



# Holt Elementary

Composite School Plan  
2019-2020

Principal Lisa Larkin

## 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 Holt Elementary is to promote the mission of learning first for all. To accomplish our purpose, we advance student growth and proficiency in Davis School District DESK standards. We provide data driven instruction to increase math, language arts, and science proficiency for all students. We are dedicated to building partnerships with stakeholders, parents, community, and business partners. We are committed to the individual needs of every student, strive to nurture talents, and promote civic responsibility within a safe, structured learning environment.



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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Holt Elementary is a Title I residential school located at 448 N. 1000 W. in Clearfield, Utah. The neighborhood is comprised of single family homes, townhouses, and trailer homes.

### STUDENT BODY

Holt's student population consists of 465 K-6 students and 36 preschool students comprised of the following demographics: 62% are Caucasian, 28% are Hispanic/Latino, N<10 Native American, N<10 Asian, N<10 African American, N<10 Pacific Islander) and 6% who are designated with multiple ethnicities. Of the student body, 46% are economically disadvantaged (qualifying for free/and or reduced lunch), 20% are students with disabilities, and 16% are designated English Language Learners.

### STAFF

Holt's staff consists of 22 certified teachers and approximately 50 support staff including paraprofessionals, counselors, kitchen assistants, custodial staff, a full-time administrator and intern.

### SCHOOL CULTURE

Holt Elementary is focused on meeting the needs of each student through differentiated instruction: whole class, small group and individual. We focus on Language Arts and Math instruction. We utilize district approved resources and materials to facilitate best teaching strategies to increase student engagement. We offer extended day Kindergarten targeted to all at risk students. Our school is home to a HOPE and Title I Preschools. We offer Before and After school programs. The Bountiful Food Pantry donates weekend food packs for students in need. Our priority is to create a school climate and culture that is positive, safe, inviting, comfortable, and conducive to learning.

### UNIQUE FEATURES & CHALLENGES

Students at Holt Elementary have been involved in MESA and the Hill Air Force STEM StarBase program. Students have access to the InfiniD Computer Lab.

The Holt school community is comprised of families from a variety of socioeconomic levels. Due to the number of students coming from economically disadvantaged homes, Holt is designated as a Federal Title I school, and receives Title I funds. Families are faced with a variety of challenges that typically accompany dynamics of a low-income

community. Many of our students come from homes where English is not the primary language. We strive to communicate with these families to keep them involved. Holt has a supportive PTA and Community Council.

#### ADDITIONAL INFORMATION

## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

To promote Davis District's vision for Social and Emotional learning, Holt Elementary Jr. Hope Squad has been implemented successfully to train students to help their peers find ways to cope with stressful situations that they may encounter. A Kindness Committee has also been formed to give more students opportunities to serve and lead. A STEM lab was created to give high impact students access to technology that they would otherwise have the opportunity to experience.

### AREAS OF RECENT IMPROVEMENT

Through programs such as UURC and Imagine Learning, teachers are able to personalize learning for each student and target interventions to student specific needs resulting in increasing student reading fluency as shown by DIBELS.

### AREAS OF NEEDED IMPROVEMENT

Students at Holt Elementary have continued to show a deficit in math growth as shown by the SAGE math scores. Through a partnership with state and district representatives, collaborative teams will coordinate with Professional Learning Communities for continued improvement. Teachers need to implement MTSS with greater fidelity to support positive behavior. Attendance continues to be a concern. Holt continues to work on increasing parental involvement.

## PRIOR YEAR STATUS REPORT

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

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

From Beginning of Year to Middle of Year, increase the percentage of K-3 students scoring at or above DIBELS (middle-of-year composite score benchmark) by 10%.

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

Comments:

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

Students in grades 3rd-6th will show overall proficiency gains of 10% in areas of assessment in Language Arts, Math, and Science as measured by SAGE.

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

Comments:

Although 3<sup>rd</sup> grade made significant growth in all areas, other grades dropped in every category. Data analysis will continue to support professional development that is aligned to teachers' needs to promote growth..

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

Monthly Attendance will be tracked in both absences and tardies with a reduction goal of 10% from previous year. Students/families on Chronic Attendance report will set goals every term to reduce number of days absent by 30% with an overall goal of less than 18 days absent for the 2017-18 school year.

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

**Comments:**

The amount of tardies did decrease but attendance stayed the same.

**Prior Year Goal #4:**

Quality Staffing- Teachers will continue to follow the Schoolwide Reading Improvement Plan that fully implements UURC strategies for Tier 1 and Tier 2 instruction. This includes completing required UURC training (or other identified at 3 or more) days of Professional Development. Teachers will meet with administrator to discuss observations at least one of three.

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 percent of K-3 students scoring at/above benchmark on middle of year DIBELS by 2%.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

#### **Current Year Goal #2:**

Students in grades 4th-6th will improve Literacy proficiency rate of 5% on the end of level assessments.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

#### **Current Year Goal #3:**

Increase number of students proficient in Math by 5% at each grade level 3rd -6th.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

#### **Current Year Goal #4:**

Increase student and teacher access to technology for blended learning/STEM.

- 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.....	\$- 0
B – Allocated new funds for 2018-2019 .....	\$48,595.00
C – Total Budget for 2018-2019.....	\$48,595.00
D – Projected spending during 2018-2019.....	\$48,595.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$0.00
F – Projected new funding for 2019-2020 .....	\$50,476.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$50,476.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

Increase the percent of K-3 students scoring at/above benchmark on middle of year DIBELS by 2%.

#### 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

#### Action Plan:

- Salaries for reading tutors to implement push-in model.
- Teachers will identify low performing students as well as students who have not met proficiency to work more intensely small/individual groups.
- Professional development from our English Language Arts Coordinator on use of instructional routines and strategies.
- Identify, serve, and monitor students who have not met proficiency.
- Intervention plans will be created by the classroom teacher with data to monitor progress.
  - Technology devices for Imagine Reading and other reading intervention and instruction tools.

**Will LAND Trust funds be used to support the implementation of this goal?** Yes (*complete the budget sections below*) No (*skip the budget sections below*)**Does this action plan include behavioral/character education/leadership efforts?** Yes (*answer the next question*) No (*skip the next question*)**Explain how these efforts directly affect student achievement.**

## Planned LAND Trust Expenses for Goal #1

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$15000.00	Tutors
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$5000.00	Technology
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$20000.00</b>	

**GOAL #2:**

Increase number of students proficient in Math by 5% at each grade level 3rd-6th.

**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 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**

Growth on student end of level assessments.

**Action Plan:**

- Salaries for math tutors to implement push-in model
- Implement the use of math journals.
- Data dive with district personnel to identify areas of weakness to target interventions with teachers and students.
- Technology for Imagine Math and other math intervention tools and instruction.

**Will LAND Trust funds be used to support the implementation of this goal?**

- Yes *(complete the budget sections below)*
- No *(skip the budget sections below)*

**Does this action plan include behavioral/character education/leadership efforts?**

- Yes *(answer the next question)*
- No *(skip the next question)*

**Explain how these efforts directly affect student achievement.**

Planned LAND Trust Expenses for Goal #2

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$10000.00	Tutors
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$5000.00	Technology
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$15000.00</b>	

**GOAL #3:**

Increase student and teacher access to technology for blended learning/STEM.

Increase student and teacher access for blended learning/STEM. Increase student performance and achievement in Mathematics, Technology, and Science, -content areas-

**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 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**

Beginning and mid-year needs assessment to determine accessibility and use. Also compare end-of-level testing as available to measure improvement.

**Action Plan:**

- Collaborate with STS to determine current inventory and accessibility.
- Utilize JSSC for input of teacher needs
- Hire STEM lab manager
- Purchase devices and other STEM hands-on learning resources and materials.

**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 #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	\$	\$5000.00	STEM lab manager
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$8000.00	STEM lab hardware
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$13000.00</b>	

**GOAL #4:**

Increase parent and community involvement by conducting special night events.

**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 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 checked="" type="checkbox"/> World Languages |

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

Attendance at night activities will be 200 attendees or more.

**Action Plan:**

- Each community night will have a team that will plan and coordinate the event i.e. Math Night, Cultural Night, Literacy Night. Teams will work in partnership with the PTA.

**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

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$	
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 ..... \$50,476.00
- I – Total projected funding for 2019-2020 .....\$50476.00
- J – Total planned expenditures for 2019-2020 .....\$48000.00
- K – Planned carryover into 2020-2021 ..... \$2476.00
- 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”)*

Enhance the technology already listed in Goal #2.

### PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

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

- |   |  |
|---|--|
| <input type="checkbox"/> Letters to policy makers                           | <input 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 type="checkbox"/> School marquee            |

## **SCHOOL COMMUNITY COUNCIL APPROVAL**

Date of council approval vote: **3/25/2019**

Number who approved: **8**

Number who did not approve: **0**

Number who were absent or abstained: **0**

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## 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.)

Facilitating time and training for collaborating among teams and district leaders

### 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:

## 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:

## 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 6<sup>th</sup>-7<sup>th</sup> 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 6<sup>th</sup>-7<sup>th</sup> 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
  - 1<sup>st</sup> and 2<sup>nd</sup> Grade Language Arts CRTs
  - 1<sup>st</sup> and 2<sup>nd</sup> 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

#### 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