



# Odyssey Elementary

Composite School Plan  
2019-2020

Principal Julie Peters

## 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 Odyssey Elementary is to promote the mission of creating an environment where growth and learning flourish. To accomplish our purpose, we will sustain a school culture where students are safe, cared for, respected, show respect, and demonstrate responsibility through school wide expectations and procedures. We will support faculty and staff through engaging professional development, mentoring, and teacher observations on a continual basis. Data collection and assessment will drive instruction of students. We collaborate and review data creating an environment for each student. We provide a safe, productive environment where teachers are engaged in effective teaching using a variety of research based instructional strategies. Students are actively engaged and learning. Teachers are highly qualified to teach DESK standards to accomplish our goals. Odyssey Elementary invites and encourages community and parental involvement and support for our students.



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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Odyssey Elementary opened in August 2014 and is located in a fast developing community on the west side of Woods Cross, Utah. Parents are supportive and actively involved in school activities and programs. One third of students live near and walk to school. Approximately two-thirds of the students live east of Redwood Road and are bused to school.

### STUDENT BODY

Odyssey Elementary consists of 616 students in grades K-6. The student body is comprised of 88% Caucasian and 11.9% minority students. 11.4% of our student body is economically disadvantaged. Odyssey houses community and functional skills preschools. 14.1% of our students receive special education services.

### STAFF

The Odyssey Elementary staff includes 29 certified teachers, 46.0% of our teachers have graduate degrees. We have 31 support staff, 2 administrators, 4 preschool teachers/teacher assistants, and 5 functional skills teachers/teacher assistants.

### SCHOOL CULTURE

Parents, teachers, and students work together to promote our district mission. Teachers use data to progress-monitor student achievement and growth while working together collaboratively creating common assessments. We are working together with the district and state to incorporate STEM, Blended Learning (BDL), and Project Lead the Way (PLTW). Teachers are provided professional development at school, district, and state levels. Our school focuses on high scholastic and academic performances as well as positive behaviors and expectations. We are a school emphasizing collaborative learning, healthy active lifestyles while also emphasizing energy conservation and “being green.”

### UNIQUE FEATURES & CHALLENGES

Odyssey Elementary was built with the theme, Bodies in Motion: The Animal Kingdom. Our school is organized in four wings (called “Habitats”) highlighting the actions of Run, Jump, Swim, and Fly and the animals that excel using those actions. At Odyssey, we focus on the human “animal” who excels at all these actions. We encourage students to strive for their personal best.

The “habitats” were built to facilitate collaboration and activity –based instruction between teachers, classrooms, and grades. One wall of each classroom is a glass garage door that can be raised for classes to use the space in the collaboration areas.

We highlight physical activity and build “brain breaks” and activity based instruction into our school day. At Odyssey, the classrooms can be easily transformed to support a variety of instruction, including options for student seating and workspaces. In addition, we focus on increasing STEM instruction at our school with teachers receiving specialized instruction in STEM activities. For example, students in grades K-6 are learning how to code.

We have French Immersion classes available K through 6th grade. In addition, students can participate in the SEM/Gifted and Talented (School wide Enrichment Model) based on qualifications of task commitment, creativity, and high achievement on end of level assessments

Odyssey is also using technology-based instruction. Our school is currently using a compilation of iPads and ThinkPads. We continue to find ways technology can be used to make classroom instruction more effective. This year we held after school robotics club and competed in competitions at the district level.

Odyssey Elementary is the first green, Gold LEED certified school in Utah. We also have signage throughout our school helping us to use our facility as a teaching tool, encouraging students to understand what it means to be “green.”

#### ADDITIONAL INFORMATION

Odyssey Elementary has a very active PTA. They provide various activities for our students, which include: safety week, red ribbon week, literacy week/night, art night, reflection proram, field day, teacher appreciation, dinner at conference nights, and book fairs.

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Our before and after school programs have been a huge success this year. We have a large 6<sup>th</sup> grade orchestra which meets before school. We have a robotics club and an after school robotics program for grades 1 - 6. Odyssey Elementary is involved in Girls on the Run which is a program facilitated by teachers at our school.

This year, we had students compete at the district level for Spelling Bee, MLK Jr. speech, STEM Fair, Robotics competition, Geography Bee, and Olympiads.

### AREAS OF RECENT IMPROVEMENT

Through the use of our ELA and trained TAs, we have been able to provide targeted interventions for students identified as strategic or intensive based on beginning DIBELS data.

Technology is a tool that helps our teachers apply instructional agility and blended learning classrooms. We are excited to continue project-based learning at our school with the implementation of Project Lead the Way.

As measured by Mid-year DIBELS in the 2018-2019 school year, Odyssey Elementary made the following grade level improvement:

- Kindergarten 2017-2018 BOY 72% and MOY 81%. Kindergarten 2018-2019 BOY 72% and MOY is 89%, which is a 17% increase and 8% better than last years progress.

1<sup>st</sup> grade 2017-2018 BOY 43% and MOY 66%. 1<sup>st</sup> grade 2018-2019 BOY 61% and MOY is 72%, which is a 9% increase and 8% better than last years progress.

2<sup>nd</sup> grade 2017-2018 BOY 72% and MOY 74%. 2<sup>nd</sup> grade 2018-2019 BOY 73% and MOY is 79%, which is a 6% increase and 4% better than last years progress.

Our targeted intervention is showing results!

K-3 - BOY 68%, MOY 77% which is a 9% increase and last year we had only 74% of our mid-year students at proficiency.

K-3 decrease in well-below proficiency was BOY 21% and MOY 11%, which is an average of a 10% decrease! Kindergarten BOY well below was 18% and our MOY is now 6% well-below proficiency, which is a 12% decrease! Our Kindergarten team and TA's are targeting students in tier 2 instruction. Data is being used to determine what students need to drive instruction in small groups.

According to data gateway, our SAGE ELA average was 56%, which was 13% higher than the district average. Our SAGE Science average was 62% which was 8% higher

than the district average. Also, our lowest 25% grew 68% which is an increase of 3% from last year.

#### AREAS OF NEEDED IMPROVEMENT

Odyssey Elementary has 4.1% ELL students. We had 30.3% of ELL students make adequate progress and the district had an average of 41%. Our school had 0% of ELL students reach proficiency and the district average is 3%. We need to work on targeted interventions to help our ELL students make more progress and head towards proficiency.

K-6 teachers need to use data to drive instruction and interventions that will improve student growth and understanding. Additional professional development is needed to help teachers match interventions with areas of deficit. Teachers also need to use the data for students that are above or at proficiency, to help provide enrichment and instruction at their current level of understanding.

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## PRIOR YEAR STATUS REPORT

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

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

Increase Language Arts proficiency in grades K-3 by showing a three percent increase on middle of the year DIBELS. Grades 3-6 will show a 30% gain from BOY to MOY on ELA Informational Benchmark using Form A (BOY) to Form B (MOY).

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

K-3 BOY to MOY was a 10% increase which is 7% higher than our goal.

Grades 4-6 BOY to MOY was a 5% increase which is 2% higher than our goal.

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

Increase the percent of students scoring “proficient” on math SAGE by two to three percent.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Our school had a proficiency of 55% in 2017-2018 and 56% in 2018-2019, which is a 1% increase.

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

We will implement the use of Mindful School techniques this school year. Students will take a survey at the BOY and EOY to demonstrate their application of the Mindful School techniques and physical activities and social skills. The application of these techniques will minimize safe school violations to a maximum of two percent of students.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

**Prior Year Goal #4:**

Increase the Evaluate Davis Indicator “Learners have opportunities to monitor and reflect upon their own progress” from an average of 2.15 to 2.5 by helping teachers show evidence of using “Learning Intentions and Success Criteria”.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

Increase from 2.15 to 2.49 on the above indicator.

## CURRENT YEAR PROGRESS REPORT

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

#### Current Year Goal #1:

Increase Language Arts proficiency in grades K-3 by showing a 3% increase from BOY to MOY DIBELS. Grades 4-6 will show a 2 to 3% proficiency cohort gain from 2018 Sage ELA scaled score to the 2019 Sage ELA scaled score.

Progressing according to plan

Not progressing according to plan

Comments (optional):

We met our K-3 goal to increase BOY to MOY DIBELS by 9%, which is 6% above our original goal. We do not yet have data for our 4 - 6 ELA scores in RISE.

#### Current Year Goal #2:

Increase the percent of students scoring “proficient” on math SAGE 2019 by 2% or more

Progressing according to plan

Not progressing according to plan

Comments (optional):

We do not yet have the data to indicate a 2% or more increase in math proficiency. We are progressing according to teacher assessments and data collection.

#### Current Year Goal #3:

Teachers will differentiate activities to meet individual needs of all learners and connect enrichment activities for students who are already proficient.

Progressing according to plan

Not progressing according to plan

Comments (optional):

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## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$8,998.00
B – Allocated new funds for 2018-2019 .....	\$64,341.00
C – Total Budget for 2018-2019.....	\$73,339.00
D – Projected spending during 2018-2019.....	\$61,034.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$12,305.00
F – Projected new funding for 2019-2020 .....	\$67,877.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$80,182.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

72% of K-3 students will show typical or higher progress on DIBELS pathway to progress based on BOY to MOY and maintain growth to EOY. 4-6 will show a 9% increase in proficiency based on the composite score in DIBELS from BOY to MOY and maintain to EOY.

#### District Strategic Plan Area:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees   |
| <input type="checkbox"/> Safety & Security                       | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections          | <input type="checkbox"/> Culture               |

#### Academic area(s) addressed by the goal:

- |   |                                     |  |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies  |
| <input type="checkbox"/> Mathematics        | <input type="checkbox"/> Science    | <input type="checkbox"/> Health          |
| <input type="checkbox"/> Writing            | <input type="checkbox"/> Fine Arts  | <input type="checkbox"/> World Languages |

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

K-3 use DIBELS data using mClass

4-6 use DIBELS data using Encore

#### Action Plan:

Fluency Program for Grade K-3 will continue to implement fluency tutors who will also support differentiation to meet individual needs. Identify students who are not making adequate growth and progress monitor throughout the year. Meet as collaborative teams to implement and review common assessments.

K-6 teachers will engage in professional development and data dives with grade-level teams. Targeted intervention strategies will be provided to help support individual students.

AmeriCorps supervisors will work with volunteers to provide one-on-one reading instruction to support the overall literacy of the school.

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

## Planned LAND Trust Expenses for Goal #1

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$30000.00	<ul style="list-style-type: none"> <li>•\$22,500 Fluency and Reading tutors. (5-7)</li> <li>•\$7,500 1 AmerCorps Tutor Support/Coordinator</li> </ul>
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$30000.00</b>	

**GOAL #2:**

Grade level common assessment in math will show proficiency K - 6 at 80% of students scoring 80% or higher on the post 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**

Common post-assessment scores

**Action Plan:**

Odyssey Elementary will provide targeted instruction for students whose achievement data indicate its necessity. Common unit assessments will be administered to students to identify underlying deficits. LAND Trust funds will be used to employ teaching assistants who will work with classroom teachers to provide differentiated instruction designed especially for small groups.

Continue to implement the ST Math K-3 and use iReady 4-6 to support students individual needs with our STEM coach.

Odyssey Elementary is also using Exact Path to support individualized, targeted math instruction and provide tutors with interventions that match student deficits.

**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	\$	\$30000.00	1 STEM Coach & 1 Tutor
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$30000.00</b>	

**GOAL #3:**

In the Evaluate Davis evaluation system teachers will increase average score from 2.17 to 2.6 under the indicator T.5 Students have opportunities to engage in higher level thinking through questioning, solving real-world problems, critically analyzing information, etc. We will evaluate this through improved end-of-level test scores in each academic area.

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

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

End-of-level testing will be evaluated to see if student academic improvements have been made with increased teaching strategies in higher level thinking and critically analyzing information etc.  
Evaluate Davis evaluation system

**Action Plan:**

Teachers will provide opportunities to engage students in higher level thinking through questioning, solving real world problems, and critically analyzing information. This strategy will be used in Tier 1 and Tier 2 instructional time.

Teachers will be supported with materials, technology, and professional development to help teachers implement higher DOK questioning strategies, PLTW, and blended learning.

PLC teams will be facilitated by a set weekly schedule and with administration biweekly.

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

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

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

Yes (*answer the next question*)

No (*skip the next question*)

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

Planned LAND Trust Expenses for Goal #3

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$4000.00	PLTW (\$2000); STEM Blended Learning (\$2000)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$2000.00	PLTW (\$1000) and MakerSpace (\$1000)
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$1000.00	Apps for Blended Learning support
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$7000.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 .....	\$67,877.00
I – Total projected funding for 2019-2020 .....	\$80182.00
J – Total planned expenditures for 2019-2020 .....	\$67000.00
K – Planned carryover into 2020-2021 .....	\$13182.00
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”)*

Upgrading existing computer, hardware and software to maintain access to up-to-date technology. (Goal one and two)

### PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Odyssey Elementary will use the excess funds for professional development for teachers to improve instructional practice. (Goal three)

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

- |  |  |
|--|--|
| <input type="checkbox"/> Letters to policy makers                | <input type="checkbox"/> School newsletter         |
| <input type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website |
| <input type="checkbox"/> School assembly                         | <input type="checkbox"/> School marquee            |

## **SCHOOL COMMUNITY COUNCIL APPROVAL**

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

Number who approved: **9**

Number who did not approve: **0**

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

# 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

PARENT & COMMUNITY CONNECTIONS



#### 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

EMPOWERED EMPLOYEES

#### 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.

FISCAL RESPONSIBILITY

#### 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

SAFETY & SECURITY