



Snow Horse Elementary

Composite School Plan
2019-2020

Principal Rachel Alberts

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 Snow Horse Elementary is to promote the mission of learning first for all. To accomplish our purpose, we create commitment to learning first. We incorporate research based best practices to ensure student mastery of essential skills and concepts while cultivating a culture of staff collaboration and student engagement. We utilize school-wide professional learning communities. At the core of learning communities is the practice of continuously using assessments, both formative and summative, to drive instruction.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Snow Horse Elementary is located at 1095 Smith Lane in Kaysville. It is primarily a residential community that continues to develop in a rural area. Snow Horse Elementary benefits from high levels of parent involvement.

STUDENT BODY

Our school consists of 673 students. 96% Caucasian and 4% minority. Our school has kindergarten through sixth grade students. In addition, we have a fifth-sixth grade learning center that addresses behaviors. Only 6.3% of our students are economically disadvantaged.

STAFF

Snow Horse Elementary Staff=50

Classified Staff=27

Certified=25

Master's Degree =15%

ESL Endorsement=39%

SCHOOL CULTURE

Snow Horse Elementary is an twelve-year-old school with strong parental and community support, including a strong community council and PTA involvement. We strive to create learning that is challenging, safe and joyful for all students. Teachers and staff utilize behavior challenges as an opportunity for student learning rather than punitive consequences. Collaboration between teachers is a hallmark and an expectation for our staff. Our school-wide policies and procedures were developed with community and staff input and are modeled on the principals of positive behavior interventions and support.

UNIQUE FEATURES & CHALLENGES

Snow Horse Elementary has the unique challenge of housing several self-contained special education classrooms consisting of students with severe behavioral and learning challenges from throughout the District. These students are included in

mainstream classrooms as much as possible. School-wide tests scores reflect the learning difficulties of our large special education population. We welcome these students and choose to house them at Snow Horse. They bring diversity to our school that would otherwise be lacking.

Each teacher is provided with 25 minutes four times of uninterrupted time devoted to small group interventions.

Snow Horse promotes financial literacy and career readiness through the Junior Achievement Program. Junior Achievement utilizes parent and other community volunteers and impacts grade K-6.

Snow Horse Elementary has been chosen to participate in Project Lead the Way. This will enhance our current STEM efforts. K-6 will participate in Project Lead the Way.

ADDITIONAL INFORMATION

Our teachers are active grant-writers and our school is enriched by classroom grants. We have robotics available for 5th and 6th Grade students and a well-supported orchestra for 6th graders. Our school is the only elementary to implement Newbery Club and piloted Davis Book Battles, reading enrichment opportunities for grades first-sixth. Our students are known for their exceptional behavior

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Snow Horse Elementary received an Exemplary Rating on the State School Report Card

100% of teachers utilize the Davis Drill Down to provide targeted intervention for Tier 2 students

AREAS OF RECENT IMPROVEMENT

Student growth in grades K-3 as measured by DIBELS, specifically Tier 1 students.

School-wide grade levels have created a minimum of seven, common formative assessments and collectively analyzed the data.

95% of teachers clearly plan and communicate learning objectives and post lesson levels of understanding. Additionally, 91% of teachers communicate the “why” of the learning objective a 20% increase from last year.

Snow Horse went from 4% if teachers effectively utilizing the rotation model of blended learning to 55%.Increase depth of knowledge across all subject areas

AREAS OF NEEDED IMPROVEMENT

Increase depth of knowledge across all subject areas

Increase school-wide writing proficiency

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 84% in 2016 to 85% in 2017 (one percent increase or approximately five students.)

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

Comments:

We maintained current composite score

Prior Year Goal #2:

Use data from formative assessments to reteach accordingly within seven teaching days of administration.

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

Comments:

Prior Year Goal #3:

In grades 4-6 Language Arts, increase student writing scores by three percent.

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

Comments:

Only a 2 percent cumulative growth in writing

Prior Year Goal #4:

Implement STEM teaching and learning processes into every classroom. One hundred percent of K-6 teachers will be trained in implementation of Project Lead The Way. Additionally, 100% of students will participate in Project Lead The Way

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

The percentage of K-3 students showing typical or above growth in Dibels MOY composite scores will increase from 63% to 65%.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

MOY growth 78%

Current Year Goal #2:

In grades K-6 increase student growth in mathematics by 2%.

- 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.....	\$1,252.00
B – Allocated new funds for 2018-2019	\$71,224.00
C – Total Budget for 2018-2019.....	\$72,476.00
D – Projected spending during 2018-2019.....	\$70650.00
E – Expected carryover from 2018-2019 to 2019-2020	\$1826.00
F – Projected new funding for 2019-2020	\$78,018.00
G – Total projected funding for 2019-2020	\$79844.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

The percentage of K-3 students showing typical or above growth in Acadience MOY composite will increase from 78%-80%

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 MOY Pathway Data

Action Plan:

Bi-monthly professional learning communities

Teachers will utilize personalized instructional strategies to ensure student growth for all students

Differentiated professional development that focuses on growth through rigor and relevance

Quarterly grade level growth accountability data meetings

Four paraprofessionals will be hired to assist with the enrichment lab and push in support for Tier 1 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.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$12000.00	enrichment lab aides
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$4000.00	Interactive Aquos Board
Total	\$	\$16000.00	

GOAL #2:

In grades K-6 increase student growth in mathematics by 2%

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 checked="" 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

District CRTs and the RISE assessment

Action Plan:

Bi-monthly professional learning communities

Teachers will utilize personalized instructional strategies to ensure student growth for all students

Differentiated professional development that focuses on growth through rigor and relevance

Purchase interactive Aquos boards for daily phonics routines

Quarterly grade level growth accountability data meetings

Adaptive software to personalize instruction will be purchased

Go Math curriculum will be purchased to support rigor and relevance in mathematics

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	\$	\$9500.00	enrichment lab aide support
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$26500.00	2nd-6th Grade Go Math Curriculum and Software
Library Books	\$	\$	
Software	\$	\$2500.00	IXL software and PLTW software
Equipment	\$	\$	
Total	\$	\$38500.00	

GOAL #3:

In grades 3-6, increase student growth in reading comprehension who are below or at benchmark by 2%.

District Strategic Plan Area:

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

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input 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

SRI BOY-MOY

Action Plan:

Bi-monthly professional learning communities

Teachers will utilize personalized instructional strategies to ensure student growth for all students

Four paraprofessionals will be hired to assist with the enrichment lab and push in support for Tier 1 students

Adaptive software to personalize instruction will be purchased and carts, cases, headphones to accommodate the adaptive software

Differentiated professional development that focuses on growth through rigor and relevance

Quarterly grade level growth accountability data meetings

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

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

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

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$12500.00	enrichment lab aides
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$3676.00	2 bay carts for ipads ipad headphones
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$1500.00	IXL Language Arts
Equipment	\$	\$	
Total	\$	\$17676.00	

GOAL #4:

Increase student performance and achievement in Reading, Mathematics, Writing, Science, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed. 85% of teachers will effectively use a variety of checks for understanding to guide immediate adjustments during instruction.

District Strategic Plan Area:

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

Academic area(s) addressed by the goal:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input checked="" 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

We will look at improved end-of-level student test scores to see the advancement made through improved teaching methods and technology.

Evaluate Davis Data Reports (as measured by check observation item 19)

Action Plan:

Bi-monthly professional learning communities

Teachers will utilize personalized instructional strategies to ensure student growth for all students

Differentiated professional development that focuses on growth through rigor and relevance. Substitutes will be paid for through Land Trust Funds. Additionally, Land Trust monies will be used to offer stipend pay for facilitated planning non contract day

Quarterly grade level growth accountability data meetings

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

Teacher stipends for participating in facilitated planning professional development during non-contract time substitutes for grade level differentiated, on-site professional development summer library instruction

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	teacher stipends for participating in facilitated planning professional dev. during non-contract time substitutes for grade level differentiated, on-site professional development summer library instruction
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 \$78,018.00
- I – Total projected funding for 2019-2020\$79844.00
- J – Total planned expenditures for 2019-2020\$79176.00
- K – Planned carryover into 2020-2021 \$668.00
- 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

more software licenses and technology aide time for Goals 1, 2 &3

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|---|---|
| <input checked="" type="checkbox"/> Letters to policy makers | <input checked="" type="checkbox"/> School newsletter |
| <input checked="" 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: 3/28/2019

Number who approved: 7

Number who did not approve: 0

Number who were absent or abstained: 2

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