



Hill Field Elementary

Composite School Plan
2019-2020

Principal Doug Forsgren

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 Hill Field Elementary is to promote the mission of learning first for all. To accomplish our purpose, we are committed to fostering success for lifelong learners and confident problem-solvers in a safe environment. Through collaboration, students will be enabled to reach their highest potential.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Hill Field Elementary is located in Clearfield, Utah and abuts Hill Air Force Base. Hill Field has a strong military influence and a very diverse community because of the constant movement with military families. Because of the mobility required by their work and the many deployments into war zones many of the families are dealing with high emotional stress and needs. They are not fully in control over their lives which are dictated almost entirely by national needs. One of the few areas that families do have control over is the education of their children. Therefore, they want to be assured that the education students receive is of high quality.

We have been making a concerted effort to involve parents in the educational process. For example; serving on the PTA, Community Council, volunteering in the classrooms, and participating in parent education nights.

STUDENT BODY

Hill Field Elementary currently enrolls 488 students. The average class size is 24 students. 95% of our students come from military dependent families, with 35% of them being economically disadvantaged. Hill Field currently has 2 Learning Centers and a Head Start preschool. Our student body is composed of a variety of diverse ethnicities, which enhances our cultural awareness.

STAFF

Hill Field Elementary staff is comprised of 26 certified educators. Between these teachers you will find 8 master's degrees, 4 special education endorsements, 16 ESL endorsements, 7 math endorsements, 2 reading endorsements, 1 music endorsements, 1 Spanish endorsement, 2 library endorsements, 1 paraprofessional endorsement, 1 technology endorsement, and 1 physical education endorsement. Hill Field also has 30 classified employees, as well as access to several related servers (speech therapist, OT, PT, counselors, etc.). In partnership with Hill Air Force Base, the school also has an additional full-time Military Family and Life Counselor.

SCHOOL CULTURE

The military influence creates a highly patriotic environment at Hill Field Elementary. We are continually working on positively promoting safe school policies and creating a kind and respectful campus. We work to make each child feels successful and important in our school community. Hill Field Elementary continues to promote the use of technology resources to support instruction and promote higher level thinking in

all content/STEM areas. Hill Field Elementary follows the DESK standards and is focused on student learning.

UNIQUE FEATURES & CHALLENGES

Some interesting and unique features at Hill Field Elementary include a solar operated greenhouse and a large variety of technology/equipment as part of our 5-year, \$750,000 DODEA CCR (College and Career Readiness) grants.

Our challenges include a high mobility rate. New students are enrolled on a weekly basis and typically attend the school for 2-4 years. Teachers are constantly assessing move-in students to design instruction based on student data and needs. Students come to Hill Field from all over the world with different emotional and academic needs. However, Hill Air Force has an Exceptional Family Member program utilized heavily by the Air Force due to the surrounding area support system for special needs students. This program brings a higher percentage of students with special needs than is typical at most Air Force bases.

Hill Field faces the challenge of a lack of parental support in classrooms and other parental organizations. The mobility of families makes it difficult for parents to commit to the school, knowing their students' education will likely be finished elsewhere. Another factor in the lack of parental support is the financial situation of our very young military families. Many of our families only have one vehicle which is most often used for work. This leaves the other spouse without an easy mode of transportation to the school to volunteer. The entryway to the school from the base is opened at limited times throughout the day. This physically keeps parents from being more involved at the school.

ADDITIONAL INFORMATION

Hill Field Elementary has been awarded a Department of Defense Educational Activities (DODEA) CCR grant. Our goal is to provide enriched task-based experiences for our students through real world applications, technologies, tools, and materials not normally accessible to our elementary students. These opportunities, coupled with targeted staff development, curricular alignment, and coordination with STEM curriculum, will provide real-world skills developed through application of current and emerging technologies.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

The total number of students proficient on the end-of-level state math assessment increased by 4.4%.

Teachers and staff have handed out over 2,000 Patriot Praise certificates for positive student behavior. Over 300 phone calls home recognizing this behavior were made to parents.

K -6th grade classrooms are 1-1 as of the beginning of the 2018-19 school year.

In October 2017, we were awarded a new 5-year DODEA grant for \$750,000. This will be used to maintain and update our technology, infrastructure, as well as our STEM programs.

AREAS OF RECENT IMPROVEMENT

According to Hill Field's report card published by the Utah State Board of Education, our growth was high in all academic domains which produced an overall growth rating of Commendable. In particular, the English Language Learner progress was rated as Exemplary.

AREAS OF NEEDED IMPROVEMENT

Acadience Reading data shows a need to focus on reading fluency and nonsense word fluency from the middle-of-year benchmark assessment to end-of-year assessment.

Although we had high growth scores in every subject area, our proficiency scores in math and science are still below state and district averages. We would like to continue to close that gap.

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 DIBELS middle-of-year composite score benchmark from 67% in 2017 to 70% in 2018.

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

Comments:

Mobility plays a huge factor in Hill Field being unable to achieve this goal. Each year about one-third of our student population changes. This makes it difficult to set an EOY proficiency achievement target because our BOY baseline data changes drastically. For example, our BOY baseline in 2017 was 67%. This year was 58% because of student turnover. This next year, we will focus on a percent increase in student proficiency from BOY to EOY.

Prior Year Goal #2:

Ready for success at the next level requires the individual student to learn and display appropriate school behavior and citizenship. Hill Field Patriots will work to reduce unwanted behaviors that interrupt learning and compromise safety. The school wide total of documented office referrals will be reduced by 5%.

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

Comments:

According to our office referral data, office referrals increased this past year. However, as we look into the number of students who were referred to administration a small percentage of students accounted for a large portion of our office referrals. In our next year's plan, we want to focus on decreasing the number of students who are referred to the office multiple times rather than count the total number of office referrals.

Prior Year Goal #3:

Students will develop mathematical and science habits of mind by engaging in problem solving activities and communicating about mathematics reasoning. Achievement will

be evidenced by administrative observation using the Evaluate Davis teacher observation tool.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

Teachers have been working hard to ensure all students are engaged and using higher level thinking strategies. Evaluation Davis observation data shows increase in students' understanding in what they are learning and why as evidenced by a 0.04 increase on a 1-4 scale. The higher level thinking indicator increased by 0.24. The diverse learning opportunities indicator increase by 0.05. Student opportunity to reflect on their own progress increased by 0.13.

Prior Year Goal #4:

Effective instructional techniques will be implemented in daily learning activities using methods and theories gained from collegial interaction. Professional learning communities will increase instructional capacity as measured by Evaluate Davis and survey results.

Teachers will implement the professional learning community (PLC) process by frequently (at least weekly) meeting with grade level team members to discuss students' achievement data, drive instruction, and develop common assessments.

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:

Increase the percentage of K-6 students scoring at or above DIBELS end-of-year composite score benchmark from 76% (projected) in 2018 to 79% in 2019.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Mobility plays a huge factor in Hill Field being unable to achieve this goal. Each year about one-third of our student population changes. This makes it difficult to set an EOY proficiency achievement target because our BOY baseline data changes drastically. For example, our BOY baseline in 2017 was 67%. This year was 58% because of student turnover. This next year, we will focus on a percent increase in student proficiency from BOY to EOY.

Current Year Goal #2:

Using positive behavior management and reinforcement we will decrease the number of documented office referrals by 5%.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

According to our office referral data, office referrals increased this past year. However, as we look into the number of students who were referred to administration, a small percentage of students accounted for a large portion of our office referrals. In our next year's plan, we want to focus on decreasing the number of students who are referred to the office multiple times rather than count the total number of office referrals.

Current Year Goal #3:

Students will develop mathematical and science habits of mind by engaging in problem solving activities and communicating about mathematics reasoning. Achievement will be evidenced by administrative observation using the Evaluate Davis teacher observation tool and through 3 lesson studies.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #4:

Teachers will implement the professional learning community (PLC) process by frequently (at least weekly) meeting with grade level team members to discuss students' achievement data, drive instruction, and develop common assessments.

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.....	\$3,167.00
B – Allocated new funds for 2018-2019	\$47,135.00
C – Total Budget for 2018-2019.....	\$50,302.00
D – Projected spending during 2018-2019.....	\$45302.00
E – Expected carryover from 2018-2019 to 2019-2020	\$5000.00
F – Projected new funding for 2019-2020	\$55,892.00
G – Total projected funding for 2019-2020	\$60892.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase the percentage of K-3 students scoring at or above DIBELS beginning-of-year composite score benchmark by 12% on end-of-year benchmark 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 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 type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

DIBELS BOY and EOY and RI benchmark scores.

Action Plan:

1. Use beginning and middle of year DIBELS benchmark scores, pathways to success data, and RI scores to identify students with deficits in reading and comprehension.
2. Use the Drill Down model to identify specific needs of students who are below benchmark.
3. Grade level teachers will begin implementation of professional learning communities (PLCs) to collaborate, plan, assess, and analyze data to drive instruction.
4. Provide differentiated and targeted instruction for students below benchmark using classroom teachers, 5 reading interventionists hired using LAND Trust funding.
5. The interventionist will meet with grade level teams regularly to coordinate targeted student interventions and to present progress monitoring data.

6. Administration and ELA will meet with grade level teams monthly to discuss 3 or more students per class and to discuss appropriate intervention
7. The Local Case Management Team will discuss students identified as needing more intense intervention. The team will determine appropriate intervention for the teacher to implement in the classroom and/or request a referral for Special Education testing.

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	\$	\$57500.00	Salaries for 5 interventionists to run intervention groups
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Total	\$	\$57500.00	

GOAL #2:

Students will develop mathematical and science habits of mind by engaging in problem solving activities and communicating about mathematics reasoning. Achievement will be evidenced by administrative observation using the Evaluate Davis teacher observation tool and through 3 lesson studies.

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

Successful completion of 3 lesson studies in math and a targeted observation of mathematics and science instruction to witness higher level questioning and a task-based approach.

Compare the total number of students with more than 3 office referrals from 2018-19 school year to the 2019-20 school year. Office referrals will be documented by office staff using the School-Wide Information System (SWIS).

Action Plan:

1. Teachers will receive a review of the teacher observation tool, with specific focus on the above listed indicators.
2. New teachers will receive ongoing professional development on the Comprehensive Mathematics Instruction (CMI) framework overseen by an appointed school math team.
3. Administration will formally observe mathematics and science instruction in every classroom at least twice a year.

4. After every observation, the administrator will conference with the teacher to discuss the scores given and to discuss strengths of the lesson as well as areas in need of improvement.
5. Teachers will participate in 3 lesson studies where they plan, teach, and discuss a math lesson following the CMI framework.
6. Parent surveys will be administered to acquire information on parent perception of student growth.
7. Teachers will be given one full-day of preparation time once a quarter to plan using CMI principles.

1. Monthly Social skills assembly to highlight/target positive behaviors. Weekly announcements to remind students of the target behavior.
2. Positive reinforcement of behaviors will be delivered by The Principal s 200 Club.
3. Faculty and staff members recognize positive behaviors using Patriot Praise Certificates.
4. Weekly prize drawings from previously given Patriot Praises.
5. Donut party when the Principal s 200 Club Board is filled.
6. A focus will be put on replacement behaviors in all interactions. Teachers will instruct students weekly on social skills/expectations. Teachers will take time frequently to build positive relationships with students.
7. A school-wide system for behavior intervention will be utilized for continuity to determine when students are sent to the office.
8. Promote the three school rules: Respect for Self, Respect for Others, Respect for School Property

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 spending time in the office for multiple office referrals are losing too much academic instruction. These efforts are made to increase student time in the classroom.

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$1000.00	Substitutes for teacher professional development and planning
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$2,000.00	Positive Behavior Reinforcers
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$3,000.00	

GOAL #3:

Teachers will implement the professional learning community (PLC) process by frequently (at least weekly) meeting with grade level team members to discuss students' achievement data, drive instruction, and develop common assessments.

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

Administrative and coaching observations of PLC groups and grade level teacher attendance records.

Action Plan:

Teachers will receive a review and further instruction on the PLC model at the beginning of the year faculty meeting.

2. Common prep time schedule will be developed to help provide adequate time for collaboration.
3. Teachers will turn in a schedule for PLC team meetings at the beginning of the year.
4. Administration and/or ELA will meet with each grade at least once a month. Teachers will bring 3 or more students to discuss their progress and what interventions are necessary.
5. Teachers and administration will review and discuss student achievement data when meeting together.
6. Common assessments will be developed to help provide data to drive instruction.

7. Teachers will meet at least weekly.

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 #4

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 \$55,892.00
- I – Total projected funding for 2019-2020\$60892.00
- J – Total planned expenditures for 2019-2020\$60500.00
- K – Planned carryover into 2020-2021 \$392.00
- 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

We will use any additional funding to pay for additional interventionist hours to provide more targeted instruction as laid out in Goal 1.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|--|--|
| <input checked="" 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: **3/25/2019**

Number who approved: **7**

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

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