



# Cook Elementary

Composite School Plan  
2019-2020

Principal Roger King

## 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 Cook Elementary is to promote the mission of working with the parents and community to create a successful educational experience for all learners. To accomplish our purpose, we will provide a nurturing environment where students can develop the skills and knowledge necessary to become productive, responsible, and caring individuals.

Cook Elementary provides multiple levels of academic and social support in order to help each student to discover essential and advanced skills, knowledge, and connections at the elementary level. Our aim is to provide solid, rigorous, relevant, and targeted instruction for students in order to help them begin experiencing first-hand how the things that they learn will translate into authentic application in their immediate and future endeavors. We provide academic support for students beginning in kindergarten with extended day instruction, differentiated instruction for all other grades 3-4 times weekly, social/friendship skills groups, enrichment courses during the school day, and also before and after school.



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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Our school is located on the east side of Syracuse, Utah in a primarily residential area at 1175 West 1350 South. The city of Syracuse was established in 1874. It began as a farming community and in the past 50+ years has since transformed into a densely residential community with two separate business sectors.

### STUDENT BODY

Our school has 886 students currently enrolled in preschool through sixth grade. We have four or more classes at each grade level. The majority of our students are Caucasian, with just over 14% of the students being Hispanic, Asian, African American, Native American, and Pacific Islanders. Four percent of our student body are students learning English. Currently 18% of our families are classified as lower socioeconomic status. Students enrolled in special education services make up 14% of the student body.

### STAFF

Our 84 staff members are comprised of 47 certified staff members and 37 classified support staff. This support staff is comprised of four full or part-time office staff, 14 teaching assistants, five custodial employees, three kitchen staff, and six specialists including library, music, computer, and physical education. We also have one gifted and talented teacher (SEM).

### SCHOOL CULTURE

Cook Elementary has a positive environment where students are engaged in learning. We understand the purpose of coming to school is to learn, have fun, and to take care of each other. As a whole, our community consists of families who value learning and are highly involved in the educational process. Approximately 98% of parents attend Parent Teacher conferences. We have an active PTA organization that works with the staff. We average about 900 volunteer hours per month, and have well over 8,900 hours per school year, due to our parent and community involvement, PTA volunteers, and Read Today tutors. Our philosophy is to provide a positive enriching environment for all students and their families.

### UNIQUE FEATURES & CHALLENGES

Cook Elementary, originally built to house about 550 students, has had two additions, and currently has eight portable classrooms in order to accommodate its student

population. Cook is a PreK-6 traditional school that has a variety of extra-curricular programs, including SEM (School-Wide Enrichment Model, a.k.a. gifted and talented), an Extended Day Kindergarten, and various EXCEL enrichment courses made possible by the district D.E.E.P. (Davis Enhanced Education Programs). These are currently 6th Grade Ballroom Dance, school play/musical presented by 5th and 6th Grade students, LEGO WeDo & Mindstorms Robotics for grades 4-6, VEX\_IQ Robotics 5-6, Orchestra/Strings (5-6), Concert Choir (4-6), Art (3-6) and Cougar Choir (1-6).

In each classroom we have projectors, sound systems with teacher and student microphones, document cameras, interactive whiteboards, and Apple TV's. We have 10 Mobile iPad Labs (about 435 devices) a number of these devices can no longer be updated due to age, three mobile laptop labs (about 110 devices), one Mobile Chrome Book lab (36 devices), four mobile Cloud Book labs (140 devices), plus Kindergarten has 44 iPads to share, SPED has 12 iPads, SEM has five iPads and two laptops, each teacher has two iPads, one for teaching, and one for use with the SWIVL. In all, the school has approximately 721 student devices.

An Extended Day Kindergarten program was first implemented in the 2011-2012 school year to address the instructional needs of roughly one-fourth of our kindergarten population. Also, to address the specific academic needs of a portion of our students needing to increase fluency and comprehension, we pursued an AmeriCorps grant and incorporated the Read Today Program in the fall of 2012. This program seeks to enlist about 20 tutors, who read with just over 40 students for 30 minutes twice each week.

The community around Cook is experiencing growth that will affect the size of our student population. There are several new housing developments in various stages of building within our school boundary. With the number of housing projects currently in progress, there is the potential for 250 new homes within the school boundaries over the next 1-3 years. Since the October 1 count of 2017, to present, an additional 60 students have enrolled equaling almost 8% growth.

#### ADDITIONAL INFORMATION

The school has seen a number of improvements to the facility including new drinking fountains, WiFi hardware updates, and new carpet in several classrooms and corridors. We are preparing for a complete heating/cooling mechanical upgrade during the summer of 2019.

## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Cook Elementary was recognized as a Beacon School by Imagine Nation for the innovative use of Imagine Learning, Language Arts software and continues to be in the top 3 for usage in the state and district. The school's Ballroom Dance team took first place at the multi-school competition this year. Our Lego Mindstorms Sumo team took first place at Lagoon Physics Day.

### AREAS OF RECENT IMPROVEMENT

Students continue to use Imagine Learning software and show gains within the program.

### AREAS OF NEEDED IMPROVEMENT

Our level of proficiency throughout the school in the areas of reading comprehension and number operations have been identified as areas which need improvement. These areas are addressed in the goals and funding in this 2019-2020 plan.

## PRIOR YEAR STATUS REPORT

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

#### **Prior Year Goal #1:**

Students at Cook Elementary will earn a school wide Median Growth Percentile (MGP) of 50 in mathematics on the 2017 – 2018 SAGE. In 2015 – 2016 students earned a 38 MGP on SAGE.

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

#### Comments:

Cook Elementary did not reach the lofty goal of an MGP of 50. The schools MGP actually dropped by 2 from the 15-16 school year. This is disappointing considering the efforts that we made to augment math instruction. However, from the 16-17 year to the 17-18 year there was a gain of 4 points. Additionally, 6th grade did achieve an MGP of 40 which was a 13 point jump from the 2016-2017 school year. A continued focus on student growth in math is necessary.

#### **Prior Year Goal #2:**

Students at Cook Elementary will earn a school wide Median Growth Percentile (MGP) of 50 in English Language Arts on the 2017 – 2018 SAGE. In 2015 -2016 students earned a 43 MGP.

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

#### Comments:

Students at Cook Elementary only achieved a MGP of 30 on the 17-18 Sage assessment. This drop is particularly concerning considering the students achieved an MGP of 55 in the 16-17 school year. Growth in English Language Arts will need further attention through out the coming year.

## CURRENT YEAR PROGRESS REPORT

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

#### Current Year Goal #1:

Cook Elementary will improve mathematics proficiency by 5% from 45% in 2016-17 to 50% in 2018 - 2019 by increasing time spent on blended learning opportunities for our students, including web-based mathematics programs. (SAGE & CRT)

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

With a drop of 2% proficiency on the 17-18 SAGE there is some concern about attaining this goal. Teachers are using Imagine Math and ST Math with a high level of fidelity to supplement math instruction. TAs are providing teachers with the opportunity to intervene with students that are struggling.

#### Current Year Goal #2:

From Beginning of Year to Middle of Year, increase the percentage of K-6 students scoring at or above DIBELS/DAZE (middle-of-year composite score benchmark) by 5%

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Student increase in proficiency for this goal was only 2%, we did not make this goal. Following data analysis, teachers are providing targeted interventions to reach this goal by the End of Year Assessment.

#### Current Year Goal #3:

Provide a varied set of high-quality professional learning opportunities for staff depending on the school's needs.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

A variety of training has been provided this year. These trainings include: SWIVL, Jessica Minahan (The Behavior Code), Bold School, self-selected technology training, and teacher shared instructional methods.

## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$3,902.00
B – Allocated new funds for 2018-2019 .....	\$80,505.00
C – Total Budget for 2018-2019.....	\$84,407.00
D – Projected spending during 2018-2019.....	\$82907.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$1500.00
F – Projected new funding for 2019-2020 .....	\$94,037.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$95537.00</b>



## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

Cook elementary will increase the number of students proficient on DIBELS composite by 12% from BOY to EOY.

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

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

Cook elementary will increase the number of students proficient on DIBELS composite by 6% from BOY to MOY.

DIBELS benchmark and progress monitoring scores; DAZE; Core Phonics

DIBELS Pathways to Progress scores

RI benchmark scores

#### Action Plan:

Tutors will be trained to assist with targeted interventions.

Tutors may be utilized to administer DIBELS.

Teachers will identify struggling readers through curriculum based measures, classroom assessments, DIBELS mClass data, and technology purchased through LAND Trust funds (iPads for teachers & teaching aides).

Use beginning of year DIBELS benchmark scores and RI scores to identify students with deficits in reading and comprehension.

Grade level teachers will implement professional learning communities (PLCs) to collaborate, plan, assess, and analyze data to drive instruction in the area of language arts.

Teachers will continue to have training on Tier II and Tier III interventions to implement within their classrooms.

The Local Case Management Team will discuss students identified as needing targeted intervention. The team will determine appropriate interventions to implement in the classroom and the next steps for individuals.

Ongoing communication with student and parents concerning DIBELS BOY, MOY, and EOY scores.

Continued professional development on fluency and comprehension techniques that will help students with their overall reading ability.

Professional development on language arts technology and how to incorporate this within their teaching.

Professional development and implementation of district instructional routines.

Professional development during faculty meetings for blended learning, writing and math strategies and techniques.

Teachers will receive professional development on math software, as needed. SEM teacher assistants and teachers will plan the length of instructional/intervention cycles for student groups, providing for flexibility in determining best needs of students meeting/not meeting benchmarks in order to maximize their growth and learning opportunities

Attend MTSS training with a small group and continue to implement tiered support.

Provide library hours during the summer to continue to promote reading.

Read Today program enlist about 20 tutors, who read with just over 40 students for 30 minutes twice each week.

Teachers will provide optional extended day kindergarten classes

Before school lab time will be provided for students to improve literacy 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

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$52615.00	\$4650- Read Today Coordinator \$44928- Reading TAs \$750- Extended Day Kinder \$418- Before School Lab \$419- SEM support \$900 - Library \$550 - TA training
Prof. Services	\$	\$200.00	\$200 - MTSS
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$224.00	1 cloud book
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$53039.00</b>	

**GOAL #2:**

80% of students across grades 1- 4 will achieve automaticity in their math facts as measured by Reflex Math at the EOY. 80% of students 5-6 will achieve proficiency on Imagine Learning benchmarks.

**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 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**

Reflex Math fluency levels at BOY and MOY.

ST Math and Imagine Math data on completion

RISE benchmarks

Common Formative Assessments

Final Rise Scores

**Action Plan:**

Grade level goals will be set for math facts fluency improvement.

Teaching aides will be assigned to work with each grade level.

A limited number of software licenses for math practice will need to be purchased

Math programs will be used with fidelity.

Teachers will provide optional extended day kindergarten classes.

Before school lab time will be provided for students to improve math skills.

Teachers will receive professional development on math software, as needed. SEM teacher assistants and teachers will plan the length of instructional/intervention cycles for student groups, providing for flexibility in determining best needs of students meeting/not meeting benchmarks in order to maximize their growth and learning opportunities

IPads/tablets, projectors and other technology may be purchased to facilitate access and use of math practice software.

Teachers will meet in PLCs to review data and identify student needs.

Teachers will monitor progress through a variety of measures to inform instruction.

Teachers and aides will use technology in their Tier 1, 2 and 3 instruction.

The Local Case Management Team will discuss students identified as needing targeted interventions. The team will determine appropriate interventions to implement in the classroom and the next steps for individuals.

Professional development on mathematics technology and how to incorporate this within their teaching.

Professional development and implementation of district instructional routines.

Professional development during faculty meetings for blended learning, writing and math strategies and techniques.

Attend MTSS training with a small group and continue to implement tiered support.

TA training so they can provide interventions more effectively.

**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

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$32090.00	\$29,952 Math TA \$750- Extended Day Kinder \$419- Before School Lab \$419- SEM support \$550 - TA training
Prof. Services	\$	\$200.00	\$200 - MTSS
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$224.00	1 cloud book
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$9984.00	\$8,294.00 ST Math License \$1,690.00 Imagine Learning
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$42498.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 .....	\$94,037.00
I – Total projected funding for 2019-2020 .....	\$95537.00
J – Total planned expenditures for 2019-2020 .....	\$95537.00
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

The Community Council determined that funding in the following areas would be increased if our disbursement was larger than planned:

- Technology
- Enrichment Programs (Teaching Assistants, technology/hardware, etc.)
- Extended Day Kindergarten
- Teaching Assistants

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

- |  |   |
|--|---|
| <input 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 type="checkbox"/> School marquee               |

## **SCHOOL COMMUNITY COUNCIL APPROVAL**

Date of council approval vote: **3/20/2019**

Number who approved: **8**

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

#### 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



#### 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.

#### 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