



Oak Hills Elementary

Composite School Plan
2019-2020

Principal Mike Page

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 Oak Hills Elementary is to promote the mission of learning first for all. To accomplish our purpose, all faculty and staff work with our community to create a nurturing environment that generates opportunities that develop leaders and lifelong learners.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Oak Hills Elementary is located at 1235 East Lakeview Drive in Bountiful. It serves a primarily suburban community with middle class families. Our community shows they care about the success of our school by supporting the students and staff in academics and extracurricular activities.

STUDENT BODY

Oak Hills has 513 students in grades pre-kindergarten through sixth. The school population consists of 456 (92%) Caucasian; 18 (.04%) Hispanic; 2 (.004%) African American; 3 (.006%) Asian; and 4 (.008%) Pacific Islander; and 13 (.03%) Multiple Races. There are 6 (0.01%) ELL students, 67 (14%) students who receive special education services. 63 (0.13%) students economically disadvantaged.

STAFF

There are 18 full time regular education teachers, along with a part time guidance counselor and part time English Language Arts Coordinator. In addition, there is a full-time principal, part time administrative intern, two special education teachers, one part-time psychologist and one part-time speech pathologist. We also have 30 dedicated classified staff members.

SCHOOL CULTURE

Oak Hills Elementary is a middle-class community that is family oriented. Parental involvement is high, and the PTA is a strong influence. Parents value education. Families move into the school boundaries because of the quality of instruction and positive educational environment.

Data is used to drive instruction. Teachers use formative and summative assessments to teach and reteach. Interventions are designed to help students reach their full potential. Students collect their own data to monitor their progress toward identified goals. Teachers collaborate to identify curriculum areas that need improvement, while at the same time, celebrate successes. The school has identified nine life skills and seven habits that help to build citizenship. Students are recognized for exhibiting these skills. Collaboration is encouraged by the administration and parents to build unity and cohesiveness at the school.

UNIQUE FEATURES & CHALLENGES

Oak Hills has a 1,500-title expository text library. It is known as the Take Home Reading Library and is shared with students. Volunteers consistently work with students on reading and math skills in classrooms under the direction of the teachers. Oak Hills also has a functional skills classroom where students with severe disabilities are taught academic and life skills. Challenges of being in a small school such as class and facility sizes are discussed and collaboratively worked on by teachers and administration. Teachers are consistently improving instruction through the application of the Davis DESK Standards.

ADDITIONAL INFORMATION

Teachers participate in grade level Davis Collaboration Teams (DCTs) to discuss student needs, develop improved instructional strategies, and create common assessments.

The PTA and Community Council at Oak Hills work closely together to ensure that communication and collaboration of goals are implemented and achieved. A sense of community is prevalent and contributes to the success of our school.

The PTA funds grade level book clubs in which 12 students from each level meet with the principal to read and discuss a book. The PTA pays for 12 books for students in each grade level and one for the principal. This activity builds student self-esteem, a love of reading, and promotes positive relationships with each member of the group.

Our SEM TA not only provides enrichment for our accelerated students, but also runs the student council. She guides the council members to perform service and teaches them leadership skills and principles.

Each classroom has a parent volunteer who teaches the Junior Achievement lessons. Our fifth grade students attend JA City each spring and many community volunteers interview students for the jobs they have while there.

Through a STEM grant from the DSD Curriculum Department, seven sets of Dash & Dot robot kits were purchased. Four teachers are running after school classes through the EXCEL program. Another teacher provides a chess club class as well

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

In all grades, reading intervention groups started in the 2016-2017 school year. Teachers plan interventions for students covering all academic levels to help them improve their reading skills. Reading TAs help with small groups and are paid with LAND Trust monies. Student achievement is measured using DIBELS and all students have improved reading skills. Results of the intervention were used to help determine more intensive actions for some at risk students. Additionally, many parent volunteers help in classrooms each day. These are wonderful examples of dedicated teachers, paid aides, and volunteers helping to improve student learning.

Each December, PTA volunteers organize a Christmas Choir for students in second through sixth grades. They practice singing a variety of holiday songs in November and December and perform for the school during the day and for the parents in two evening shows. PTA volunteers also direct a school musical each spring. Students try out and are divided into two casts which perform three times each for the community in March.

Besides the school choir and musical, PTA volunteers also have organized a running club that meets twice a week during the fall and spring. Additionally, teachers have organized a jump rope club for interested students that meets during recess. These activities instill a love of movement in the students and help them develop healthy exercise habits.

Finally, our Community Council and PTA join forces with the school to plan and carry out fundraising activities. Another fundraiser was held during the run of the musical in which we are working on being one-to-one in technology.

AREAS OF RECENT IMPROVEMENT

Based on data collection and the utilization of it, Oak Hills earned a place in the top tiers in academics in the district and state. Through the combined efforts of our teachers and support staff and through teacher-led professional development, we have increased student proficiency and growth scores in language arts.

Through LAND Trust monies, we funded substitutes for teachers to collaborate and align curriculum.

AREAS OF NEEDED IMPROVEMENT

Oak Hills wants to maintain and advance the proficiency levels of our students by continuing to fund teacher assistants to provide academic support to students through individual and small group instruction. We are implementing Blended Learning strategies and are studying Bold Schools by Weston Kieschnick this year, and will continue this in the 2018-2019 school year.

During ongoing PLCs, teachers will collaborate to improve math and language arts instruction and use the best instructional strategies based on research done by John Hattie.

We will continue to provide professional development to further implement the use of iPads throughout the school to facilitate student learning and assessment. We are implementing Project Lead the Way next year and are also increasing our use of PLCs and professional development to improve end-of-level language arts and math scores across grade levels. Funds will continue to be used for professional development and grade level collaboration times for teachers.

We are implementing a STEM program at Oak Hills. We were given a \$2,000 grant recently and with it purchased Dash & Dot robots. Teachers are using these in afterschool EXCEL classes for our students. We also have a chess club EXCEL class.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase the percentage of K-3 students scoring at or above the DIBELS MOY composite score benchmark from 78% to 80%.

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

Comments:

We maintained 78%.

Prior Year Goal #2:

Increase the percentage of 4-6 grade students scoring at or above the DIBELS MOY composite score benchmark from 85% to 87%.

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

Comments:

We did not meet the goal of 87%.

Prior Year Goal #3:

Third through sixth grades will increase overall student proficiency by four percent on SAGE Mathematics from 66% to 70%.

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

Comments:

We did not meet the goal of 70%. We dropped to 62%.

Prior Year Goal #4:

All teachers will be learning and implementing the eight strategies outlined in the book *Learning in the Fast Lane* by Suzy Pepper Rollins.

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

Comments:

100% of teachers participated in the book study of *Learning in the Fast Lane*. Teachers completed assignments and presentations. They shared and collaborated during faculty meetings.

Prior Year Goal #5:

All classroom teachers will be learning OneNote and implementing this skill into their daily routines and lesson planning. Teachers will also utilize this skill with their students on classroom assignments, projects, and homework.

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

Comments:

100% of teachers participated in OneNote trainings provided by STS and administration. They turned in three home work assignments as well as a final project that was presented in faculty meeting.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Increase the percentage of K-6 students scoring at or above DIBELS middle-of-year composite score benchmark from 81% in 2018 to 83% in 2019 .

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Currently we are at 80% at MOY benchmarks. We have small group instruction in place and are meeting and growing the needs of all students.

Current Year Goal #2:

First through sixth grades will increase overall student proficiency by 1.5% on SAGE Mathematics from 64.5% to 66% and CRTs from 87% to 88%.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Teachers have been making necessary changes to help identify students who are struggling in math. They are using common pre and post assessments to measure progress of math standards. They can also use RISE Benchmarks and CRT Interim to guide instruction.

Current Year Goal #3:

All teachers will be learning about and implementing the 11 instructional strategies outlined in the book Bold Schools by Weston Kieschnick. Teachers will then use one of the strategies as a PD goal in Evaluate Davis.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Teachers are learning about and implementing the 11 instructional strategies outlined in *Bold Schools* by Weston Kieschnick. Teachers will continue to use strategies, video themselves, watch colleagues, and discuss in faculty meetings.

Current Year Goal #4:

All teachers will be trained and will implement Project Lead the Way. 100% of the students will participate in one PLTW module.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Teachers have been trained and will implement Project Lead the Way with 100% of their students participating in upcoming PLTW modules.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$6,060.00
B – Allocated new funds for 2018-2019	\$50,993.00
C – Total Budget for 2018-2019.....	\$57,053.00
D – Projected spending during 2018-2019.....	\$57053.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0.00
F – Projected new funding for 2019-2020	\$57,851.00
G – Total projected funding for 2019-2020	\$57851.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Every student will increase by 4% in the DIBELS Composite score as measure by the BOY to the EOY DIBELS Assessment.

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 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

DIBELS EOY composite benchmark scores.

Action Plan:

Students in grades K-6 will be identified by their teacher through the use of BOY DIBELS benchmark. K-6 students will be identified and placed in small groups. Individualized Instruction groups are part of an intense intervention program. The following are the steps that will be implemented to improve reading difficulties in K-2.

- Six academic teacher assistants will be hired and trained in running successful small groups in each grade level
- Data will be collected by the reading assistants using DIBELS
- Reading assistants will also be trained to administer DIBELS
- Students below benchmark standards will be identified

- Students will be grouped during small group time, 30 minutes, Monday-Thursday (20 min. groups in kindergarten)
- All groups will be fluid and grouping will be modified as needed
- Reading assistants will meet weekly to discuss data and progress
- Administration will participate in meetings with ELA and teachers after each benchmark

All classroom teachers will participate and read Jessica Minahan's, *The Behavior Code*. Implementing Minahan's strategies will influence teaching strategies in the classroom and help us understand anxiety in children. 100% of teachers will participate in the book study by collaborating and modeling lessons throughout the school year in faculty meetings. Teachers will use strategies to change the mindset of students at Oak Hills.

Teachers will read the book and sign up to teach a chapter to the faculty. Books will be purchased with LAND Trust funds

Teachers will demonstrate behavior code strategies for students from concepts and strategies in the book

Teachers will plan and implement anxiety strategies in one subject area during the year

Administration will invite stake holders to participate and have discussions at community council

School counselor will integrate mindful learning strategies monthly in the classroom

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.

By incorporating the strategies from the book, students will be able to get back on track to learning. Students become closer toward blending the education and mental worlds which are

challenging in today's world. It offers framework for creating successful behavior plans that are personalized, 21st Century Learning, and meet all different types of students.

Below benchmark students will be building phonics foundations to become fluent readers. These early literacy skills are needed to improve academic success.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$38000.00	Reading Aides
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$1,152.00	48 books @ \$30.00
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$39,152.00	

GOAL #2:

Eighty-eight percent of the students in grades 1st - 2nd continue to score at or above proficiency on the Math CRT as compared to District overall CRT scores.

Increase the proficiency percentage of 3rd - 6th student scores from sixty-two percent to sixty-four percent on RISE Assessment.

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

Teachers will use common pre and post assessments to measure progress of math standards. They can also use RISE Benchmarks and CRT Interim assessments to guide instruction.

Action Plan:

- Weekly DCT meetings to identify below benchmark students
- Use common, formative assessments within grade levels to determine the need for additional support or enrichment
- Teachers will reteach standards or provide enrichment lessons with small group instruction including fluency
- On at least a quarterly basis, inter-grade levels will collaborate to look at student data
- With the data, they will plan small group interventions targeted at needs whether high or low

- We will purchase math intervention software to help with small group instruction; some students with teacher and some on devices using purchased software
- Teachers will be provided with four half day collaboration times in which substitutes will be paid with LAND Trust funds
- Teachers in 3rd grade will receive textbooks and materials
- Teachers in 3rd – 6th will use Go Math to help data collection for DCT and individual student growth
- Teachers will continue to use ST Math and ALEKS to supplement curriculum, and can use the academic support aides funded in the previous goal, as needed based on student data

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.

Instruction will increase in rigor and relevance because students will develop higher level of metacognition to solve real world problems.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$3600.00	Four half day subs for teachers
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$2300.00	3 rd grade Go Math textbooks and materials
Library Books	\$	\$	
Software	\$	\$3900.00	4 th - 6 th Go Math Licenses
Equipment	\$	\$	
Total	\$	\$9800.00	

GOAL #3:

All teachers will implement Project Lead the Way with the new Earth Science modules.

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 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

Project Lead the Way success will be determined by teacher and student participation in a single module.

Action Plan:

- A lead teacher in lower and upper grades will be trained at a Project Lead the Way Training provided by the District
- PLTW licenses will be purchased with Landtrust funds
- Teachers will purchase and implement a module that aligns with grade level curriculum
- Lead teachers will get a timeline of when each grade will commit to completing the module
- Teachers will send the lead teachers pictures and details of the PLTW module of which will be reported each term during faculty meetings

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.

Project Lead the Way provides transformative learning experiences for all students. It creates an engaging, hands-on classroom environment that empowers students to develop in-demand knowledge and 21st century learning skills students need to thrive.

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	\$	\$750.00	PLTW License
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$7500.00	7 new module kits
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$8250.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 \$57,851.00

I – Total projected funding for 2019-2020\$57851.00

J – Total planned expenditures for 2019-2020\$57202.00

K – Planned carryover into 2020-2021 \$649.00

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

Additional tech to support Project Lead the Way

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

Letters to policy makers

School newsletter

Labels to identify LAND Trust purchases

School website

School assembly

School marquee

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/21/2019**

Number who approved: **14**

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