



Parkside Elementary

Composite School Plan
2019-2020

Principal Chris Bertoldi

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 Parkside Elementary is to promote the mission of learning first for all. To accomplish our purpose, we create a school culture of continuous improvement in learning and teaching through (1) shared vision, value, and beliefs; (2) unwavering focus on student learning; (3) collaborative teaming; (4) a focus on what students have learned through data-based assessment and instruction.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Parkside Elementary is located in Clinton, Utah a former farming community that in the past decade has developed into a suburb. We are continuing to grow despite recent completion of the new neighborhood.

STUDENT BODY

Parkside Elementary is K-6 elementary school with a population of about 554 students. These students include 78.5% Caucasian, 14% Hispanic/Latino, 1.6% Asian, 2.1% African American, and 3.1% Multiple Races.

STAFF

Our staff includes 64 employees with 27 licensed educators. Within our instructional staff 95% are ESL endorsed, 27% have Masters Degrees, with an average experience of 17 years.

SCHOOL CULTURE

Parkside Elementary invites community volunteers and visitors to help enrich our learning environment, while taking measures to ensure the safety of students and staff. To enhance student learning, our staff is committed to continuous professional development while incorporating current best practices and standards. Using this professional development Parkside will implement the Davis Collaborative Team Model, to improve student academic achievement

UNIQUE FEATURES & CHALLENGES

Parkside continues to implement the Mindful Schools program. All teachers and students have received Mindfulness lessons by our school counselor. The adoption of Mindfulness has been put into place to address the current challenges of student anxiety, and stressors that children are dealing with on a day to day basis. While Mindfulness has help student with their social emotional regulation, Parkside would like to expand social emotional regulation by starting a HOPE Squad next year.

ADDITIONAL INFORMATION

Parkside Elementary staff participated in a grant funded school wide Swivl Cam Project, where educators reflect on teaching practices. Teachers have also used the Edivate software in conjunction with the Swivl Cam project. Teachers have learned to use Office

365 software, including the TEAMS app to communicate and collaborate during our flipped faculty meetings.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Parkside continues to be progressive with Social Emotional Learning for students. Parkside has all staff members trained in the Mindfulness program and will continue to provide more Social Emotional Learning by adding a HOPE Squad to address needs of students.

AREAS OF RECENT IMPROVEMENT

From 2015 to 2016 Parkside experienced an average jump in SAGE scores by 10%. Since this time Parkside has an average increased SAGE score by 2% each year. Parkside also has a steady pathways to progress report with 73% of students earning a typical or better progress score in DIBELS.

AREAS OF NEEDED IMPROVEMENT

Parkside scored low in School Grades with helping the ELL population.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Seventy-one percent of students will show “typical” (or higher) progress on DIBELS pathways to progress on end of year DIBELS.

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

Comments:

Prior Year Goal #2:

Increase student math proficiency by ten percent using SAGE benchmarks as a pre/posttest in grades 3-6.

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

Comments:

Program was not implemented because of an increase in tutor salaries.

Prior Year Goal #3:

Increase math scores on end of year SAGE assessment by three percent in grades 4-6.

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

Comments:

Prior Year Goal #4:

The percent of “evident” (or higher) ratings related to technology and learning on the District Observation Tool will increase by five percent.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

Prior Year Goal #5:

Increase the percent of students scoring “proficient” on math and/or science SAGE by three percent.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

Math stayed at 53% proficient and Science increased to 56%.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Seventy-one percent of students will show “typical” (or higher) progress on DIBELS pathways to progress on 2019 end of year DIBELS

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

From beginning to middle of the year pathways to progress report Parkside 68% of students scoring typical or higher progress.

Current Year Goal #2:

Increase percent of students proficient on math end of year SAGE assessment by three percent in grades 4-6.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Students continue to show improvement in one on one intervention for referral to LCMT.

Current Year Goal #3:

The percent of “evident” (or higher) ratings related to technology and learning on the District Observation Tool will increase by five percent.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

With one more observation round to go, Parkside has increased technology and learning by 4% on the Davis District Observation Tool.

Current Year Goal #4:

Increase the percent of K-6 students scoring “proficient” on math and science by three percent.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

All students have received the LEGO robotics program and monthly STEM activities.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$9,999.00
B – Allocated new funds for 2018-2019	\$60,900.00
C – Total Budget for 2018-2019.....	\$70,899.00
D – Projected spending during 2018-2019	\$68399.00
E – Expected carryover from 2018-2019 to 2019-2020	\$2500.00
F – Projected new funding for 2019-2020.....	\$64,535.00
G – Total projected funding for 2019-2020.....	\$67,035.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Seventy-one percent of students will show “typical” (or higher) progress on DIBELS pathways to progress on end of year DIBELS for K-3.

Increase percent of students proficient on math end of year RISE assessment by three percent in grades 4-6.

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

Measures to determine progress/successful completion of the goal

2020 End of the year DIBELS Pathways to Progress scores, as well as RISE EOY Math scores.

Action Plan:

Kindergarten through third grade will be provided with reading tutors to increase reading fluency. Four tutors for 20 minutes per teacher will provide small group instruction, while the certified teacher provides reading interventions for the lowest achieving students. Teachers will guide tutors in the McGraw Hill program, and collect student progress reports from tutors. These progress reports will be used to provide data for our Local Case Management Team. Tutors will also be provided collaboration time with teachers on the progress of students

Parkside will also provide grades 4-6 with a math intervention tutor. This tutor will work closely with the classroom teacher to implement interventions to students to improve math competency. Documentation will be kept and tracked for possible use for referral to Local Case Management Team..

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	\$	\$38000.00	Tutor Salaries
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$38000.00	

GOAL #2:

The percent of “evident” (or higher) ratings related to technology and learning on the District Observation Tool will be rated a 3 or higher 85% of observations

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 type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Evaluate Davis Observation Data related to technology.

Action Plan:

Parkside’s technology goal is to have high access to technology for all students. Each year we are adding mobile carts to the grade level that is in the most need. Software will be purchased as needed supplementing current technology grants. Any funds left over will be spent on providing students with equipment necessary for students to access the digital curriculum.

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	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$6000.00	Technology Equipment
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$4000.00	Software
Equipment	\$	\$	
Total	\$	\$10000.00	

GOAL #3:

Increase the percent of K-6 students scoring “proficient” on math and science by three 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 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

RISE, CRT, and KEEP end of level assessments.

Action Plan:

Kindergarten through sixth grade will complete a robotics program implemented and administered directly by the STEM/robotics teacher. All grade levels will receive STEM presentations monthly by the robotics teacher.

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	\$	\$8000.00	STEM Coodinator/Robotics Instructor
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$8000.00	

GOAL #4:

Impliment a HOPE Squad and combining this program with our Mindfulness program to increase our social emotional learning.

District Strategic Plan Area:

- | | |
|---|--|
| <input type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees |
| <input checked="" 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

Parkside will use the data from student surveys to decide whether or not this program has had an impact on students feeling safe and not alone while at school. Parkside will also track to see if there is a decrease in office referrals for dicipline

Action Plan:

Parkside will hire a HOPE Squad and Mindfulness advisor that will be under the direction of the school counselor. The advisor will be trained in the HOPE Squad program and Mindfulness and work directly with students

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.

When students feel safe, included, and part of the school, they are more likely to have increased academic outcomes and less behavior problems.

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$7000.00	\$	HOPE Squad and Mindfulness Advisor
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$7000.00	\$	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020..... \$64,535.00
- I – Total projected funding for 2019-2020..... \$67035.00
- J – Total planned expenditures for 2019-2020..... \$63000.00
- K – Planned carryover into 2020-2021..... \$3500.00
- 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

technology equipment, staff for after school math program

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: **14**

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

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