



Kaysville Elementary

Composite School Plan
2019-2020

Principal Meggan Nichols

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 Kaysville Elementary is to promote the mission of learning first for all. To accomplish our purpose, we will provide a guaranteed curriculum at high levels to all learners with extra time and support provided for intervention and enrichment. Educators will be provided opportunities to improve and refine their practice through collaborative teaming and ongoing professional development. We will partner with parents, PTA and community members to provide opportunities for each child to engage in learning that prepares them with 21st century learning skills of critical and creative thinking in a collaborative environment.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Kaysville Elementary was built in 1905 and has since been through several remodels. The school is located at 50 North 100 East in Kaysville, Utah. Kaysville Elementary was one of the first elementary schools built in Davis County. The boundaries of Kaysville Elementary mainly consist of residential areas, however, there are many local businesses that are within walking distance of the school. Kaysville is a tight knit community that espouses the values of their pioneer heritage. Kaysville city is known as “Utah’s Hometown.” As stated on the city’s webpage, Kaysville city is “an active community where traditions are kept, families are valued, and citizens enjoy a sense of belonging and the spirit of community.” <http://www.kaysvillecity.com/>

STUDENT BODY

Our school consists of grade levels Preschool through grade 6. As of February 2019, Kaysville Elementary School had a student population of 692 students, and a student body who are predominately Caucasian with a 8.5% ethnic minority percentage. The percentage of Economically Disadvantaged students is at 14.7% with Students with Disabilities make up roughly 17.2% of our total population.

STAFF

Kaysville Elementary employs 69 staff members with 30 of those being certificated teachers. 78% percent of the teaching staff at Kaysville Elementary is ESL Endorsed with 30% percent of the staff having a Master’s Degree or higher.

SCHOOL CULTURE

Kaysville Elementary is a school of positive transparency and open communication between stakeholders. Kaysville Elementary exemplifies an atmosphere of shared responsibility for “Learning First” through stakeholder participation in the educational process.

UNIQUE FEATURES & CHALLENGES

Our school contains a first, second, and third grade PAL (Primary Advanced Learner) class for students that have been identified as being advanced learners. We also have a functional skills classroom that serves K-3 special education students. A community preschool is housed at our school that serves three and four-year-old regular and special education students in a mainstream setting. We enjoy a high level of parent

participation not only through our PTA, but also through parents that volunteer in teacher classrooms. A high percentage of our students are bussed to school.

Challenges at our school include transforming teaching so there is equity in learning for all students. The initiative of Blended learning, which is transforming teaching and learning that provides differentiation individualization, and personalization through digitally enhanced pedagogies and practices, is a powerful and comprehensive approach to address this need. Our ultimate vision is to create and support personal learning plans for every student.

ADDITIONAL INFORMATION

Kaysville Elementary has a very active PTA. They provide various activities: VIP Breakfast, Reading Week, Reflections, Dad's and Donuts, Book Fair, etc. They support the staff by providing field trip grants and countless volunteer hours.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Teachers support opportunities for students to share their learning through grade level programs and events such as 6th Grade Medieval Days, 5th grade Colonial Days, 4th grade Mountain Man Rendezvous, 3rd Grade Wax Museum, 2nd Grade Fill Your Bucket music program, and the 1st grade Christmas Musical Program and Art Project. We also hold a STEM fair for our community.

Kaysville students represented the school at the District Keyboard Challenge, Martin Luther King essay contest, the state Storytelling Festival, the Decathlon, and Science Olympiad.

The School Enrichment Model (SEM), which is implemented to assist the traditional classroom teacher in providing enrichment for advanced learners in pull out and small group settings, served 115 students as of February 2019. These students have participated in recycling and service projects. Subjects that students have studied include: coding, researching, cryptology, deciphering using games that require the use of algorithms, sequencing and programming, creating snap circuit experiences, and computer programs. These students made up our two robotic teams which competed for the first time at the VEX Robotics Rookie Invitational held at Syracuse Jr. High. There were 51 teams from both elementary and junior high schools competing. Our Dragons represented our school proudly in the finals with our 6th grade team taking 6th place and our 5th grade team taking 10th place

AREAS OF RECENT IMPROVEMENT

The school has redesigned its instructional schedule to offer the greatest academic progress for students. Teachers have an opportunity to provide tier two interventions with the support of a tutor each day during a designated time called “Den Time”. Instructional needs are identified and focused instruction is given in a small group setting for 30 minutes 4 times a week. Progress monitoring takes place weekly to advance students or to refer to LCMT.

Student access to technology has also increased. Grade levels 1-4 have an iPad cart and a laptop cart. Grades 5-6 will be 1-1 in 2019-2020. Our STS provides technology support as well as training and coaching in this area.

- 84% of students K-3 reading on level at 2017-18 EOY Acadience Reading measure.
- Students and Faculty have had a year to study Growth Mindset. Our school has shown progress in understanding, demonstrating, and applying Growth Mindset in learning situations.

AREAS OF NEEDED IMPROVEMENT

Our school needs to continue to raise our proficiency levels in RISE, CRT, and Acadience Reading. We want to see growth in each subject area. We need to improve upon our interventions for non-proficient students to ensure they are moving closer to proficiency. In order to ensure this takes place, we will focus on professional learning communities using data driven instruction and interventions.

Kaysville Elementary also has a desire to lead teachers in instructional agility by focusing on the implementation of Blended learning practices.

- Supporting student proficiency in 21st Century Learning Skills of critical thinking, creative thinking, collaboration and communication.
- Increasing the use of technology at higher levels (SAMR) to affect student learning and thinking.

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/above benchmark” on middle of year DIBELS by 2% (from 84 to 86%) as measured by middle of the year DIBELS composite scores.

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

Comments:

Kaysville's students scoring at/above benchmark showed no growth on middle of year DIBELS. Student proficiency grew from the beginning of the year at 78% to 84% at the end of year.

Prior Year Goal #2:

Students will increase their median growth percentile by 3% in math as measured by end of year SAGE median growth percentile scores.

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

Comments:

4th and 5th grade students met the goal. 6th grade students did not increase their median growth percentile.

Prior Year Goal #3:

Teachers will increase their understanding of Growth Mindsets, implement Growth Mindset lessons in their classroom, gain knowledge of Blended Learning and incorporate Blended Learning in their class instruction.

- 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 student literacy:

- Increase the percentage of K-3 students who are at benchmark by 3% from BOY to EOY in the 2018-19 school year.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #2:

Implement STEM Teaching and learning processes into every classroom. The average score on Evaluate Davis indicator T.5 “learners have opportunities to engage in higher level thinking will average 3.0.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #3:

Increase student proficiency in Math

- 80% of students in grades 3-6 will score 85% or higher on SAGE Benchmark tests in math after intervention.

- Increase math CRT proficiency by 2% in 2019 as compared to 2018

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #4:

Create a Jr. Hope Squad for the school. Three Advisers will teach student curriculum and oversee the program.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Current Year Goal #5:

Increase student literacy:

- 85% of grades 4-6 students will score at or above benchmark on EOY DIBELS composite in the 2018-19 school year.

- 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.....	\$8,207.00
B – Allocated new funds for 2018-2019	\$66,218.00
C – Total Budget for 2018-2019.....	\$74,425.00
D – Projected spending during 2018-2019.....	\$71,340.00
E – Expected carryover from 2018-2019 to 2019-2020	\$3,085
F – Projected new funding for 2019-2020	\$71,334.00
G – Total projected funding for 2019-2020	\$74,419.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase student literacy:

Seventy-five percent of students in grades K-3 will show "typical" or higher progress on the MOY Acadience Reading (formally DIBELS) Pathways to Progress report.

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

Acadience Reading Pathways to Progress scores

Acadience Reading Benchmark Scores

Action Plan:

Strengthen Tier 1 instruction by the following actions

- Teachers identify students needing re-teaching/intervention
- Coordinator coaches and models research –based practices for teachers

To Support students in need of Tier 2 interventions

- Teachers will collaborate in grade level DCTs to analyze data, identify struggling students, address and modify instruction based on student need.

- Deliver targeted interventions based on need as identified by Acadience Reading testing, Davis Drill-down and weekly progress monitoring.
- Provide support for struggling students through the use of instructional aides
- Progress monitor students at-risk on a regular basis

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	\$	\$21336.00	3 Instructional Aides
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$1875.00	Microphone replacements and batteries
Total	\$	\$23,211.00	

GOAL #2:

Increase student proficiency in grades 4-6 by 2% in Math according to Rise Testing

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

Rise Test

Action Plan:

Every student 3-6 will use a digital math tool 3-4 times per week. Teachers will use the data from this tool to inform instruction in order to provide intervention and enrichment opportunities. This digital tool will be made available to support practice at home. Each DCT will engage in a half a day of extended collaboration monthly, to create a lesson study, write common formative assessments, or develop curriculum in math as informed by student need.

DCTs in grades 3-6 will use iReady math data to form small student groups for interventions. Interventions will be taught by math tutors under the direction of the teacher.

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

- Yes *(complete the budget sections below)*

No (*skip the budget sections below*)

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

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$21952.00	2 math tutors and subs for teacher collaboration.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$3295.	Fact Fluency Program
Equipment	\$	\$16944.00	Technology to support digital tools.
Total	\$	\$42191.00	

GOAL #3:

Increase student ability to apply learned principles within science core standards through problem solving and collaboration.

Social and Emotional Learning: Classroom teachers will implement a Social Emotional Learning Curriculum, teaching 22 lessons within the school year with the completion date of March 1, 2020.

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

Number of missions completed in the InfiniD Lab by each class.

Implementation of teaching the SEL curriculum

Have 3 assigned advisors to work with the HOPE Squad Identification and training student members of the HOPE Squad

Action Plan:

Teachers will provide the opportunity for students to complete a minimum of three missions in the InfiniD Lab within the school year.

Purchase SEL program for each grade level. Teachers will teach 22 lessons in their classroom that address skills for learning, empathy, emotional management and problem solving. Curriculum will be taught by March 1, 2020.

Have 3 assigned advisors to work with the HOPE Squad Identification and training student members of the HOPE 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 would 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 #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$600.00	General Supplies to aid in getting the HOPE Squad up and running.
Textbooks	\$	\$2,278.00	Purchase of Social, Emotional Learning program
Library Books	\$	\$	
Software	\$	\$5,500.00	InfiniD Licenses
Equipment	\$	\$	
Total	\$	\$8.828.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$71,334.00
- I – Total projected funding for 2019-2020\$74419.00
- J – Total planned expenditures for 2019-2020\$74230.00
- K – Planned carryover into 2020-2021 \$189.00
- 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

Salaries and technology in support of the goals in this plan.

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 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: **March 6, 2019**

Number who approved: **7**

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

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