



Clinton Elementary

Composite School Plan
2019-2020

Principal Jake Heidrich

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 Clinton Elementary is to deliberately promote and put into application the shared vision as a school in Davis School District. To accomplish our purpose, we have an expectation of staff and students to set and achieve high standards for learning, proficiency, and growth in academics. We promote the expectations of safety, responsibility, and respect through the use of best practices that are aligned with the DESK standards as reinforced by Evaluate Davis. We provide quality instruction through a three-tiered model focusing on strong classroom instruction, interventions, and re-teaching in small groups, as reinforced daily through our local Student Assistance Team, collaboration of all staff and administration, and collaborative identification of our evidence based instructional strategies (EBIS). We will follow it up with the implementation of strategies/interventions each day in classrooms. We will hold ourselves accountable for success!



DESCRIPTION OF THE SCHOOL

COMMUNITY

Clinton Elementary is located at 1101 West 1800 North in Clinton, Utah. Clinton is a growing suburban community in Northwest Davis County. The school has supportive parent and community base, as evidenced by attendance at school functions and participation in school fundraising opportunities. We have a strong and supportive PTA and Community Council. After school functions (carnivals, math night, literacy night, grade level programs, etc) are very well attended and supported by staff and community.

STUDENT BODY

Clinton Elementary currently enrolls approximately 550 students K-6 and a community pre-school. We have a Pre-school Learning Center as well as a K-3 Functional Skills self-contained special education classrooms. Currently 35% of our students qualify for free/reduced lunch. We have 18% of our students who identify themselves to an ethnic group other than Caucasian, 4% identify as ELL and over 20% of the student body receives services in special education or has a current IEP.

STAFF

Clinton Elementary staffs both certified and classified faculty members. We have a part-time school counselor, a full-time school psychologist, a part-time ELA Coach, two full-time speech pathologists, and two and a half resource teachers on staff. Through LAND Trust monies we employ four aides who work in the content areas of math and language arts across all grade levels. To aid our functional skills, learning center, and pre-school teachers, we have eight aids within those classrooms. The principal, Mrs. Julie Lundell, is new to Clinton Elementary and the administrative intern, Mrs. Lori James, will start her second year at Clinton this year (she shares between Clinton and Tolman). We have 12 teachers with their ESL Endorsement, and 12 teachers who have their Masters' Degree (or are in the process of receiving it). Two classified staff members are retiring this year.

SCHOOL CULTURE

We support the Davis School District vision and strategic plan of Learning First, both academic and social. Clinton Elementary has established a school wide classroom management system through "Y.E.T...Yes, Everyone Tries." Each year we build upon last year's theme. Through the deliberate and successful implementation of Evaluate Davis, all teachers and staff are held to high and measurable standards through observations and summative evaluations. Clinton Elementary has a very active and

deliberate growth mind set which is evident in our ability to adapt and transition as education and teaching practices evolve. This is accomplished through continuous reinforcement, appreciation, and professional development. At Clinton Elementary, we also teach and model and expect kindness and respect by modeling, teaching and reinforcing such desired behaviors. We have an “anti- anti-bullying” approach where the word “bully” is not posted in the school and we do not focus on what not to do, but rather, what to do. We teach, model, and expect the replacement behaviors of kindness and as a result, the reports of “bullying” by students and parents has dropped significantly as has actual instances of authentic bullying. Our school culture is one of acceptance, collaboration, innovation, and kindness.

UNIQUE FEATURES & CHALLENGES

Currently we have two self-contained special education classrooms (one functional skills and one learning center as well as a community-based preschool with both general education and special education students). Clinton has a very supportive PTA and community council. Our school has been featured on major media outlets for its efforts in positive behavior rewards and increased attendance. Students’ positive behavior are reinforced through interactive programs such as Lunch with the Mayor, Principal’s 200 Club, Library Book club, attendance celebrations, Student and/or Grade Level of the Month, etc. Another positive aspect of Clinton Elementary is 96% attendance during the Fall SEP Conferences and 97% attendance during the Winter SEP Conferences. Clinton Elementary has participated with local universities and hosted 15 student teachers between 2016-2018. Clinton Elementary has incorporated a fusion model of blended/personalized learning into multiple grade levels in an effort to better personalize instruction with the implementation of technology.

ADDITIONAL INFORMATION

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Clinton has hosted 15 student teachers between 2016-2018. Clinton's principal was nominated and won "Rookie Principal of the Year in 2016 for Davis School District and the the Utah Association of Elementary School Principals.

AREAS OF RECENT IMPROVEMENT

Based on a needs assessment performed by the staff, a new disciplinary program was implemented which has decreased the Office Management Referrals and increased teacher satisfaction and positive student behavior. This is reflected in staff, student, and parent survey results. Students and staff are focusing on learning and demonstrating the expectations of being productive citizens who are make choices which are friendly, intelligent, safe, and happy. Staff and students are expected to demonstrate these replacement behaviors.

Math Proficiency continues to rise.

AREAS OF NEEDED IMPROVEMENT

Increase math proficiency school wide as measured on formal and informal assessments.

Increase language arts proficiency school wide as measured on formal and informal assessments.

SAGE proficiency dropped in grades 3-6 in Language Arts and Science in 2017 from the previous year. This needs to improve.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

This year our school will continue to participate in the USOE's Assessment to Achievement Program through Education Direction for the purpose of establishing and maintaining effective CTT (Collaborative Teacher Teams) within each grade level and STT (School Transformation Team) as a school-wide collaborative team.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

This is on-going and daily in each grade level. We meet every other week in our CTT meetings to look at specific data and then use that data to guide instruction, fill gaps/holes, and identify specific and individual needs.

Prior Year Goal #2:

Clinton Elementary will have at least 88% attendance rates in each grade level for 3 out of 4 terms.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Each term was above 90%, thus we will have and will increase our expected percentage rate. For the 2018-2019 school year, our goal is 92%. Currently we are meeting this goal.

Prior Year Goal #3:

At least 60% of each grade level in grades K-3 will show at least typical progress in End-of-Year DIBELS results as measured through Pathways to Progress.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Met this goal so we raised it to 62% for the 2018-2019 school year.

Prior Year Goal #4:

Clinton Elementary will raise average SAGE Math proficiency from 33% to 35% in Grades 3-6.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

We met this goal and we are now looking to increasing by at least another 3% to 38%.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Clinton Elementary will have at least 92% attendance rates in each grade level for 3 out of 4 terms.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

For the first term, Clinton averaged 96.5% attendance, second term was averaged at 94.9 %, and third term was 94%. We are currently meeting this goal.

Current Year Goal #2:

For a final year, our school will continue to participate in the USOE's Assessment to Achievement Program through Education Direction for the purpose of establishing and maintaining effective CTT (Collaborative Teacher Teams) within each grade level and STT (School Transformation Team) as a school-wide collaborative team.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

This is on-going throughout the year in grades K-6.

Current Year Goal #3:

At least 62% of each grade level in grades K-3 will show at least typical progress in End-of-Year DIBELS results as measured through Pathways to Progress.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #4:

Clinton Elementary will raise average SAGE Math Proficiency from 35% to 38% in grades 3-6.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Current Year Goal #5:

Clinton Elementary staff will participate in professional development in an effort to refine their curriculum mapping and essential skills for instruction on a daily basis.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

The training was a PD in LEAN which happened at Davis High school for two full days in August 2018. A stipend of \$200 total, per attendee, was given for each person who attended both days. This is assessed for application throughout the year in observations of staff by administration.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$48.00
B – Allocated new funds for 2018-2019	\$49,325.00
C – Total Budget for 2018-2019.....	\$49,373.00
D – Projected spending during 2018-2019.....	\$49,373.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0.00
F – Projected new funding for 2019-2020	\$54,279.00
G – Total projected funding for 2019-2020	\$54,279.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Clinton Elementary will have a cumulative attendance rate, of grades K-6, set at 94% , 3 out of 4 terms.

District Strategic Plan Area:

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

Academic area(s) addressed by the goal:

- | | | |
|---|--|--|
| <input checked="" 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 checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Absenteeism report accessed through Encore.

Action Plan:

As a staff and community, we will continue to encourage strong student attendance through competitions, incentives, information and percentages on absenteeism on our website, marquee, and foyer TV as needed. Students with 100% attendance, or students with notable improvement in attendance, will receive incentives/awards for their efforts.

Students with chronic attendance issues, anything over 10% missed days, will receive a letter from the principal. If the attendance problem continues, a family worker assigned to Clinton Elementary will work with the family to provide support. If the problems continues past this point, Clinton Police Department will be involved to provide assistance and support.

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	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$	

GOAL #2:

At least 63% of grades K-3 will show at least typical progress in End-of-Year DIBELS results as measured through Pathways to Progress.

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 checked="" type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input 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

Pathways to Progress data in mClass.

Action Plan:

We will identify struggling readers through curriculum based measures, use of our local Student Assistance Team (LCMT), classroom assessments, and DIBELS mClass data. We will utilize technology purchased through LAND Trust funds for instruction of all readers (Projectors, laptops, charging carts)

Clinton Elementary will fund 2 reading instructional assistants through LAND Trust funds. These assistants allow certified teachers to work with the lower performing students while assistants provide enrichment for our mid to high achieving students.

Audio Enhancement Systems are being installed into every classroom. We are using money from Land Trust funds and matching the amount as granted to the school by Davis School District Foundation (\$5000 by the school/\$5000 by the Foundation). This will increase student access to teacher instruction on a daily basis.

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	\$	\$15041.00	Salaries for two reading/language arts instructional aides
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$11901.00	Projectors, Charging Cart, Laptops, Audio and Enhancement Systems, Digital Curriculum, etc.
Total	\$	\$26942.00	

GOAL #3:

Clinton Elementary will attain average Math Proficiency scores of at least 40% in grades 3-6.

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

End of level RISE scores in grades 3-6 must be at or above 40% to meet this goal.

Action Plan:

We will identify struggling learners in math through curriculum based measures, use of our local Student Assistance Team (LCMT), math assessment result from various math curriculum, and classroom assessments. We will utilize teacher assistants, digital curriculum in mathematics, and technology purchased through LAND Trust funds for support and instruction of all math learners (projectors, laptops, charging carts).

Clinton Elementary will fund 2 math instructional assistants through LAND Trust funds. These assistants allow certified teachers to work with the lower performing students while assistants provide enrichment for our mid to high achieving students.

Audio Enhancement Systems are being installed into every classroom. We are using money from Land Trust funds and matching the amount as granted to the school by Davis School District Foundation (\$5000 by the school/\$5000 by the Foundation). This will increase student access to teacher instruction on a daily basis.

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 #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$15437.00	Salaries for two math instructional aides
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$11900.00	Projectors, Charging Cart, Laptops, Audio and Enhancement Systems, Digital Curriculum, etc.
Total	\$	\$27337.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$54,279.00
- I – Total projected funding for 2019-2020\$54279.00
- J – Total planned expenditures for 2019-2020\$54279.00
- K – Planned carryover into 2020-2021 \$0.00
- 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

Inrease the number of devices purchased in an effort to support goal # 2 and 3.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|--|--|
| <input type="checkbox"/> Letters to policy makers | <input 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 type="checkbox"/> School marquee |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: 3/20/2019

Number who approved: 5

Number who did not approve: 0

Number who were absent or abstained: 2

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