



Doxy Elementary

Composite School Plan
2019-2020

Principal Darrin Nash

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 Doxy Elementary is to provide a learning environment led by teachers that allows students to strengthen their hearts and minds. Doxy accomplishes this through quality instruction by highly qualified teachers and support staff. In addition to quality instruction Doxy provides a number of scaffolding supports outside of the classroom that is crucial to the nurturing of a child's self-discovery and self-efficacy. This includes but not limited to our school House System and a number of after school programs.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Doxey Elementary is a Title I school located at 944 N 250 W in residential area of Sunset, Utah west of Hill AFB.

STUDENT BODY

Doxey has 331 students in grades K-6 and 36 Pre-School students. The demographic make up consists of 189 males and 178 females.

STAFF

There are 16 classroom teachers, 22 classified employees and three Special Educators.

SCHOOL CULTURE

The philosophy of Doxey Elementary is student learning. Research based curriculum and pedagogy are used in daily, differentiated instruction lead daily by teachers. Student progress is monitored daily using formative assessments, and reviewed weekly through Davis Collaborative Teams; data is reviewed and individual/classroom instruction is planned for all curricular areas. Instructional technology through the use of Smart boards, Projectors, Think Pads/HP tablets, iPads, Apple TVs, and audio enhancement systems is used to enhance student learning. Our teachers also utilize Canvas for classroom instruction and assignments.

UNIQUE FEATURES & CHALLENGES

Doxey Elementary is a Title 1 school with many challenging characteristics which include a high mobility rate, attendance, and many students receive free and reduced lunch. A before and after school program is made available for families. STEAM activities are provided throughout the year for students 1st grade through 5th in STEAM club, 4th - 6th graders participate in Science/Math Olympiad, MESA - which targets females and minorities to pursue math and science, and Chess Club.

ADDITIONAL INFORMATION

Grades K-6 also participate in the project based STEM Program Project Lead the Way Which requires students to collaborate in small groups on various STEM tasks.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Doxey had a 6% growth in proficiency in SAGE Language Arts. Doxey was 25% proficient in 2016-17 and 31% proficient in 2017-2018. Doxey also increased typical or above growth in Acadience Reading from MOY 2017-18 to MOY 2018-19 MOY by 9%.

AREAS OF RECENT IMPROVEMENT

Our number of at risk students in Language Arts decreased from 36% to 24% based on Acadience Reading Assessment from the BOY to MOY.

AREAS OF NEEDED IMPROVEMENT

Based on Doxey's SAGE ELA proficiency scores which were 31% in 2017-18 we need to improve on our school ELA pedagogical instruction.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase the percentage of K-3 students scoring at or above the DIBELS mid-year composite score benchmark by at least 50% growth from beginning of the year score.

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

Comments:

The focus has been placed on Pathways to Progress and although we have made improvements in growth, we are still working toward increasing proficiency.

Prior Year Goal #2:

Implement STEM teaching and learning processes into every classroom. 100% of K-6 teachers will be trained in implementation of Project Lead the Way. Additionally, 100% of students will participate in Project Lead the Way.

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

Comments:

93% of teachers completed Project Lead the Way training.

Prior Year Goal #3:

To help transitions between grade levels, teachers will meet weekly in a designated collaboration room to ensure communication across grade levels. This will allow teachers to discuss expectations and needs of incoming students and teacher instruction. Preschool and junior high staff will meet twice a year with kindergarten and 6th grade teachers as well.

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

Comments:

6th grade teachers were able to collaborate with the junior high staff once during the year.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Increase the percentage of K-3 students scoring typical or better growth using the DIBELS mid-year pathways to progress report, increasing by 5%.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #2:

Continued implementation of STEM teaching and learning processes into every classroom. 100% of K-6 teachers will be trained in implementation of Project Lead the Way. Additionally, 100% of students will participate in Project Lead the Way.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #3:

To help transitions between grade levels, teachers will meet weekly in a designated collaboration room to ensure communication across grade levels. This will allow teachers to discuss expectations and needs of incoming students and teacher instruction. Preschool and junior high staff will meet twice a year with kindergarten and 6th grade teachers as well.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

New administration elected to have twice a month data meetings in addition to weekly grade level DCT's.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$1,190.00
B – Allocated new funds for 2018-2019	\$37,750.00
C – Total Budget for 2018-2019.....	\$38,940.00
D – Projected spending during 2018-2019.....	\$38940.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0.00
F – Projected new funding for 2019-2020	\$38,030.00
G – Total projected funding for 2019-2020	\$38030.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Of the students who take the RISE Writing Assessment, 40% will be proficient.

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

2019-2020 RISE Writing Summative

Action Plan:

Doxey's focus to obtain 40% proficiency on Summative Writing scores will be on improving student writing skills. All classroom teachers and Resource teachers will be involved in a writing series professional development. The writing series will be headed by the school's ELA Coordinator. The mission of the writing series is to create a better understanding by teachers, that a focus on improving student writing enhances the fundamentals of the early reading literacy skills. The writing series will include three to four professional development trainings for teachers on writing through out the year. These will include a minimum of three classroom visits per year by the ELA Coordinator to model, co-teach, and/or observe lessons and guest writing instructors. Finally, we will use the RISE Writing Benchmarks to measure progress towards our goal.

Additional student devices and software will be used to support student achievement in writing. We will also fund tutors to aid in achieving this goal.

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	\$	\$20154.00	Three Tutors
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$341.00	Additional Student Devices
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$1750.00	Nearpod
Equipment	\$	\$	
Total	\$	\$22245.00	

GOAL #2:

Of the students who take the RISE Math Summative Assessment, 40% will be proficient.

District Strategic Plan Area:

- | | |
|---|--|
| <input 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 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

Math RISE Summative

Action Plan:

Led by our school Math Coach, teachers will focus math instruction on the following principal: Productive vs. Unproductive Mathematics Teaching Beliefs (taken from The National Council of Mathematics). The productive math principals include: Problem Solving, Variety of strategies used by students, Student Exploration, Teacher is a Facilitator, Students are Active Learners, and Productive Struggle (teacher's provide students with appropriate challenges). The math coach will also be required to visit every classroom teacher a minimum of three times during the school year to model, co-teach, and/or observe math lessons. Progress towards the EOY 40% Math Proficiency goal will be measured during RISE Math benchmarks.

Additional student devices and software will be used to support student achievement in math. Also tutors will be funded to aid in reaching this goal with LAND Trust money.

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	\$	\$13436.00	Two Tutors
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$341.00	Additional Student Devices
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$1750.00	Nearpod
Equipment	\$	\$	
Total	\$	\$15527.00	

GOAL #3:

Average attendance rate for the year will be 97%.

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 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

Davis District Power BI K.I.D.S. Attendance Report

Action Plan:

There will be a traveling trophy for grades 1st-3rd and 4th-6th. The class that has the best attendance percentage for the week earns the right to host the trophy in their classroom for one week. Also, we will keep a running visual log that will track the attendance of boys vs girls. The gender who has the best attendance for the term will earn a special prize.

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.

Providing an incentive for attendance can help students learn the importance of personal responsibility and dependability. Creating a habit of good attendance, will likely increase a students academic success.

Planned LAND Trust Expenses for Goal #3

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	\$	\$	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$38,030.00
- I – Total projected funding for 2019-2020\$38030.00
- J – Total planned expenditures for 2019-2020\$37772.00
- K – Planned carryover into 2020-2021 \$258.00
- 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

Any additional funds will be used to enhance technology to support goal 1 and goal 2.

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: **3/29/2019**

Number who approved: **6**

Number who did not approve: **0**

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
- Mastery Connect
- University of Utah Reading Clinic
- Collaborative Coaching
- Other (please explain)

Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

We will be reviewing TSI (Targeted Support and Improvement) data using the TSSA(Teacher Student Success Act) funds.

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

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

4. PROFESSIONAL DEVELOPMENT PLAN

See professional development activities from goal sections above.

5. RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED TEACHERS

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

Providing an academically enriched environment that attracts highly qualified teachers. We will also enhance the skills and expertise teachers already have by providing ongoing professional development that teaches and enhances a teacher's pedagogical tool box.

6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement 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 School Improvement 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:

Back to School Night and a Literacy or STEAM night for parents and students. We will also consistently communicate with parents through teacher newsletters and emails as we know parents look to gain most of their information from their child's teacher. We also will consistently communicate what is happening in school through our website and school Facebook page.

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 6th-7th 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 6th-7th 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
 - KEEP entry and exit profile
 - 1st and 2nd Grade Language Arts CRTs
 - 1st and 2nd 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:

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.

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