades 2-6 instructed in GO Math

Extra textbooks will be purchased allowing all students that move into the school during the year to have access to the Go Math program.

Implement GO Math in K-1.

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

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

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$1500.00	Extra books addressing mobility in the school.
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$1500.00	

GOAL #3:

Support and enhance the STEM program.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|--|--|
| <input type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

RISE Science EOY 2019 compared to RISE Science EOY 2020.

Power BI culture survey indicator 11 for 3-6 (students are rewarded for good behavior) currently is 52% in 2018-2019 will increase to 57% in 2019-2020. (Increase of 15 students)

Action Plan:

The lab will be under the direction of the STEM Instructor who will be paid through LAND Trust monies. K-6 will attend the Infini-D lab at least once a month to strengthen skills and promote growth in science areas.

STEM supplies and Lab licenses will be purchased.

Student Council will be established in the school. Character Education program will be implemented in all grades to recognize student's good behavior according to climate survey indicator 11.

Incorporate monthly character traits. Celebrate monthly those students that are exhibiting the monthly highlighted character trait. Establish a student council made up of 5th and 6th grade students. These students will motivate others through their examples, assemblies, and spirit Fridays. Stipend will be paid to the Student Council

Instructor. Character Ed books will be purchased using Land Trust monies. Treasure box supplies to reward good behaviors will be bought. Students chosen for Student Council will attend a conference.

Incorporate monthly character traits.

Celebrate monthly those students that are exhibiting the monthly highlighted character trait.

Establish a student council made up of 5th and 6th grade students. These students will motivate others through their examples, assemblies, and spirit Fridays.

Stipend will be paid to the Student Council Instructor.

Character Ed books will be purchased using Land Trust monies.

Treasure box supplies to reward good behaviors will be bought.

Students chosen for Student Council will attend a conference.

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

Yes *(complete the budget sections below)*

No *(skip the budget sections 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.

Students that feel safe at school will perform better in the classroom. Students having more of a voice in the school decisions will give students more ownership in their learning and achievement.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$16,623.00	5.9 STEM aide 178 days Stipend for Student Council leader \$1500

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$6,700.00	STEM supplies \$3,000 Character books, Student Council Conference, treasure box, lunch with the principal. \$3,700
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$4,000.00	Infini-D lab licenses
Equipment	\$	\$	
Total	\$	\$27,323.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$65,226.00
- I – Total projected funding for 2019-2020\$76090.00
- J – Total planned expenditures for 2019-2020\$73823.00
- K – Planned carryover into 2020-2021 \$2267.00
- L – Is planned carryover more than 10% of projected new funds?

- Yes No

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

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

- Enhance technology that supports goal #1.
- Hire additional aide or increase hours to accommodate goals 1 or 3 as needed.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> Letters to policy makers | <input checked="" type="checkbox"/> School newsletter |
| <input type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website |
| <input type="checkbox"/> School assembly | <input checked="" type="checkbox"/> School marquee |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/28/2019**

Number who approved: **10**

Number who did not approve: **0**

Number who were absent or abstained: **0**

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

Davis School District provides an environment where growth and learning flourish.

MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

OUR PLAN

CULTURE

Davis School District promotes a healthy, respectful, and collaborative culture.

- Teach and model personal accountability
 - Promote a growth mindset
 - Create an environment of respect
- Demonstrate exemplary customer service from all employees

STUDENT GROWTH & ACHIEVEMENT

Davis School District provides an innovative, relevant, well-rounded education for each student.

- Focus on individual student growth and achievement
 - Provide well-rounded curriculum including character and life skills
 - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

PARENT & COMMUNITY CONNECTIONS



EMPOWERED EMPLOYEES

Davis School District employees are valued, supported, and appreciated.

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning

EMPOWERED EMPLOYEES

FISCAL RESPONSIBILITY

Davis School District provides for oversight and efficient use of public and private funds.

- Provide internal and external oversight
- Provide ongoing training in fiscal management
 - Operate finances with transparency
 - Align fiscal resources with Board goals.

FISCAL RESPONSIBILITY

SAFETY & SECURITY

Davis School District creates an environment where physical and emotional safety are paramount.

- Provide safe and secure physical spaces
- Value stakeholder voices
 - Foster a welcoming environment
- Establish and communicate safety protocols

SAFETY & SECURITY