

# Holbrook Elementary

Composite School Plan  
2019-2020

Principal Neesha Killpack

## 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 Holbrook Elementary is to ensure high levels of learning for all students in a safe environment.

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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Holbrook Elementary is in a residential neighborhood at 1018 E 250 N, Bountiful, Utah 84010

### STUDENT BODY

We currently serve 486 students in grades K through grade 6. In our preschool we have a total of 61 kids which bring our grand total of kids to 547. Our ethnicity breakdown 98% Caucasian, 4% Hispanic/Latino, 2.6% Native Hawaiian or Other Pacific Islander, 1.6% Asian, 1.8% Black or African American. Student Economic Status is indicated by having 16% who receive free/reduced price lunch. English Language Learners make up 2.6% of our student population. Our SPED population makes up 16% of our population (including preschool and speech services). The average class size is 26 students per teacher.

### STAFF

In addition to the school principal and administrative intern, the Holbrook Elementary School staff includes 19 certified classroom teachers (18.5 FTE) who have an average of 14 years of instructional experience. They are supported by 7 full-time and 4-part time certificated specialists as well as 14 classified support personnel. 42% of teachers are ESL endorsed and 21% hold a Master's Degree or higher.

### SCHOOL CULTURE

Our school culture is centered on excellence as indicated by both academic and non-academic factors. This is accomplished by highly dedicated school employees and parents who are involved in all levels of learning and various activities. We benefit from parental involvement, ranging from participation in ILP conferences to orchestrating musical productions. Parent and educator collaboration is the key to our success

### UNIQUE FEATURES & CHALLENGES

Multiple generations of families have attended Hannah Holbrook Elementary School. This creates a heritage of loyalty and high expectations from the community, the children, and their parents. Challenges at Hannah Holbrook include limited additional funding due to a comparatively higher socio-economic standing and a comparatively smaller student body. We hold a Tech-Trek fundraiser to secure additional technology to enhance instruction and prepare our students to be successful in an increasingly technological work force. This year we raised \$11,000.

## ADDITIONAL INFORMATION

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Holbrook students are consistently participating and excelling in a variety of academic competitions including: science fair, history fair, geography bee, spelling bee, Math/Science Olympiad, and various essay competitions. Parents and community volunteers support many school activities such as: School Musical, Choir, Ribbon Week, Chess Club, Girls on the Run, Let Me Run (boys' program), Read-a-Thon, Birthday Tables, Carnival, Mountain Man Rendezvous, Hoop Shoot Competition, Patriot Day, Field Day, STAR Volunteer Tutoring, and a variety of additional PTA involvement and supported activities. Currently, all 5th and 6th grade classes benefit from 1:1 technology, meaning technology is highly integrated into daily instruction; each student has a laptop to use throughout the school day.

We are in our third year with a school-wide intervention time where we give targeted interventions to help students. We are working on implementing PLC's and making data driven decision to drive instruction.

### AREAS OF RECENT IMPROVEMENT

Consistent implementation of Tier 2 intervention has increased this year across grade levels. MOY Dibels scores show that increased growth in reading proficiency is occurring as a result.

Alignment of the grade level schedules has provided more consistent, and larger, teaching blocks to better utilize instructional time available.

Teachers have begun training in the PLC process and the faculty has adopted a school vision which embraces learning at high levels for all students.

### AREAS OF NEEDED IMPROVEMENT

When talking with the teachers, we would like to continue to work on our Tier 2 intervention, to increase teacher intervention skills and improve student reading proficiency.

Our upper grade Tier 2 instruction is becoming more consistent but we continue to work on developing our PLC's and comprehension tools to provide more focused and structured upper grade Tier 2 instruction.

We also need to look at our Tier 1 instruction to ensure students are learning the big rocks as identified by the teachers and then intervening with them when they don't get it.

## 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 76.5% in 2017 to 78% in 2018 (2% increase or approximately 6 students.)

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

#### Comments:

Data shows a decrease in students at benchmark on the MOY DIBELS for 2018. 72% of students were proficient

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

Students will increase school-wide median growth percentile by 2% from the 2016-2017 school year to the 2017-2018 school year in the area of English Language Arts on the SAGE end-of-level assessment.

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

#### Comments:

The median growth percentile on SAGE English Language Arts for the 2017-18 school year, decreased by 1%.

#### **Prior Year Goal #3:**

Forty seven percent of our students tested at or above proficient in SRI at the beginning of the 2016-2017 school year. When tested at the middle of the year, we increased our percentage to 65%. (A total of 18% increase in the amount of students at or above proficient). For the 2017-2018 school year, our school will increase the percentage of students testing at or above proficient on SRI by 20%.

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

**Comments:**

We increased our school's proficiency levels, but not by 20%. We only increased by 7%. At the beginning of the year we went from 55% of kids testing proficient to 62% of our students testing proficient

## CURRENT YEAR PROGRESS REPORT

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

#### Current Year Goal #1:

In the 2018/2019 school year, we will increase the percentage of K-3 students scoring at or above proficiency on DIBELS middle-of-year composite score by 2 percent, when compared with the beginning-of-year proficiency level on the Dibels composite score.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

AT the beginning of the year our K-3 students tested 70% of students proficient on DIBELS. For MOY we raised our scores to 78%. An increase of 8%

#### Current Year Goal #2:

In the 2018/2019 school year, we will increase the percentage of 4-6 students scoring at or above proficiency on DIBELS middle-of-year composite score, by 2 percent when compared with the beginning-of-year proficiency level on the Dibels composite score.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

AT the beginning of the year our 4-6 students tested 74% of students proficient on DIBELS. For MOY we raised our scores to 78%. An increase of 4%

#### Current Year Goal #3:

There was no goal #3. No report required.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):



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## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$11,167.00
B – Allocated new funds for 2018-2019 .....	\$50,889.00
C – Total Budget for 2018-2019.....	\$62,056.00
D – Projected spending during 2018-2019.....	\$55,905.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$6,151.00
F – Projected new funding for 2019-2020 .....	\$60,098.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$66,249.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

In the 2019/2020 school year, we will increase the percentage of K-6 students scoring at or above benchmark on DIBELS middle-of-year composite score by 3 percent, when compared with the beginning-of-year benchmark level on the DIBELS composite score.

#### 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 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

2019/2020 DIBELS MOY scores.

#### Action Plan:

1. Assess K-6 students at the beginning of the year with DIBELS assessments.
2. Use DIBELS scores and other forms of English Language Arts data to identify deficient skills in students grades K-6.
3. Provide targeted small group support for K-6 students using specific reading interventions to remediate deficient skills, determined by DIBELS and other English Language Arts assessments such as CORE Phonics.
4. Hire aides for to support teacher with groups. Tutors will work with higher-achieving students while teachers carry out interventions for struggling/below-level students. Two hours a week used to coordinate Star tutoring schedule. SEM will provide enrichment to high performing students to support growth.

5. Progress monitor each non-proficient student. Students will move in and out of the intervention group as performance indicates.

6. Provide PLC support to help grade level teams work the PLC process.

**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.**

Provide intervention and support to students that struggle with reading.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$19420.00	Hire 2 aides for 3.9 hours per day to help teacher create Tier 2 groups. STAR coordinator: 2 hours a day. Two reading aides for 3.4 hours a day to run small groups with teachers. One Aide for 1.5 hrs a day to help K-2 <sup>nd</sup> 17500.00  Additional hours for SEM /\$670  Star coordinator: yearly stipen\$ 1250
Prof. Services	\$0.00	\$	

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$19420.00</b>	

**GOAL #2:**

The growth target for the 2019-20 school year will be 60% of students in grades K-6 making typical or better growth using DIBELS Pathways of Progress.

**District Strategic Plan Area:**

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

**Academic area(s) addressed by the goal:**

- |   |                                     |  |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies  |
| <input type="checkbox"/> Mathematics        | <input type="checkbox"/> Science    | <input type="checkbox"/> Health          |
| <input type="checkbox"/> Writing            | <input type="checkbox"/> Fine Arts  | <input type="checkbox"/> World Languages |

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

Pathways to progress

**Action Plan:**

1. Assess K-6 students at the beginning of the year with DIBELS assessments, using Mclass software purchased by the school for grades 4-6.
2. Use DIBELS scores and other forms of English Language Arts data to identify deficient skills in students grades K-6.
3. Provide targeted small group support for K-6 students using specific reading interventions to remediate deficient skills, determined by DIBELS and other English Language Arts assessments.
4. Hire 2 aides for 3.9 hours per day to help teacher with groups. Tutors will work with higher-achieving students while teachers carry out interventions for struggling/below-level students. 2 of the hours will be used to coordinate Star tutoring schedule. Two reading aides for 3 hours a day to run small groups with teachers We will also hire another aid to help in the k-2 classes for direct instruction. Additional hours to SEM to provide enrichment opportunities for high performing students and increase growth.

5. Progress monitor each non-proficient student. Students will move in and out of the intervention group as performance indicates.

6. Provide PLC support to help grade level teams work the PLC process.

**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.**

It directly funds tier 2 instruction for students.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$19420.00	Hire 2 aides for 3.9 hours per day to help teacher create Tier 2 groups. STAR coordinator: 2 hours a day. Two reading aides for 3.4 hours a day to run small groups with teachers. One Aide for 1.5 hrs a day to help K-2nd 17500.00  Provide additional hours to SEM position/\$670  Star coordinator: yearly stipend/\$ 1250
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$3700.00	Mclass Licenses for 4-6
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$</b>	

**GOAL #3:**

Hannah Holbrook Elementary will score at District average or higher on all Language Arts end of level testing (RISE, CRT)

**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 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**

End of level test scores

**Action Plan:**

Use PLC's to help identify big rocks, curriculum guides and common assessments to help guide instruction. Implementation of PLC's-pay teachers to develop common products to help align Tier 1 instruction, and provide for subs for PLC conference.

**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.**

We would like to take the new teachers to the PLC conference to learn about PLC's and to have the same training as everyone else in the building.

We would like to pay teachers for the time they put into identifying essential standards, creating a pacing guide and developing common assessments for those essential standards.

Planned LAND Trust Expenses for Goal #3

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$15000.00	Implementation of PLC's-pay teachers to develop common products to help align Tier 1 instruction. '  Subs for PLC conference
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$</b>	

## 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 .....\$66249.00
- J – Total planned expenditures for 2019-2020 .....\$57360.00
- K – Planned carryover into 2020-2021 ..... \$8889.00
- 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”)*

Technology, materials for interventions, professional development, subs, aides in classrooms, and software.

### PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Technology, materials for interventions, professional development, subs, aides in classrooms, and software.

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

- |  |  |
|--|--|
| <input type="checkbox"/> Letters to policy makers                | <input type="checkbox"/> School newsletter         |
| <input type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website |
| <input type="checkbox"/> School assembly                         | <input type="checkbox"/> School marquee            |

## **SCHOOL COMMUNITY COUNCIL APPROVAL**

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

Number who approved: **8**

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