



# King Elementary

Composite School Plan  
2019-2020

Principal Kathleen Bagley

## 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 King Elementary is to promote the mission of learning first for all. To accomplish our purpose, we will implement an ethical environment of learning that is safe, efficient, and effective by collaborating with faculty, staff, and community members. We will attract and retain exemplary teachers who will use innovative and engaging instruction to deliver core content for student achievement. We encourage our community leaders and parents to support high academic achievement and provide learning opportunities through enrichment activities and parental support.

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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

King Elementary is located in Layton City. It serves a primarily suburban community. We have a broad economic profile which consists of high middle class, middle class and poverty. We are located at 601 E. 1000 N. Layton, UT. 84041.

### STUDENT BODY

King has approximately 530 students of which 75% are Caucasian, 25% Minority, 15% Hispanic, 1% Native American, 1% Asian, 2% African American, 3% Pacific Islander, 3% Multi Race. Of our students, 35.9% are economically disadvantaged, 7.8% are limited English proficient, and 20.4% receive special education services.

### STAFF

King has 27 highly qualified teachers plus over 20 classified staff that work directly with children. All classified staff are highly qualified.

### SCHOOL CULTURE

King Elementary creates an environment for student learning based on DESK objective driven structure. Parents are encouraged to participate in student learning through volunteer work either in the classroom or on committees. Teachers participate in Davis Collaborative Teams.

### UNIQUE FEATURES & CHALLENGES

Each student brings his/her own individual needs, both academically and socially to our school. Our building houses both a Headstart and Title I preschool. We continually strive to get parents to understand the importance of education and school attendance. Our building is over 35 years old and in need of several upgrades, including upgrades to the entrance and access to the school for safety. Our school has 35.9% that qualify for free or reduced lunch.

### ADDITIONAL INFORMATION

We are a Title I school and have written and received several grants to help students access the curriculum and ensure an enriched education with the use of technology.

## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

E.G. King Elementary made typical achievement and growth on the Utah Legislative Grading System. Our English Language Learner population also had typical progress and proficiency. The school maintains the distinction of being a GOLD status Math Counts enrichment program. The MESA/STEM program was adopted to benefit specially selected sixth grade students. Fifth and sixth grade students participate in the Mission to Mars and Star Base First in Flight distinction respectively. Students participated and competed in a LEGO robotics program.

### AREAS OF RECENT IMPROVEMENT

Technology has become a main focus and we have recently reached a one to one device to student ratio. Teachers are elevating student learning through the use of nearpod and other program integration. 65% of our students made typical or above typical growth on Acadience Reading Pathways to Progress.

### AREAS OF NEEDED IMPROVEMENT

Literacy and math proficiency remain an area of focus. Community involvement and support is a critical concern. The school would greatly benefit from having an activity center.

## PRIOR YEAR STATUS REPORT

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

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

Increase the percentage of 1-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 63% in 2017 to 68% in 2018 (5% increase or approximately 17 students)

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

Comments:

DIBELS middle-of-year composite score benchmark in 2017 was 63% and middle-of-year composite score benchmark in 2018 was 62%. All elements of the action plan were followed.

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

Increase the percentage of 3-6 grade students scoring at or above benchmark in DIBELS middle-of-year DAZE adjusted benchmark score.

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

Comments:

Middle-of-year DIBELS Daze percentage in 2017 was 69% and middle-of-year DIBELS Daze percentage in 2018 was 74%. There was a 5% increase.

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

Eighty percent of E.G. King students will make a 4% growth in number sense, (about 26 additional students).

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

Comments:

In 2017 SAGE Benchmark scores show 80% of students achieving a 320 or better and in 2018 80% of students scored 333 or better. A 4% increase was achieved.

## CURRENT YEAR PROGRESS REPORT

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

#### Current Year Goal #1:

60% of students will show “typical” (or higher) progress on DIBELS pathways to progress from Middle of Year 2018 to Middle of Year 2019 as measured on the DIBELS Pathways to Progress data.

Progressing according to plan

Not progressing according to plan

Comments (optional):

In grades K-6, 68% of students made typical or above typical progress according to DIBELS MOY Pathways of Progress.

#### Current Year Goal #2:

80% of students will show progress/improvement in their knowledge and implementation of the Seven Habits of Happy Kids as measured by teacher reporting of student participation in monthly focus and challenges.

Progressing according to plan

Not progressing according to plan

Comments (optional):

#### Current Year Goal #3:

Students will earn a schoolwide median growth percentile of 50 in math as measured on end of year SAGE (grades 3–6) and CRT (grades 1-2).

Progressing according to plan

Not progressing according to plan

Comments (optional):

#### Current Year Goal #4:

All teachers will be trained in the implementation of the BOLD Schools framework for implementation of blended learning. Additionally, all students will participate in blended learning opportunities for instruction and enrichment throughout the 2018-2019 school year as measured by teacher reports.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Teachers are actively sharing BOLD school lessons with each other and reporting on lessons happening in their classrooms.

## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$13,896.00
B – Allocated new funds for 2018-2019 .....	\$56,416.00
C – Total Budget for 2018-2019.....	\$70,312.00
D – Projected spending during 2018-2019.....	\$61,785.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$8,527.00
F – Projected new funding for 2019-2020 .....	\$61,423.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$69,950.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

In grades K-6, 67% of students demonstrated proficiency on 2018-2019 MOY Acadience Reading Benchmark. 73% of K-6 students will demonstrate proficiency on 2019-2020 MOY Acadience Reading Benchmark, for a 6% increase or approximately 30 students school wide.

#### 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

Acadience Reading Middle of Year Proficiency Data (2019-2020)

#### Action Plan:

1. Ensure K-6 teachers are trained on how to progress monitor using mClass.
2. Teachers will use progress monitoring data to strategically group students for targeted interventions.
3. Title I Reading tutors will assist teachers to provide Tier 2 interventions in small groups and with individual students.
4. Classroom teachers will meet regularly to review student responses to interventions, student progress, and to adjust student groups.
5. The ELA Coordinator will work closely with teachers and tutors to guide them through the planning and intervention process.



- 6. Teachers will implement the Davis School District Blending Routine and a daily repeated fluency routine with fidelity.
  - 7. Teachers will participate in 4 half day personalized professional development sessions.
  - 8. Office referrals will be reduced by 20% by the end of the 2019-2020 school year as compared to the 2018-2019 school year. Number of documented discipline incidents in ENCORE during the 2019-2020 school year.
1. The faculty and staff will continue implementation of the school-wide behavior plan.
  2. Teachers will explicitly teach rules and procedures for their classroom and areas throughout the school. Teachers will reteach these rules and procedures as needed throughout the school year.
  3. Teachers will implement the Second Step program with the support of the school counselor and school administration.

**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.**

Teachers will use the Second Step social emotional program to explicitly teach and support character building, emotional regulation, and social skills. This will help students to regulate their behaviors in school and focus on academic improvement. Studies show that happy people achieve more.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$50,900.00	\$46,900 for .5 ELA Coordinator salary to create a full-time position. \$4,000 for PD subs/stipends.
Prof. Services	\$	\$	

<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	\$	\$10,600.00	\$3,600 for mClass software for 4-6 grade teachers. \$7,000 Second Step SEL Program
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$61,500.00</b>	

**GOAL #2:**

75% of students will demonstrate proficiency in their grade level math fluency standard by end of term 3 in the 2019-2020 school year.

**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 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**

Common formative assessments developed by each grade level and approved by the King Elementary Math Coach.

**Action Plan:**

1. Teachers will develop a common formative assessment for their grade level math fluency standard with assistance from the math coach.
2. Teachers will use this assessment to assess students on their prerequisite skills in the first 3 weeks of school.
3. Using progress monitoring and formative assessment data, teachers will determine student needs and structure interventions around these needs.
4. Teachers will use software to gather additional data, which enables the teacher to administer tier 2 interventions.
5. Teachers will participate in 3 half day personalized professional development sessions and subs or stipends will be provided with Land Trust monies as required.
6. 6th grade teachers will receive a stipend from Land Trust monies for summer math curriculum planning days.

**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	\$	\$8,300.00	\$5,300 for teacher stipends for math planning. \$3,000 for PD subs/stipends.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$8,300.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 ..... \$61,423.00
- I – Total projected funding for 2019-2020 .....\$69950.00
- J – Total planned expenditures for 2019-2020 .....\$69800.00
- K – Planned carryover into 2020-2021 ..... \$150.00
- 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

The additional funding will be used to pay a math teacher aide (15 hours/week) to support teachers during small group math instruction.

### 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: 3/7/2019

Number who approved: 15

Number who did not approve: 0

Number who were absent or abstained: 5

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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.)

Teachers will use up to 1 hour every other week to meet as a PLC team with an administrator or coach while reading tutors work with their classes. It is anticipated that this practice will improve reading scores according to Acadience Reading MOY Benchmark.

### 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:

Parents are encouraged to volunteer in classrooms, around the school, in PTA and Community Council. Parent nights are held to draw parents in to the school and provide an evening with enriching information.

## 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