



Layton Elementary

Composite School Plan
2019-2020

Principal Diane Hammer

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 Layton Elementary is to promote the mission of learning first for all. To accomplish our purpose, we do the following:

- Work collaboratively in weekly Davis Collaborative Teams (DCT's) to focus on student learning by analyzing data to determine teaching effectiveness and student needs—enrichment and extensions are formulated and implemented.
- Maintain high expectations of teachers and students as evidenced through rigorous learning and increased growth as measured through observations and professional development training. This training is provided by teacher leaders, administration and contracted professionals with an emphasis on holding each other accountable for implementation.
- Provide a safe, innovative, and collaborative learning environment to create self-confident student and teacher leaders.



- View our community as key stakeholders who support and enhance student learning and excellence. Important parent partnerships are formed with PTA, Community Council, and the Parent Advisory Board.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Layton Elementary is a Title I school located at 369 West Gentile Street, Layton, Utah 84041. The school is located in an area that is a mix of residential and commercial properties with a section being modular homes. Our students are transported by one regular education bus and three special education buses.

STUDENT BODY

We have approximately 589 students from Kindergarten through grade 6 and 39 preschoolers. The population of Layton Elementary has 145 Ethnic Minority students, with 7.6% English Language Learners, 39% Economically Disadvantaged, and 16.3% receiving Special Education Services. We have added a 2nd/3rd/4th grade Learning Center to our school, along with our Functional Skills unit.

STAFF

Layton Elementary has a staff of 87 individuals. This staff includes 32 highly qualified/certified faculty members, 4 itinerant related servers and academic coaches, 38 highly-qualified paraprofessionals, and 13 other classified staff members. 58% of the teaching staff are ESL endorsed and 32% of the faculty members hold Master's Degrees or higher.

SCHOOL CULTURE

Layton Elementary serves a wide spectrum of ethnicities and socio-economic statuses. Due to our wide-ranging needs, our philosophy is to prioritize differentiated practices to meet the needs of all students.

Our school is governed by a list of student-created rules for behavior called the Layton Essential Dozen. These rules are:

LAYTON'S ESSENTIAL DOZEN

1. Be nice to everyone.
2. Be honest.
3. Be respectful & polite.
4. Be inclusive.
5. Congratulate others who do well, and don't brag when you do well.

6. Behave appropriately.
7. Speak with good purpose.
8. Use good table manners.
9. Look people in the eye when they are talking to you.
10. Listen first and don't interrupt.
11. Learn from your mistakes.
12. Be an Upstander, not a bystander.

This year we have engaged in a variety of opportunities to reach our diverse student population. We have implemented growth mindset principles, encouraging teamwork and cooperation. We have celebrated successes of students who have displayed notable behavior in the Layton Essential Dozen Rules through our Key Leaders Lunch 12 times a year. We created a "Time to Reflect" Wall in our main entrance hallway with clocks and mirrors with affirmations for students and staff. We practice principles of mindfulness and have created a Meditation Room to help students and staff to make a place for refocusing and recentering to increase mental wellness.

UNIQUE FEATURES & CHALLENGES

We want to increase the involvement of our Hispanic/minority community in the decisions and direction of our school. Community Council members are going to reach out to our Latino families to invite them to our school to participate in Community Council.

We are a Title 1 school. We house Head Start and Title I preschool students. We provide before and after school services, as well as welcome a Functional Skills classroom that serves students in grades four through six. In addition, we have a Learning Center serving students in grades 2, 3, and 4.

We have many students who are chronically absent. To help with this, we have a Title I Parent Involvement employee who acts as a parent liaison as we seek to improve attendance. She calls families daily and provides daily attendance incentives to classes and students who attend a full day of school.

Bountiful Food Pantry provides 84 food packs for students in need each Friday. On holiday weeks, they provide several vouchers for the food pantry for families who will be without food packs. Many of our students come to school hungry, and this extra food lets them have food on weekends when school lunch and breakfast aren't available. We also have a Principal's Pantry with emergency snacks and food boxes on hand at all times for families in need.

We are located next to the FrontRunner station and are less than a mile away from the new hospital; both of these features create unique safety and traffic challenges for us. We are working with Layton City officials, and the new IHC hospital, to alleviate these challenges.

House System – Students are sorted into 4 different houses: Isibindi (Courage), Altruismo (Givers), Reveur (Dreamers), and Amistad (Friendship) to build unity and a sense of support school-wide.

We run an alternative social-emotional education program inspired by Ron Clark Academy called the Amazing Skyhawk Shake. Students are taught basic social skills, such as shaking hands, making eye contact, making and sustaining conversations. We also challenge them to reach out further to hold a press conference, participate in a job interview, host a party, etc. We invite dignitaries from Davis School District and the community to participate in the judging.

We hosted the First Annual DSD Amazing Shake along with 3 other schools.

Layton Elementary has a dedicated meditation room to help our students and staff practice mindfulness. Our school psychologist works with classroom teachers to engage students in mindful practices, including meditation.

Our PTA sponsors a school play every year; this year the production was Shrek, Jr.

Our Blended Learning Team, comprised of five teachers and two administrators, attended Blended-Learning Live training this summer. Teachers created an action plan to use the Station Rotation Model to introduce blended learning to teachers at the opening faculty meeting.

As a school, we are using the following blended and personalized software options:

ST Math

RAZ-Kids

Imagine Learning

ALEKS

IXL in 3rd and 6th grades

Science A-Z

Nearpod

Our students participated in Reflections; 4 students participated in the Region contest and 1 student went to State.

Geography Bee: Our students participated in the Geography Bee this year.

Spelling Bee: Our students participated in the District Spelling Bee.

Archery Tournament: 56 students participated in the Utah State National-Archery-in-the-Schools Tournament at the Salt Palace.

Three students participated in the District Keyboard Challenge; one student placed in the top ten.

Five hundred parents and students attended our Annual Art Show on March 13, 2019. First-fifth place winners were determined on each grade level, earning a ribbon.

ADDITIONAL INFORMATION

We have partnerships with the following organizations:

Layton High School Latinos-in-Action

Davis High School Latinos-in-Action

Layton Intermountain Hospital

National Archery in the Schools

AmeriCorps - Reading Volunteer Coordinator

First National Bank in Layton

Hill Air Force Base - STARBASE

Boeing International - Engineering Event

Davis Behavioral Health Parenting Classes

Layton City Police Department - DARE

Youth of Utah

Utah State Board of Education Reading Difficulties Grant

Utah Jazz

Sub Zero

Habit Burger

Menchie's

Classic Skating

Dartside

Davis Education Foundation

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

We received a Reading Intervention Grant from USBE to implement with our most struggling readers. This program impacts grades K-5.

We continue to improve the implementation of our Davis Collaborative Teams with a focus on formative assessment, student data, and interventions within grade-levels, as well as vertically aligning curriculum across grade levels.

All students participate in keeping their own data through student-data binders.

Mindfulness is used and supported by teachers, students, PTA, and administration for a cohesive community of shared behaviors and leadership training. We have also added a Key Leader program to honor one student every three weeks per class.

Principles of Growth Mindset are being taught and practiced by students and faculty members. Practices of mindfulness are also facilitated by our school psychologist. We have added a dedicated space for meditation. School-wide interventions are provided to every student based upon data to determine the areas of need.

We have a Jr. Hope Squad to help our students learn skills of listening and supporting to aid their peers. Eighteen students are on the Hope Squad, with 3 adult advisors, our 4th grade teachers.

Spanish-speaking Liaison in the office.

Student Council provides student leadership and a weekly news broadcast. They also greet students at the door and provide service activities and projects for the school and community.

AREAS OF RECENT IMPROVEMENT

2017: Proficiency in SAGE Testing: In ELA, Layton - 49%; DSD - 54%; State - 44%. In Mathematics, Layton - 55%; DSD - 52%; State - 46%. In Science, Layton - 54%; DSD - 51%; State - 48%.

2018: Proficiency in SAGE Testing: In ELA, Layton - 50% proficient; DSD - 52%; State - 47%. Mathematics, Layton - 52%; DSD, 55%; Utah, 49%. In Science, Layton - 55%, DSD - 57%; State - 52%.

2017: Growth in SAGE Testing: In ELA, Layton - 46.6 ; DSD - 51%; State - In Mathematics, Layton - 58.5; DSD - 55 %; State - In Science, Layton - 44.5; DSD - 53%;

2018: Growth in SAGE Testing: In ELA, Layton - 47% Growth; DSD - 43%; State - 44%. In Mathematics, Layton - 51%; DSD - 47%; State - 44%. In Science, Layton - 51%; DSD - 54%; State - 53%.

2018: SAGE Growth of the Lowest 25%: 58%, an increase of 1.7% from 2017.

2018 CRT Proficiency Summary: DSD. 85%; Layton, 85%.

DIBELS Proficiency:

2017: 73%

2018:74%

DIBELS Pathways to Progress (Growth):

2017: End-of-Year Target - 60%. Growth data not available for 2017.

2018: End-of-Year Target - 60%: K, 65% (Middle of Year); First, 63% (MOY); Second, 61% (MOY); Third, 66% (MOY).

AREAS OF NEEDED IMPROVEMENT

English Language Learner Growth: 30.32% of our ELL's made progress towards proficiency; the State cutoff score was 34.93%.

2017: All Students - ELA, 41%; MA, 43.5%; Science: 28%. Below Proficient Students - ELA, 42%; MA, 45%; Science, 26%. SAGE only.

2018: 31% of students made growth - we are "Developing" and need to be at the Typical or Above-Level. This number is lower than last year's growth, but is based upon WIDA scores and SAGE. This is a different measure and not comparable.

All Students' Growth in ELA:

2017: 49%

2018: 46.9%

DIBELS:

2017: 73%

2018:74%

Growth of Students with Disabilities (SWD): 29.27% of our students with disabilities made progress towards proficiency; the State cutoff score was 34.93%.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Layton Elementary will increase the percentage of K-3 students scoring at or above DIBELS middle-of year composite score benchmark from 73% in 2017 to 77% in 2018 (4% increase or approximately 15 students).

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

Comments:

Layton Elementary did not meet our goal. We increased to 74% in 2018, making about a 1% gain.

Prior Year Goal #2:

Layton Elementary will improve mathematics proficiency by 2% from 48% in 2015-16 to 50% in 2018 by increasing time spent on blended learning opportunities for our fifth grade students, including web-based mathematics programs.

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

Comments:

Fifth graders were 50.6% proficient in 2018 in Mathematics. We met our goal.

Prior Year Goal #3:

Layton Elementary will continue to implement Davis Collaborative Teams to increase teacher and student learning. This will be measured through weekly DCT data reports.

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

Comments:

Teachers met weekly; DCT notes were provided to administrators.

Prior Year Goal #4:

Layton Elementary will implement an after-school STEAM club for 8 weeks during the school year to give fourth, fifth, and sixth grade students an opportunity to participate in a program to foster STEM learning and thinking.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

STEAM Club met for 8 weeks to give students an opportunity to participate in `STEM learning.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Layton Elementary will increase the percentage of K-3 students making typical or better growth on the DIBELS Pathways-to-Progress middle-of year composite score benchmark from 66% in 2017-18 to 69% in 2018-19.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Our school did not meet our goal. We were above the District target of 60%, but we only achieved 63% at mid-year, not meeting our lofty goal.

Current Year Goal #2:

Layton Elementary students will increase growth by ten points in Science.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

We did not meet our goal; we grew to 51.3%, but were short of the goal by 0.7%. We grew by 9.3%.

Current Year Goal #3:

Layton Elementary will increase student progress by 3 growth points in Mathematics by continuing to implement the Comprehensive Mathematics Instruction Model for teachers and students in all grades.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

We did not meet our goal of progress. In 2017, we achieved 61% growth overall, while in 2018, we had 51.3% growth. This is still rated as typical growth by the measure on the USBE School Report Card.

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	\$61,526.00
C – Total Budget for 2018-2019	\$61,526.00
D – Projected spending during 2018-2019	\$61526.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0.00
F – Projected new funding for 2019-2020.....	\$64,189.00
G – Total projected funding for 2019-2020.....	\$64189.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Layton Elementary will increase the percentage of K-3 students making typical or better growth on the Acadience Pathways-to-Progress middle-of-year composite score benchmark from 63% in 2017-18 to 66% in 2019-20.

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

Middle-of-Year Acadience Pathways-to-Progress Scores.

Action Plan:

We will continue to implement and add the following:

Continue using SPIRE Tier III (individual/small group intensive) interventions for students, as well as school-wide interventions and enrichment for all students in reading, reading comprehension, and fluency, expanding offerings to sixth grade, as needed. We will add another SPIRE tutor to serve as many students as possible.

We will train all our ELL and Special Education paraprofessionals in SPIRE so they can use it with their students, as appropriate to the students' needs. We will need one additional set of materials for our new tutor.

Provide an AmeriCorps Reading Volunteer Coordinator (Read Graduate Succeed Grant). (AmeriCorps will pay approximately 40%.)

Explicit instruction and guided reading in Tier I (whole classroom) instruction for all students. Teachers will use high-impact literacy strategies in their Tier I instruction.

Tier II (small group on level) Response-To-Intervention (RTI) strategies, including Title I tutors, volunteer reading tutors, and extended-day Kindergarten.

School-wide data binders for student tracking of essential skills and learning.

Common Formative Assessments (CFA) to determine student need and follow through with progress-monitoring to measure growth at least twice a month.

Reading Comprehension intervention and instruction school-wide. This is of greater need as indicated by data.

We will purchase K-5 licenses for Raz-Kids online-leveled library to facilitate reading both inside and outside of school hours. Students understand that the more they read the better they read. We will piggyback sixth grade students who are reading below grade-level onto other classes with extra licenses.

Review our school-wide literacy plan and create a Literacy Leadership Team of administrators, ELA Coordinator, and teachers to advise when decisions need to be made regarding literacy 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 #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$44492.00	Five SPIRE tutors (\$40,000) and 1 AmeriCorps Coordinator (\$4492) salaries
Prof. Services	\$	\$1000.00	Staff development for SPIRE tutors
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$1500.00	Additional SPIRE Materials; one new teacher kit for our additional tutor
Library Books	\$	\$	
Software	\$	\$2200.00	RAZ-Kids
Equipment	\$	\$	
Total	\$	\$49192.00	

GOAL #2:

Layton Elementary will increase the progress/growth of our English-Language Learners from 31% to 36% overall.

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 checked="" 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 checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

WIDA testing data; WIDA Handbook Rubrics (teacher-measured); ELL growth in Acadience Pathways-to-Progress; SPIRE data, as applicable; SAGE data from ELL students; USBE School Report Card - ELL adequate progress data.

Action Plan:

Provide Professional Development for teachers at faculty meetings on SIOP Strategies and WIDA Can-Do's.

Provide grade-level curriculum planning days for ESL strategy implementation, 2 days with a substitute - one at the beginning and one midyear.

Nearpod lessons used as a resource for teachers to create hands-on, accessible content for all students.

Have administrators and grade-level team members do SIOP observations on each other. Subs paid from Trustlands.

Have teachers do one lesson using a SWIVL and evaluate themselves on SIOP strategies to compare their observations with other teachers and administrators.

Use Imagine Learning software consistently with all ELL Students, meeting minimum requirements for their grade level.

Have training at the Back-to-School Faculty Meeting in August with a representative from Imagine Learning.

Nearpod tools will be used to strengthen academic content vocabulary for ELL students. Using various modalities in presentations created and used with students will give them opportunities to practice language acquisition skills.

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	\$	\$	
Prof. Services	\$	\$3403.00	Substitutes for Curriculum Planning PLC
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Software	\$	\$2200.00	Nearpod
Equipment	\$	\$	
Total	\$	\$5603.00	

GOAL #3:

Layton Elementary will increase student progress in Science by 4%, from 46% to 50% Mean Growth Percentile.

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 checked="" type="checkbox"/> Parent & Community Connections | <input checked="" 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

Eight sessions of STEAM Club held; student attendance; STEAM Survey for students at the end of the Club; use of online science software (Generation Genius and Mystery Science); RISE progress scores.

Action Plan:

Layton Elementary will implement an after-school STEAM club for 8 weeks during the school year to give fourth and fifth grade students an opportunity to participate in a program to foster STEM learning and thinking.

Staff members will run the STEAM Club, each teaching 6 classes; teachers will be paid their extra duty rate and classified employees will be paid their hourly rate.

Purchase online science supplementary curriculum for blended and personalized learning.

Continue to fund a Flight Director for our InfiniD Lab in Lab 12 with a portable InfiniD Lab to use in classrooms when Lab 12 is not available.

STEAM Club supplies will also be purchased using Trustlands funds to continue to create a working MakerSpace and buy supplies for teacher's classes.

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

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$7000.00	InfiniD Lab Flight Director (\$5000); Teachers for STEAM Club, (\$2000.)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$1400.00	Supplies for STEAM Club
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$994.00	Online Science Courseware: Generation Genius (\$495), Mystery Science (\$499)
Equipment	\$	\$	
Total	\$	\$9394.00	

GOAL #4:

Layton Elementary will increase the progress/growth of our Students with Disabilities from 29.27% to 36% overall.

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 checked="" type="checkbox"/> Parent & Community Connections | <input checked="" 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 checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

School report card data and RISE progress data to determine progress; teachers will also use classroom data, common formative assessments, progress towards IEP goals, and benchmark testing to determine progress of our students with disabilities.

Action Plan:

Use Davis Collaborative Teams to meet weekly to review data, plan common formative assessments, and design instruction with personalization in mind.

Meet once a month with the Resource teachers coming to grade-level DCT's to coordinate efforts to meet the needs of students with disabilities.

Receive faculty meeting trainings about effective teaching methods and strategies for students with disabilities.

Continue Growth Mindset and Internal Locus of Control training for our staff, parents, and students.

Use student data binders to track student progress and achievement towards academic and behavior goals.

We will use support staff members without classroom teaching assignments to support students by dedicating some time in the classrooms for working with students with disabilities.

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

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

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

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #4

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

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020..... \$64,189.00
- I – Total projected funding for 2019-2020..... \$64189.00
- J – Total planned expenditures for 2019-2020..... \$64189.00
- K – Planned carryover into 2020-2021..... \$0.00
- 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

Larger than expected distributions will be used for additional plan items or technology devices to support plan goals.

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 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**

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.)

PLC/DCTs: Teachers meet weekly in PLC/DCTs to determine how curriculum goals will be taught; design common formative assessments to check for understanding; create activities to teach skills, strategies, and content; design reteaching and intervention activities to teach students who don't make expected proficiency and growth; design enrichment activities for students who master the learning goals; evaluate the lesson and unit based on feedback from student assessments.

Teachers work with our English Language Arts Coordinator to get assistance with planning with the Reading Wonders program; learn and practice Davis School District instructional routines; and participate in modeling and coteaching to improve Language Arts instruction.

CMI Math - Teachers also work with our Math Coach to plan and carry out lessons based on the CMI Teaching and Learning models. They also participate in lesson study twice each year, to examine mathematical thinking of students. Teachers will attend a Comprehensive Mathematics Instruction class monthly to plan lessons in the "Launch-Explore-Discuss" format, with attention to development of mathematical ideas, solidifying mathematical ideas, and bringing students to a stage to practice and apply mathematical thinking.

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:

Offering training in school culture, high expectations, and rigorous practice through methods learned at Ron Clark Academy.

Paraprofessional help in the classroom.

Purchasing an additional 1/2 salary to provide an administrative intern.

Purchase an additional teacher using Title I funds to decrease class size.

Use OEK dollars to provide classroom paraprofessional support for Kindergarten teacher.

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:

Parent Night activities 5 times a year.

PTA partnerships for creating relevant activities for families.

Grade level activities and programs for parents to share in student learning.

Art Night is held once a year; student and community artists participate in an art fair.

Kindergarten Roundup is held in the Spring to help parents prepare their students for Kindergarten.

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 6th-7th 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 6th-7th grade transitions.

Additional schoolwide practices for transition include the following:

Kindergarten Roundup is held in the Spring to help parents prepare their students for Kindergarten.

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
 - 1st and 2nd Grade Language Arts CRTs
 - 1st and 2nd 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:

Reading Inventory.

SPIRE Reading Assessment. This is given to students identified in need of reading intervention. This is a specific phonics survey designed to help us identify phonics deficits to be remediated with our SPIRE reading intervention.

Curriculum-Based Assessment for mathematics to determine progress using CMI Rubric.

Curriculum-Based Assessment from textbooks and programs used at the school.

Progress-monitoring of reading progress for students in the SPIRE reading intervention is performed weekly.

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:

S.P.I.R.E. Tier III Intervention for Layton Elementary students

As a part of our school-wide program for improvement, Layton Elementary has adopted the S.P.I.R.E. Program to intervene for our students who are not making sufficient progress in their regular classroom through quality Tier I and Tier II instruction and intervention. Benefits of the program include:

- A multi-sensory approach to teaching reading integrating phonological awareness, phonics, spelling, vocabulary, comprehension, fluency, and writing in a 10-step lesson plan.
- Visual, kinesthetic, and auditory pathways are utilized.
- S.P.I.R.E. provides explicit, scripted plans for use by trained paraprofessionals Monday through Thursday each week for a 25-minute lesson.
- S.P.I.R.E. is based on the Orton-Gillingham Approach to Reading Intervention, proven effective for students with dyslexia and other reading difficulties.
- Skills-based scope and sequence moves from simple to complex; concepts are spiraled to help students gain proficiency.

Occasionally, student non-compliance or non-attendance (DSD standard is 10% for chronic absentees) will be disruptive to the process of learning in the S.P.I.R.E intervention. In those cases, parents will be consulted to assist the child to access the behavior. The teacher(s) with responsibility for the student will convene a meeting with parents, administrator, and the student to make a plan for success. Data will be kept as to the success of the intervention. Another meeting will be held

with the stakeholders; if the intervention is not successful, the student will be provided with a more appropriate intervention.

Parents are important members of our instructional team and will be included in decisions made for their child's reading interventions. Parents will be provided with entry and exit criteria.

Entry Criteria: The following will be considered when evaluating students to receive the S.P.I.R.E. Reading intervention:

- DIBELS BOY, MOY, EOY “red” or low “yellow” scores on DIBELS proficiency/progress, as defined by USBE for this grant.
- DIBELS Pathways-to-Progress score “below” or “well-below” typical progress
- Evidence of classroom intervention and progress-monitoring data indicating that student is not making adequate progress in the classroom.
- Official diagnosis of dyslexia where assessment data indicates that direct systematic phonics instruction may help the student.
- Students will be considered who fail to make progress using established Tier I or II interventions in place in each classroom at Layton Elementary, using:

Reading Skills Assessment to identify lagging skills;

Davis District Drill Down Model to define appropriate targeted interventions;

Teacher-led small group or individual interventions (RTI) using adopted programs and/or district-adopted instructional tools and routines;

Progress Monitoring on instructional level: move up to next level after 3 progress-monitoring scores show the student has moved to the yellow EOY benchmark for that level. The student will then be progress-monitored on the next instructional level.

Exit Criteria:

The following will be considered when exiting students from the S.P.I.R.E. Reading Intervention:

- DIBELS BOY, MOY, EOY “green” or “blue” scores on DIBELS proficiency.
- DIBELS Pathways-to-Progress “at or above typical progress
- Progress Monitoring on instructional level:

When students reach the yellow level for EOY benchmark PM at their grade level weekly for three weeks, they will transition back to Tier II Support in the regular classroom.

- Student will be supported with teacher-directed Tier II interventions within the classroom to further scaffold specific skills, as needed, to meet grade-level expectations.
- Progress-monitoring will be done to be sure he/she is not losing ground.
- Teacher recommendation, using classroom curriculum-based data, will also be considered.
- Parents will be consulted, as well, and be informed of their child's progress and be made aware of our careful attention to their child's progress in the classroom.

Or

- Completion of Level 5

As students exit SPIRE: Weekly progress-monitoring will still be done to make sure they are maintaining their progress. If progress drops to low over three PM sessions, the student will return to SPIRE until progress is again achieved and maintained.

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