



Heritage Elementary

Composite School Plan
2019-2020

Principal Ruthanne Keller

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 Heritage Elementary is to promote the mission of learning first for all. To accomplish our purpose, we consider all our actions in relation to our mission statement of Learning for Life. We want each moment that our students spend at Heritage to help them progress towards their own individualized future as a life-long learner. We strive to help students see how each learning experience will help them now and in coming years. We utilize school-wide Professional Learning Communities. At the core of learning communities is the practice of continuously using assessments, both formative and summative, to drive instruction. As we partner with parents, community, and other resources, our students experience academic growth and build the resiliency and self-advocacy skills they need to find success in the years to come.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Heritage Elementary was built in 2002. The school's name was chosen shortly after the terrorist attacks of 9/11, when patriotism was paramount. The name "Heritage" was selected so all students would know and remember that our country's history and freedom are the emphasis of our community. The school colors of red, white, and blue reflect that theme.

The school is located in a residential neighborhood at 1354 West Weaver Lane, Layton, Utah in the Davis School District. Our school boundaries primarily consist of family neighborhoods. We have high parental involvement and volunteerism in classrooms. The community is growing as developers continue to open new properties for home building. Currently, there are at least two subdivisions where development is taking place. We anticipate the school population will continue to increase as new homes are built.

STUDENT BODY

Almost 900 students are enrolled in grades kindergarten through sixth. In 2011-2012, we began offering Chinese Immersion (Mandarin) instruction for interested students. We now offer Chinese Immersion instruction for selected students in all grade levels.

Our student body is primarily economically and housing stable and most changes in enrollment are due to growth rather than mobility. We encourage cultural awareness, with a particular school-wide focus on the Chinese culture, through our activities, arts, and teacher training.

STAFF

More than 90 individuals are employed full or part time at Heritage Elementary. The staff includes a principal, an administrative intern, 43 certified teachers and/or related service providers as well as 57 office personnel, custodians, teacher assistants, and other support staff. Additionally, we have one functional skills classroom for students in grades kindergarten through third.

SCHOOL CULTURE

Heritage Elementary has a continuous focus on high levels of achievement for students and for increasing community involvement. The often noted welcoming environment

sustains our strong, patriotic culture as Heritage Huskies. Heritage has many learning communities that positively affect students, teachers, and administrators. Some of the communities/programs include; Chinese Immersion, School Wide Enrichment Model for academically gifted students, ballroom dance teams, Martin Luther King, Jr. speech contest, PTA Reflections, orchestra, school play, student council, and clubs such as robotics, garden, science, Chinese painting, etc. These communities provide opportunities for students to develop and highlight their skills. Additionally, we strive to create learning that is challenging, safe, and joyful for all students. Teachers and staff utilize behavior challenges as opportunities for student learning rather than as opportunities for punitive consequences. Collaboration between teachers and staff an expectation for our staff.

UNIQUE FEATURES & CHALLENGES

Heritage Elementary School is a school of empowerment. Our “Learning First!” philosophy supports our district strategic plan for excellence in education. We incorporate our school theme and rules by teaching students to make good choices, respect self and others, and be responsible.

Some unique features of Heritage Elementary include the Chinese Immersion Program, consistently high assessment scores, few behavioral issues, highly qualified and personally invested teachers, staff, and administration, and an extremely active and involved PTA and Community Council.

Our lack of diversity is a challenge as we work to prepare our students for the community and world environments. We are constantly looking for ways to increase our students’ exposure to and understanding of cultures, traditions, and perceptions that are different from their own. Another challenge we face is the large percentage of students who are opted-out of SAGE, and now RISE, end-of-year assessments. This reduces our ability to accurately gauge student progress using these measurements. We often do not receive a School Performance score due to our large percentage of students who are opted-out.

ADDITIONAL INFORMATION

Our student council creates weekly announcements that are shared with all classrooms. Activities and celebrations are announced on the marquee for the community to see. A HuskyGram containing information, celebrations and upcoming events is emailed to parents and guardians each Friday. Our website contains up-to-date and accurate information.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Heritage SAGE scores are consistently above the state and district average. Additionally, we offer Chinese language immersion instruction to more than a third of our kindergarten through sixth students. Our ballroom dance team is one of the strongest in the state and our Level 1 and 2 students received Silver Awards at the BYU Invitational champions this past year. Our parental involvement is strong with most PTA positions filled by two or three individuals. Volunteering at the school is a neighborhood expectation and both fathers and mothers are present at the school on any given day helping with their children's classes.

AREAS OF RECENT IMPROVEMENT

Heritage has implemented PLC teams and we have progressively utilized better data analysis and common assessments. We have added a shared intervention time targeting students performing above, at, and below proficiency in each math unit and have added reading intervention time as well.

AREAS OF NEEDED IMPROVEMENT

When compared to similar schools in our state, our scores in both proficiency and growth are not where we would like them to be. Of the 20 schools compared, we scored 19/20 in language arts growth. In math, our growth was 18/20, and in science, we scored 15/20. These scores show we need to make some significant improvements. As we've worked in cooperation with our Community Council, we have determined that we need to change our literacy intervention model to have teachers providing the specialized interventions for struggling students rather than the teachers' aides providing them as has been done in the past. We are dissatisfied with the growth we are seeing in our students, as measured by the CRT and SAGE assessments, and feel that a change in the intervention strategy will help move us toward the level of student success that we desire.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase the percent of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 81% in 2017 to 83% in 2018 (2 percent increase, or approximately 10 students).

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

Comments:

The number of students scoring at or above DIBELS middle-of-year composite score benchmark fell from 81% to 80%. In the 2019-2020, plan we will be funding the Reading Horizons program for all grade levels to help improve reading fluency and accuracy. Reading Horizons will be partnering with Heritage Elementary as we implement their program.

Prior Year Goal #2:

Students in grades 3-6 will increase keyboarding skills by five words per minute to enhance their digital learning. In addition, 85% of sixth grade students will complete a digital learning product each term.

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

Comments:

Prior Year Goal #3:

All grade level teams (PLC/DCT) will develop and implement common formative assessments for 100% of units in math.

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

Comments:

Most grade levels consistently created common formative assessments for most units in math. No grade level achieved 100% of units having common formative assessments. Teams will continue working together to create the assessments and work toward 100%.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Using the Reading Horizons program, targeted students will receive interventions from trained and certified teachers. Students will show an increase of 10% in literacy scores from the on-line pre-assessment at the beginning of the year to the post-test at the end of

the year.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #2:

Students in grades 3-6 will increase keyboarding skills by an average of 25% to support and enhance their access to digital learning.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #3:

Grades K-6 will use a digital program to supplement literacy (grades K-3) and math (grades

3-6) achievement. Grades K-3 will show a three-point increase in total LA scores on the CRT/SAGE. Grades 3-6 will show a three-point increase in growth in Math on SAGE.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #4:

All grade level teams (PLC/DCT) will meet twice monthly to plan and implement Blended

Learning activities in their classrooms. Teachers will refer to the common assessments they have created for their math units as well as the data from the digital programs to create meaningful Blended Learning activities for students.

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.....	\$4,007.00
B – Allocated new funds for 2018-2019	\$95,730.00
C – Total Budget for 2018-2019.....	\$99,737.00
D – Projected spending during 2018-2019.....	\$96085.00
E – Expected carryover from 2018-2019 to 2019-2020	\$3652.00
F – Projected new funding for 2019-2020	\$102,449.00
G – Total projected funding for 2019-2020	\$106101.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase our Pathways to Progress typical or better growth percentage for K-3 from 68% to 71% based on Acadience Reading scores on EOY benchmark during the 2019-2020 school year

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

Acadience Reading EOY Pathways to Progress

Action Plan:

Step 1: Provide training in the Reading Horizons program for K-3 teachers.

Step 2: Classroom teachers will implement Reading Horizons whole class and provide interventions as needed to individual students.

Step 3: Academic teacher assistants will be hired and trained in running successful scatter groups in each grade level. All grade levels will be fluid and grouping will be modified as the progress monitoring data is collected by the teachers.

Step 4: Students will use technology to access the online component of Reading Horizons to individualize instruction.

Step 5: Additionally, summer library will be offered once weekly during the summer of 2019 to provide increased access to reading material for all students.

Step 6: Teachers will utilize Nearpod to create lessons and assessments for their classrooms. These lessons can also be shared with their PLC to be used as common formative assessments.

Step 7: Purchase one additional cart and 30 Chromebooks to fill the cart.

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	\$	\$57900.00	10 paraprofessionals and 8 two-hour sessions of summer library
Prof. Services	\$	\$4000.00	7 hour teacher workshop
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$7250.00	30 Chromebooks @210 each and 1 cart @ \$945

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Textbooks	\$	\$7538.00	Teacher kits for kindergarten through third grade
Library Books	\$	\$	
Software	\$	\$3500.00	Nearpod site licenses
Equipment	\$	\$	
Total	\$	\$80188.00	

GOAL #2:

Using the Edmentum Exact Path program and GoMath, students in grades 4-6, will increase the 2019-2020 RISE year-end math scores by at least 3 percentage points from the 2018-2019 RISE year end math scores.

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 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

Using the RISE end of year math assessment scores, Go Math and Edmentum Exact Path assessments.

Use Social/Emotional Learning survey created by your school psychologist and completed by each teacher at the beginning and the end of school year to measure student growth.

Action Plan:

Step 1: Teachers will attend provided Exact Path training to properly implement the program.

Step 2: Teachers in grades 4-6 will use GoMath

Step 3: Using common formative assessments and RISE Benchmark tests the teachers will identify students who need intervention in mastering concepts through out the year .

Step 4: Purchase one additional cart and 30 Chromebooks to fill the cart.

Step 1: Training an adult advisor to work with our guidance counselor and the HOPE Squad.

Step 2: Provide a HOPE Squad at Heritage Elementary. Identification and training of student members of HOPE Squad.

Step 3: Teachers will be working with the school guidance counselor to identify student needs, and she will provide lessons and support for individual classrooms and students. The HOPE Squad advisor will work with the students in learning and developing the skills needed to be part of the squad

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 perform at a higher level when they are happy and comfortable in their environment. The HOPE Squad will provide opportunities for students to make new friends, obtain positive peer support, and contribute to an overall positive school culture.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$7000.00	HOPE Squad Advisor salary
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$7250.00	30 Chromebooks @210 each and 1 cat @ \$945

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Textbooks	\$	\$11222.00	Go Math curriculum for 4 th - 6 th grade students
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$25,472.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$102,449.00
- I – Total projected funding for 2019-2020 \$106101.00
- J – Total planned expenditures for 2019-2020 \$105660.00
- K – Planned carryover into 2020-2021 \$441.00
- 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

Additional Chromebooks and/or iPads and carts to facilitate our school being 1:1 in grades kindergarten through sixth.

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 checked="" 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: **3/20/2019**

Number who approved: **11**

Number who did not approve: **0**

Number who were absent or abstained: **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