



Stewart Elementary

Composite School Plan
2019-2020

Principal Amanda Keller

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 Stewart Elementary is to promote the mission of learning first for all. To accomplish our purpose, we work together as administrators, teachers, and parents, with our Community Council to ensure all students are highly engaged as they receive quality instruction from highly qualified teachers. Students achieve growth in all academic areas as each student works to attain proficiency in a safe, respectful environment, where they are taught to be responsible and in turn are successful.

Stewart Elementary's highly qualified teachers provide an engaging learning environment for all students in every classroom. Parents and students have the opportunity to choose and design the enrichment areas of interest through counselor lessons, personalized software, Chinese Immersion, Stewart Television System, Chess, Lego Mindstorms, Choir, Ukulele, the school play, STEAM focus, Project Lead the Way, the Beverly Taylor Sorensen Arts Learning Program, ALEKs or ST Math, and Healthy Bodies, Healthy Minds.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Stewart Elementary is located in Centerville, Utah which is a suburban middle to upper-middle socioeconomic community. Centerville is located ten miles north of Salt Lake City adjacent to the eastern part of the Great Salt Lake to the foothills of the Wasatch Mountains. Stewart Elementary has amazing parental support.

STUDENT BODY

As of October 1, 2018, Stewart Elementary has 663 students enrolled in grades K-6.

Demographic Counts:

10 African American

2 Native American

21 Asian

34 Hispanic

16 Pacific Islander

630 Caucasian

STAFF

Thirty-two Certified Employees - with 26 classroom teachers, one special education teacher, one principal, a half time administrative intern, a functional skills teacher, a part time speech and language pathologist, a part time school psychologist, a counselor one day a week, and a half time ELA coordinator. Eleven teachers are ESL endorsed. The faculty holds twenty one various endorsements and twelve advanced degrees.

- Thirty-four Classified Employees

SCHOOL CULTURE

Our school has a positive school culture. The administration and faculty have worked to blend immersion and non-immersion students and parents. Parents and visitors frequently compliment us about the positive environment in our school. Stewart has highly supportive parents that volunteer regularly. Students are expected to be safe, respectful, and responsible which in turn makes them successful. Our faculty is composed of an excellent group of dedicated educators who focus on student success.

UNIQUE FEATURES & CHALLENGES

In the fall of 2009, Stewart Elementary began to offer Chinese Immersion as an opt-in program for students. We have two classes of immersion students in grades K-6 and 51% of students are enrolled in this program. These students spend 50% of their day in an immersion classroom.

Our students have test scores that are above state level and district level in Language Arts, Mathematics, and Science. However, since USBE has added the growth piece to assessment, we need to focus on individual student growth. When compared to similar schools, Stewart's growth falls in the lower two thirds in language arts. We saw a great improvement in proficiency and growth scores in science from 2017 to 2018.

Due to a decline in enrollment we have seen a reduction in teachers assigned to Stewart. This creates a situation where we must offer two separate grade level splits. The facility was not designed to accommodate this number of students. Stewart currently has five portable classrooms and faces challenges to accommodate multiple activities during the school day.

ADDITIONAL INFORMATION

Enrollment by Significant Risk Factor

13% Economically Disadvantaged

9% Special Education

2% English Language Learners

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Overall, Stewart Elementary students are above District and State scores in Language Arts, math, and science. Stewart Elementary was recognized as the 2017 Elementary Science Department of the Year by the Utah Science Teachers Association. Stewart nine Elementary STEM endorsed teachers as well as a STEM endorsed principal. Stewart was awarded a Platinum STEM Designation by USBE. According to SAGE, Stewart's proficiency in science improved from 62% in 2017 to 73% in 2018. Since 2016, Stewart's proficiency in math has improved to 57%, according to SAGE data and language arts has improved from 58% to 63%. Stewart also received a "Commendable" rating for English Learner Progress according to the USBE Report Card.

For the 2018-2019 school year, three students placed at our District Science Fair. Each year we have several students place at the Wasatch Front Chess Tournament. Several of our students placed at the District and National Chinese STEM Competition. Our students participate in the Lego Mindstorm Competition and have placed first through third each year. Students prepare and participate in the weekly broadcasting of Stewart News announcements. Our students also have the opportunity to participate in Choir Club, Chinese Club, Karate Club, Chess Club, the school play, Ukulele Club, and 6th grade Orchestra.

We acknowledge students and recognize students' achievements on our school Facebook page and on Stewart News for: Keyboarding Challenge, School and District Science Fairs, Chess Tournaments, Battle of the Books, Spelling Bees, and other fabulous activities in which our students participate. Students earn opportunities to do activities with the principal throughout the year. Our school secretary, Brooke Haag, and 5th grade teacher, Jenny York were both recognized as Best of Davis Award winners.

AREAS OF RECENT IMPROVEMENT

Our continuing commitment to student learning has made our Local Case Management Team a priority in the school. This team focus is on helping teachers to improve interventions, progress monitoring, and identification of students with academic, behavioral, and social needs early in the school year. We have also implemented a multi-tiered system of supports (MTSS) to address school wide behavior and positive reinforcement.

According to SAGE, Stewart's proficiency in science improved from 62% in 2017 to 73% in 2018. Since 2016, Stewart's proficiency in math has improved from 51% to 57%, according to SAGE data and language arts has improved from 58% to 63%. Stewart also received a "Commendable" rating for English Learner Progress according to the USBE Report Card.

We have increased our usage of technology tools by raising funds. We will start the 2019-2020 school year with one device per student. All teachers have iPads to use for teacher instruction. An increase in mobile labs have allowed teachers to effectively integrate technology into their classrooms. 5 smart projectors have been added to classrooms.

Our Chinese Immersion classes continue to grow. The Immersion and Traditional Programs are less divisive with the implementation of blended preps, the school play, whole grade level activities, and grade level lunch tables.

AREAS OF NEEDED IMPROVEMENT

When compared to similar schools, Stewart made significantly less growth in Language Arts when compared to similar schools. Stewart needs to improve growth in Language Arts even though Stewart students score above the State and District in all areas. In Language Arts, Stewart's MGP was in the bottom 25% of similar scores that had a similar proficiency.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase the percent of students scoring “proficient” on science SAGE by 2% (from 62% to 64%).

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

According to SAGE, Stewart's proficiency in science improved from 62% in 2017 to 73% in 2018.

Prior Year Goal #2:

Increase student proficiency in Math. Eighty percent of students in grades 3-6 will score 80% or higher on SAGE Benchmark tests after intervention.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Since 2016, Stewart's proficiency in math has improved from 51% to 57%. SAGE Benchmarks were not set up to offer the data we needed. According to summative assessments in the classrooms, Students scored 80% or higher on similar assessments to the SAGE Benchmark tests after students took the SAGE Benchmark and received instructional interventions.

Prior Year Goal #3:

Increase the percent of K-3 students scoring “at/above benchmark” on middle of year DIBELS by 2% (from 74% to 76%)

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:

Implement STEM teaching and learning processes into every classroom to create a comprehensive STEM learning environment for students.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Stewart is being awarded a Platinum STEM Designation from USBE. All classes are participating in PLTW and using a 3D instructional model to teach science.

Current Year Goal #2:

73% of students in grades K-3 will show “typical” or higher progress on the end of year DIBELS Pathways to Progress report.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Our Kindergarten students are currently 98% proficient with over 90% of students showing typical or higher progress.

Current Year Goal #3:

Increase the number of fifth and sixth grade students proficient in keyboarding in 2019 as compared to 2018.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Students are practicing keyboarding in computer prep and typing more assignments in class each day.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$3,302.00
B – Allocated new funds for 2018-2019	\$74,769.00
C – Total Budget for 2018-2019.....	\$78,071.00
D – Projected spending during 2018-2019	\$74,250.00
E – Expected carryover from 2018-2019 to 2019-2020	\$3,821.00
F – Projected new funding for 2019-2020.....	\$76,405.00
G – Total projected funding for 2019-2020.....	\$80,226.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Implement STEM teaching and learning processes into every classroom to create a comprehensive STEM learning environment for students.

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 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

All teachers will complete year 2 of CMI training.

Action Plan:

All teachers will participate in Comprehensive Math Instruction, CMI, professional development at the cost of \$7500. All teachers will participate in the school sponsored community event, STEAMraiser. BTSLAP specialist will continue to support core content through arts integration, at the cost of \$5000. Intervention TAs will be provided to each teacher for a minimum of 30 minutes 4 days per week to provide small group intervention and enrichment. Substitutes will be provided for teachers to engage in 4 half days of in depth PLC collaboration. Every student will have access to a digital math tool for extra support or enrichment, Imagine Math or ST Math. Each student will engage in a Project Lead the Way computer science module (grades K-4) or robotics module (grades 5-6). NearPod software will be purchased for teacher use to enhance instruction, at the cost of \$3500. \$1500 will be used to pay SEM teacher to prepare students for Science Olympiad, STEM Fair, and enrichment support for students during small group time.

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.**

Teachers will deepen their understanding of mathematical practices and instructional strategies to provided more effective instruction. Tier I and Tier II support will be given to students with the use of small group and individualized instruction.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$33150.00	BTSLAP(\$5000), 4-6 TAs, subs for CMI training (\$7500), STEAMraiser stipend (\$50/teacher), additional hours SEM instructor (\$3500)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$1500.00	BTSLAP supplies (\$500), replace PLTW consumable materials (\$1000)
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$6500.00	Imagine Math, ST Math
Equipment	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Total	\$	\$41150.00	

GOAL #2:

Increase the number of students in grades K-3 performing at typical or higher progress on the end of year DIBELS Pathways to Progress report 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 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

2% or more increase in the number of students in grades K-3 performing at typical or higher progress on the end of year DIBELS Pathways to Progress report.

Action Plan:

Targeted interventions based on needs, as identified by DIBELS testing, Davis Drill-Down, and progress monitoring. Interventions will be provided in each classroom under the direction of the teacher and supported by the TAs for a minimum of 30 minutes 4 days per week. 2 additional TAs will be hired to support large class sizes or splits due to student enrollment changes. Each student will have access to a digital literacy tool, Lexia, for extra support or enrichment. Students will practice fluency daily. SGI will be used by kindergarten to track student data. Additional technology will be purchased to support digital tools, including software, ipads, laptops, charging carts, projectors, document cameras, or ipad covers. A \$1000 will set aside to pay a teacher to update websites so parents know how they can support their student at home.

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.**

Students will receive targeted Tier I and Tier II instruction in reading. Students will also have access to personalized digital resources.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$31150.00	4-6 Teacher Assistants
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$6500.00	Additional Technology, carts, projectors, iPads, etc.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$1000.00	Lexia
Equipment	\$	\$	
Total	\$	\$38650.00	

GOAL #3:

Seventy percent of K-6 students will show one proficiency band of growth from beginning of year formative writing benchmark to end of year benchmark.

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

Growth from beginning of year formative writing benchmark to end of year benchmark.

Action Plan:

Use RISE writing rubrics or DSD genre-specific K-2 writing rubrics. Each quarter students will do an on demand writing sample (prompts will be given to you) that takes a typical daily writing block time to complete. We will use those writing samples to track and report baseline and quarterly assessment results for all students using the corresponding RISE or genre-specific K-2 rubrics that match the genre of the prompt.

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.

Student writing will improve from consistent and specific feedback and instruction.

Planned LAND Trust Expenses for Goal #3

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	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020..... \$76,405.00
- I – Total projected funding for 2019-2020..... \$80226.00
- J – Total planned expenditures for 2019-2020..... \$79800.00
- K – Planned carryover into 2020-2021.....\$426.00
- 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

Purchase additional technology to be used in classrooms (Goal 2), increase TA time in classrooms(Goal 1 and 2), purchase additional digital tools to support teaching and learning (Goal 1 and 2).

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|--|---|
| <input type="checkbox"/> Letters to policy makers | <input checked="" 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: **2/21/2019**

Number who approved: **7**

Number who did not approve: **0**

Number who were absent or abstained: **1**

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