



Orchard Elementary

Composite School Plan
2019-2020

Principal Michael Volmar

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 Orchard Elementary is to promote the mission of learning first for all. To accomplish our purpose, we strive to create a safe environment where students are engaged in meaningful learning. Our faculty and staff lay the foundation for all students in developing resiliency, stamina, and confidence which are qualities needed for life.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Orchard Elementary is located at 205 East Center Street in North Salt Lake City, Utah on the southern boundary of Davis County. Our school has served the surrounding suburban community for over 55 years.

STUDENT BODY

The student enrollment is currently 750 students in grades K-6. The demographics at our school consist of the following:

- * 81% Caucasian, 19% other ethnic backgrounds
- * 19% low socio-economic status (SES)
- * 6% Limited English proficiency
- * 11% receive special education services (SPED)

We host a community preschool program for ages 3-5. Through this program, some of the students have been identified early to receive SPED services.

In accordance with the Davis Enhanced Educational Program, we provide a school-wide enrichment model (SEM) for several of our students in grades 1-6. This program provides advanced grade level core to challenge and broaden the education of our accelerated learners.

STAFF

- * 34 certified teachers
- * 18 teacher assistants
- * 78% ESL endorsed
- * 13 additional support staff

Our teachers are highly qualified to support the diverse learning needs of our students. Many have additional endorsements and advanced degrees.

SCHOOL CULTURE

- * At Orchard Elementary we have established a positive school culture where staff relationships are collaborative, productive, and all staff members are held to high professional standards.
- * Students are consistently held to high academic standards and a majority of students meet or exceed those expectations.
- * The individual successes of teachers and students are recognized and celebrated. Mistakes are not viewed as failures, but are seen as opportunities to learn and grow for both students and educators.
- * Students and staff members feel emotionally and physically safe, and the school's policies and facilities promote student safety.

UNIQUE FEATURES & CHALLENGES

The socio-economic dynamic that exists within our school boundaries is unique and can be challenging. We have a significant population of high SES and a significant population with low SES. A very small population fall in between the two. There is a delicate balance that is maintained when planning community, school and class activities, in order not to alienate either population.

ADDITIONAL INFORMATION

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Intra-curricular STEM Projects (PLTW) as well as Engineering is Elementary and after school STEM program for 4 years.

AREAS OF RECENT IMPROVEMENT

- * All classrooms have replaced antiquated student computers with mobile tablets. The majority of our grade levels have a 1 to 1 ratio to electronic devices.
- * Ongoing restructuring of our Local Case Management Team (LCMT) continues to make it more accessible to teachers and has provided better support to teachers in data-driven instruction and meaningful interventions. Teachers and SPED staff have developed an open communication that has benefited students who are receiving services.
- * 3rd–6th grade has benefited from the researched-based online math program Imagine Math. This program has supported the rigor of the Davis DESK math standards.
- * During the 2017-2018 school year the after-school STEM program was restructured for 5th and 6th grade students and during 2018-2019 we added 4th grade. The upper grade students have established a solid foundation in STEM concepts relating to coding, electronics, engineering, and robotics. All STEM materials can be used in classrooms as teachers see fit.

AREAS OF NEEDED IMPROVEMENT

Absenteeism is a district-wide concern. Using the available data reports, Orchard Elementary will continue to address the concern of chronic absenteeism through identification and intervention.

All grade levels will need ongoing support while collaboratively integrating STEM education through participation in the “Project Lead the Way” and “Engineering is Elementary” program and other STEM programs.

Implementing blended learning so that each student can get the attention that they need to learn and grow. Our teachers need to make changes to meet the needs of the students as they work to find a Blended Learning model that works best for the teacher and the students.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Eighty percent of observations will show evidence of effective instruction as measured by a score of three or four on the Teach indicator “Learners know what they are supposed to be learning and why” in Evaluate Davis.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

88% of observations achieved a 3 or a 4 on teacher indicator in Evaluate Davis.

Prior Year Goal #2:

Increase Language Arts proficiency in grades 1-6 by showing a three percent increase on middle of the year DIBELS from 68% to 71% for grades one and two, and having 30% growth on the 3-6 ELA Informational SAGE Benchmarks using form A (BOY) and form B (MOY).

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Our school met the 3% increase in our DIBELS assessments with a 7% proficiency increase and achieved a 7% proficiency increase instead of the 30% goal on the information SAGE Benchmark A to B.

Prior Year Goal #3:

Increase the percent of students scoring “proficient” on SAGE math summative assessment by three percent (from 47% to 50%).

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

The average proficiency for grades 3 - 6 is 61.75%

Prior Year Goal #4:

In order to implement Project Lead the Way all teachers will be trained in grade level program modules. The entire student body will participate in this program.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Prior Year Goal #5:

All grade level teams will develop and implement formative assessments for 75% of their math curriculum units.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Prior Year Goal #6:

The mindfulness curriculum from Mindful Schools will be implemented into classrooms where the teachers have been trained.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Our Level 2 trainer had health problems which did not allow our school to get many lessons in. Teachers did the best they could with their level of training but we did not implement it like we had hoped.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Eighty-five percent of observations will show evidence of effective instruction as measured by a score of three or four on the Teach indicator “Learners know what they are supposed to be learning and why” in Evaluate Davis.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Current Year Goal #2:

Increase Language Arts proficiency in grades K-6 by showing a three percent increase on middle of the year DIBELS from 69% to 71% for grades K, 1, 2 and having 15% growth on the 3-6 ELA Informational SAGE Benchmarks using form A (BOY) and form B (MOY).

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Current Year Goal #3:

Increase the percent of students scoring “proficient” on SAGE math summative assessment by three percent (from 50% to 53%).

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Current Year Goal #4:

As a continuation of our STEM implementation Project Lead the Way and other STEM curriculum will be incorporated in all classrooms. Teacher training will continue as we build on deeper execution of STEM in our school.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #5:

All grade level teams will develop and implement formative assessments for 75% of their math curriculum units.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #6:

The mindfulness curriculum from Mindful Schools will be implemented into classrooms where the teachers have been trained.

Progressing according to plan

Not progressing according to plan

Comments (optional):

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$4,273.00
B – Allocated new funds for 2018-2019	\$78,315.00
C – Total Budget for 2018-2019.....	\$82,588.00
D – Projected spending during 2018-2019.....	\$73,588.00
E – Expected carryover from 2018-2019 to 2019-2020	\$9000.00
F – Projected new funding for 2019-2020	\$83,434.00
G – Total projected funding for 2019-2020	\$92,434.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase Language Arts proficiency from the beginning of the year to the end of the year in grades K-3 DIBELS by 12 % and grades 3-6 will show a 61% proficiency on RISE summative 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 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

Students achieve 80% mastery of monthly reading common formative assessments.

Grades 3-6 will use Reading Inventory to measure progress.

K-3 will use DIBELS progress monitoring as part of their common formative assessments.

Action Plan:

Grade level teams will submit reading common formative assessments and student results on a monthly basis.

Grade level DCTs evaluation of common formative assessment results, student mastery levels and re-teaching/intervention needs for student mastery.

Aides will provide classroom support during teacher intervention time.

Teachers will be involved in professional development to support common formative assessment creation and evaluation. Substitutes will be provided and supplies for professional development from Land Trust Funds.

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	\$	\$43000.00	Aides for Intervention Time Substitutes will be provided for teachers.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$500.00	Supplies for Professional Development.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Total	\$	\$43500.00	

GOAL #2:

Students in grades 3-6 will achieve a 53% of students will achieve proficiency on RISE or district summative writing assessments. Students in grades K-2 will achieve at 60% proficiency on UEN writing prompts.

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 type="checkbox"/> Mathematics | <input 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

Using written common formative assessments students will achieve at 80% mastery on common rubrics based on grade level standards.

Action Plan:

Common formative assessments for writing will be given mid-term and end of term in each grade level

Grade level teams will submit mid-term and end of term common writing rubrics

Grade levels will meet with the ELA coordinator for professional development a minimum of three half-days to include the develop of common writing assessments and rubrics.

Substitutes will be provided our of Trust Land Funds for professional development.

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	\$	\$3000.00	Substitutes for Professional Development.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$3,000	

GOAL #3:

Increase number of students achieving proficiency on math summative assessments by 3% percent.

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 formative assessments will be used to show that 80% of students achieve proficiency.

Grade levels will select math benchmarks to determine proficiency.

Action Plan:

Grade-level common formative assessments will be used for each math unit of instruction.

Grade level DCTs will evaluate math common formative assessment results, student mastery levels and implement re-teaching/interventions to facilitate student mastery.

Aides will be hired out of Trust Land Funds to support interventions in math.

Substitutes will be provided so that teachers can attend professional development out of Trust Land Funds.

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	\$	\$25500.00	Aides for Intervention Time and for Professional Development.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$25500.00	

GOAL #4:

Increase student performance and achievement in Reading, Mathematics, Writing, Technology, Science, and Social Studies -content areas- Project Lead the Way and other STEM curriculum will be incorporated in all classrooms. Teacher training will continue as we build on deeper execution of STEM in our school. The mindfulness curriculum from Mindful Schools will be implemented into classrooms where the teachers have been trained.

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

All classrooms will continue to expand the implementation of Project Lead the Way and other STEM activities. Participation will be checked by administration and lead teachers.

Each classroom will receive Mindfulness curriculum from a trained Mindfulness presenter.

We will look at improved end-of-level student test scores to see the advancement made through these advancements in PLTW and STEM

Action Plan:

New teachers will be trained in Project Lead the Way methods. Continued training will occur for STEM curriculum.

Trust Land Funds will pay for Project Lead the Way licenses.

Equipment and supplies will be updated and restocked to continue to implement STEM curriculum purchased with Land Trust Funds.

Five teachers will attend the National Science Conference and five teachers will attend the National Math Conference and will provide training to the rest of the faculty.

The Mindfulness presenter will expand the curriculum to all classrooms in our school and will be paid out of Trust Land Funds.

New teachers will be Mindfulness trained so their students will be able to access the Mindfulness curriculum. Registration fee will be paid for out of Trust Land Funds.

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.

Learning and using Mindfulness practice will help students and teachers to calm and focus on the task at hand which will improve overall success in behavior and academics.

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$6800.00	Mindfulness Instructor
Prof. Services	\$	\$7950.00	PLTW Licenses, Science and Math National Conference Attendance Mindfulness Training (\$200)
Repairs & Maint.	\$	\$	
Printing	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Transportation/Travel	\$	\$	
General Supplies	\$	\$5500.00	STEM Materials
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$20250.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 \$83,434.00

I – Total projected funding for 2019-2020\$92,434.00

J – Total planned expenditures for 2019-2020\$92250.00

K – Planned carryover into 2020-2021 \$184.00

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 Funds will be used for technology purchases.

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: **3/25/2019**

Number who approved: **12**

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

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