



Reading Elementary

Composite School Plan
2019-2020

Principal Scott Hughes

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 Reading Elementary is to promote the mission of learning first for all. To accomplish our purpose, we are committed to:

- working collaboratively in bi-weekly Davis Collaborative Team meetings.
- teaching to mastery of DESK standards through ongoing data analysis and development of common formative assessments.
- holding high expectations of teachers and students.
- providing a safe learning environment for all students and stakeholders.
- partnering with our community to provide excellent educational opportunities for all students.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Lucile C. Reading Elementary is located at 360 West 2025 North in Centerville, Utah. Our school is in a beautiful residential area below the mountains of Davis County. Salt Lake City is approximately 15 minutes south of our school, while Ogden lies about 25 minutes to the north. We serve students from both Centerville and Farmington. All students live within walking distance of the school. We are a traditional neighborhood school in a caring community, blessed to have the support of wonderful parents.

STUDENT BODY

Reading Elementary has a student body of 532 children. We serve students in Kindergarten through grade six. Approximately 13% of our students are economically disadvantaged. Thirteen percent of our students are eligible for special education services. While the vast majority of children at Reading are Caucasian, we have 26 students who identify as Hispanic/Latino, four as American Indian, four as Asian, four as African-American, and eight as Pacific Islander. Thirteen of our students are of multiple races.

STAFF

Lucile C. Reading Elementary has a full-time principal working alongside a part-time administrative intern. We have 22 certified teachers in general education K-6 classrooms. Two special education teachers provide services to eligible students; one teacher works with students classified with mild/moderate disabilities and the other with students who have moderate/severe disabilities. Related services are provided by a part-time speech-language pathologist and part-time school psychologist. Itinerant services such as adapted PE, occupational therapy, vision services, hearing services, and physical therapy are provided to eligible students by specialists shared between schools throughout the district.

L.C. Reading has one full-time librarian and five part-time classified specialists teaching Art, Music, Computers/Coding, Engineering and Physical Education. We have a part-time English Language Arts coordinator and part-time guidance counselor. We employ teacher assistants in a variety of roles. One part-time literacy tutor is shared between the Kindergarten and first grade classrooms. One part-time tutor splits her time between supporting literacy in second grade classes and math in third grade classes. We have two additional math tutors helping students in fourth-sixth grades. A part-time employee organizes the STAR Reading Tutor program.

We have one 504 Plus teacher assistant. Her responsibilities include working with diabetic students and those who need toileting assistance. Our mild/moderate classroom has two special education assistants and our moderate/severe classroom has

three teacher assistants. A part-time SEM teacher assistant provides enrichment opportunities to our gifted and talented students.

Our main office is managed by one part-time secretary and one full-time head secretary. Three part-time employees provide supervision in the lunchroom and during recesses. Our school facilities and grounds are maintained by one full-time head custodian and four part-time janitors, while the cafeteria is run by a full-time manager working with two part-time cooks.

SCHOOL CULTURE

Lucile C. Reading Elementary is located in a middle to upper-middle class community that is very family-oriented. There is a high percentage of volunteerism and parental involvement. Our Parent Teacher Association has a strong and active presence in the school. The majority of parents place a high priority on education and are passionate about meeting the emotional and learning needs of their children in partnership with the school. Families moving into our school boundaries often express that the quality of instruction and positive educational environment were influential in their decision to enroll. We strive to develop the whole child by providing a variety of enrichment activities in the areas of art, music, drama and STEM.

UNIQUE FEATURES & CHALLENGES

Although volunteerism is high overall, teachers have found it increasingly challenging to find parents available to visit school on a regular basis to work with students in small groups and one-on-one. Our enrollment is declining due to the aging population in our neighborhoods and the addition of Ascent Academy, a charter school in Farmington. We also lose some students each year to the Chinese immersion program at Stewart Elementary and the Spectrum program at Centerville Elementary. Our upper grade level groups have 80+ students each being replaced by lower grades with only 60+ students. Like any school, we strive to meet the unique learning needs of students with a wide-range of challenges and abilities. Overall, Lucile C. Reading is an excellent elementary school.

ADDITIONAL INFORMATION

Our goal is to provide a 1:1 student-to-device ratio within the next three years. We encourage integration of technology into daily lesson planning to help students deepen understanding of core concepts and make stronger connections to the world around them. We have a strong art program at Reading Elementary that includes “Meet the Masters” lessons taught by PTA volunteers four times per year. Sixth grade students can choose to play instruments in our school orchestra with instruction provided by the junior high band teacher. Our student council members meet weekly, introduce assemblies, provide weekly announcements over the intercom, and organize service-learning opportunities several times each year. A student-led yearbook committee

creates a book to commemorate events and accomplishments. Sixth grade students participate in and graduate from DARE. Our school offers 3rd-6th grade students an opportunity to perform in a school musical. This year a cast of 140+ presented “Disney’s Mary Poppins, Jr.” for the school and during eight additional performances for parents and the community. We consistently look for ways to enhance student learning through enrichment opportunities. Students are honored monthly at a “Lunch with the Mayor of Farmington” event and quarterly at the “Lunch with the Mayor of Centerville” event.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

- More than 140 students participated in the school musical “Disney’s Mary Poppins, Jr.” under the direction of PTA volunteers.
- Hundreds of needy children in Davis County received gloves, hats, scarves and coats donated to our school’s “Warming Tree” service learning project.
- Students participated at the school and district levels of “Battle of the Books”, the Constitution Bowl, the district spelling bee, the Davis Decathlon, the Math/Science Olympiad and the science fair.
- Students received awards at the school, district, region and state levels of the Reflections arts contest sponsored by the Utah PTA.
- All students at Reading Elementary receive weekly instruction in Coding and Engineering.
- Our VEX Robotics teams participated in area competitions.
- All students at Reading received licenses through the Utah STEM Action Center for personalized learning programs such as Imagine Math and iReady.
- Students brought loose change for the "Coins for Kindness" campaign sponsored by our student council. Almost \$2000 was raised this year for Primary Children's Hospital's "Pennies by the Inch" program.
- Our special education teacher, Kristin Kapp, was awarded the Best of Davis Award for 2019. One of our special education teacher assistants, Cailei Hadlock, was awarded Paraeducator of the Year.

AREAS OF RECENT IMPROVEMENT

In 2018, our 3rd-6th grade students outperformed peers statewide by 12.3% in English Language Arts, 18% in Math and 14.6% in Science. On the new state report card, Reading Elementary earned a "commendable" rating in the area of achievement. We continue to see high levels of proficiency across grade levels on summative tests. Another area of improvement was in writing where students in fourth-sixth grades outperformed peers statewide and districtwide. (See additional detail below.)

AREAS OF NEEDED IMPROVEMENT

Reading Elementary continues to struggle with growth measures when compared to other schools demographically similar to ours. At the end of 2018, Reading ranked 18th

of 20 comparison schools in English Language Arts with an MGP of 42. We ranked 18th of 20 in Math as well, with an MGP of only 36. Science results were higher in comparison, with Reading ranked 11th of 20 schools. Students had an MGP of 51 in the area of Science.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Students in third through sixth grades will earn writing subscores on the English Language Arts SAGE assessment that meet or exceed district averages.

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

Comments:

This goal was met in all grade levels except third grade. At Reading Elementary, sixth grade writing subscores averaged 442. This exceeded the district average by 5 and the state average by 20. Fifth grade students earned an average writing score of 437, beating the district by 27 and the state by 39. Our fourth graders earned an average writing score of 368. This is 7 points higher than the district average and 15 higher than the state. Our third grade students did beat the state average by 12, but were 2 points below the district average of 336. Overall, we felt very good about our writing standard scores last year and feel we met this goal.

Prior Year Goal #2:

Seventy percent of Kindergarten through 3rd grade students will show “typical progress,” “above typical progress” or “well above typical progress” on end of year DIBELS Pathways to Progress.

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

Comments:

We fell just short of our overall goal. Sixty-eight percent of our K-3 students achieved "typical", "above typical" or "well above typical" progress. Still, the expected outcome nationwide is 60% of students falling into these categories, so we were pleased overall with our progress in reading in grades K-3.

Prior Year Goal #3:

Reading Elementary will rank eighth or higher for proficiency and MGP in both Science and Mathematics when compared to similar schools across the state.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

We did not achieve this goal. When compared to the 20 most demographically similar schools statewide, Reading Elementary was ranked 18th for Math. We did better in Science with a ranking of 11th out of 20. Increasing growth scores will continue to be an area of focus moving forward.

Prior Year Goal #4:

Reading Elementary will transition from USBE's Assessment to Achievement model to the Davis Collaborative Team model with two specific areas of focus:

improving data analysis and use of common formative assessments

promoting skillful use of questioning as an evidence-based instructional strategy

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Our Davis Collaborative Team meetings have been held on a bi-weekly basis. We begin with a brief training, then grade levels work together to determine standards, develop common formative assessments, review data and set other goals.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

The percentage of Kindergarten through 3rd grade students showing “typical progress,” “above typical progress” or “well above typical progress” on end of year DIBELS Pathways to Progress reports at the end of the 2018-19 school year will reflect a minimum 5% increase when compared to the K-3 EOY Pathways reports from the 2017-18 school year.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Data from the Middle of Year DIBELS (Acadience) benchmarking shows we are on track to meet this goal.

Current Year Goal #2:

LC Reading Elementary will rank a minimum of three places higher at the end of the 2018-19 school year for Proficiency and Median Growth Percentile (MGP) in both Science and Mathematics as compared to the ranking received at the end of the 2017-18 school year.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

We should be able to exceed this goal by the end of the school year. Teachers are focused on increasing growth scores and helping all students succeed.

Current Year Goal #3:

Teachers will increase personal understanding of Blended Learning by studying “Bold School: Old School Wisdom + New School Technologies = Blended Learning that Works” by Weston Kieschnick and incorporate a minimum of one blended instructional strategy each term.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Teachers have read the book and participated in "Bold School" training with Weston Kieschnick. We are progressing according to our plan as we increase blended and digital learning opportunities with our students.

Current Year Goal #4:

We will help students reduce school-related anxiety through mindfulness strategies taught on an ongoing basis across grade levels.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

School employees have been trained in Mindfulness strategies and lessons are being taught across grade levels. We are progressing well toward this goal.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$1,325.00
B – Allocated new funds for 2018-2019	\$55,790.00
C – Total Budget for 2018-2019.....	\$57,115.00
D – Projected spending during 2018-2019	\$57,115.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0.00
F – Projected new funding for 2019-2020.....	\$61,884.00
G – Total projected funding for 2019-2020.....	\$61,884.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Third through sixth grade students will make "typical" or "high" growth in math as measured by our Utah School Report Card.

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

Our 2019-20 Utah School Report Card will measure how well Reading's students met the state's grade-level expectations in math. This report will show the amount of improvement, or growth, students have made in math, and illustrate whether our students are learning and improving. Growth in math is noted as "high", "typical", or "low".

Action Plan:

Reading Elementary is one of seven district schools selected for implementation of Comprehensive Math Instruction during the 2019-20 school year. The CMI Foundations training for our leadership team begins in spring of 2019. All classroom teachers will participate in foundations training and lesson studies throughout the upcoming school year. Stipends will be provided to our leadership team. Substitutes will be hired for the days we train and engage in lesson studies. The district requires a \$7500 commitment from the school, while district funds are used for the remaining expenses related to CMI implementation.

Teachers will refer to DESK Standards for lesson development. The K-1 Investigations math curriculum and 2-6 Advantage Math program will be implemented with fidelity.

Upper grade students will complete RISE math benchmark assessments throughout the school year. Teachers will analyze this benchmark data during Davis Collaborative Team meetings to determine appropriate interventions for struggling students. Enrichment opportunities will be provided across grade levels. Under the direction of classroom teachers, our upper grade math tutors will provide interventions for those not meeting benchmarks and standards. Students will use the online learning platforms ST Math to personalize instruction. Reading Elementary will begin an implementation of Comprehensive Math Instruction during the 2019-20 school year.

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	\$	\$26500.00	salaries for 3-4 math tutors; school portion of CMI Implementation substitutes for training and lesson study (remainder will be provided by the district)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$26500.00	

GOAL #2:

Fifth and sixth grade students will make "typical" or "high" growth in science as measured by our Utah School Report Card.

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 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

Our 2019-20 Utah School Report Card will measure how well Reading's students met the state's grade-level expectations in science. This report will show the amount of improvement, or growth, students have made in science, and illustrate whether our students are learning and improving. Growth in science is noted as "high", "typical", or "low".

Action Plan:

Teachers will use DESK Standards for science to guide lesson development. Upper grade students will complete science RISE benchmark assessments. Teachers will analyze this benchmark data during Davis Collaborative Team meetings to determine appropriate interventions for struggling students. Enrichment opportunities in science will be provided across grade levels. An after-school STEM Club will offer opportunities for students to conduct grade-level science experiments, explore engineering concepts, learn basic robotics and coding skills and increase skills in technology. All students will learn coding techniques in weekly lessons provided by our computer specialist. Reading Elementary will continue our implementation of Engineering is Elementary and Engineering Adventures curriculum across all grade levels. An engineering teacher will be paid with School LAND Trust money. This additional time with the engineering teacher will allow teachers to provide interventions for struggling students. The SEM teacher will be compensated for 5 additional hours per week to provide science enrichment and support programs such as the STEM Olympiad.

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	\$	\$12500.00	salary for 1 Engineering teacher and SEM teacher (extra 5 hours per week)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$12500.00	

GOAL #3:

Seventy percent of Kindergarten through 3rd grade students will show “typical progress,” “above typical progress” or “well above typical progress” on Acadience Pathways to Progress at the end of the 2019-20 school year. Additionally, no grade level will have fewer than 65% of students meeting at least “typical progress”.

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

Acadience Pathways to Progress reports will be available following the final benchmarking at the end of the 2019-20 school year.

Action Plan:

Kindergarten through third grade students will participate in Acadience benchmark assessments three times per year. Teachers will use this data to identify struggling readers. Targeted interventions will be provided by classroom teachers, teacher assistants and STAR reading tutors. Professional Development in Acadience Pathways to Progress will be provided by our ELA Coordinator and/or the district assessment department. Teachers will meet in bi-weekly Davis Collaborative Team meetings to analyze data and develop common formative assessments.

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	\$	\$22500.00	salaries for reading tutors(4-5) and 1 STAR Tutor coordinator
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$22500.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020.....	\$61,884.00
I – Total projected funding for 2019-2020.....	\$61884.00
J – Total planned expenditures for 2019-2020.....	\$61500.00
K – Planned carryover into 2020-2021.....	\$384.00
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 would be used for:

- additional Cloudbooks for grades 3-6 and/or iPads for grades K-2
- additional Engineering is Elementary units and materials (Goal 2)
- STEM materials and supplies (Goal 2)
- professional development opportunities for teachers through course fees, stipends or to pay for substitutes (Goals 1-3)
- additional teacher assistants (Goal 1-3)
- "Lean for Educators" training

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: **3/28/2019**

Number who approved: **8**

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