



# Tolman Elementary

Composite School Plan  
2019-2020

Principal Vickie Jessen

## 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 Tolman Elementary is to promote the mission of learning first for all. To accomplish our purpose, we provide an engaging and nurturing learning environment through quality instruction. By collaborating with families, we educate children to be lifelong learners.

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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Tolman Elementary is located at 300 E 1200 N Bountiful, Utah in a quiet, well established residential neighborhood.

### STUDENT BODY

Current enrollment is 396 students. Demographics are as follows: Special Education - 16%, Economically Disadvantaged - 25%, ELL - 2%, Ethnic Minority - 8%.

### STAFF

Our staff includes 1.5 administrators, 18.5 certified teachers, which includes 3 special education teachers. 3 teachers have Master's Degree as well as the 2 Administrators. Eleven teachers have their English as a Second Language endorsement. Eight teachers have endorsement in other areas including math, science, computer science, mild/moderate special disabilities, and physical education. We have part-time support from a school counselor, speech teacher and school psychologist. There are 33 support staff at the school.

### SCHOOL CULTURE

We have an actively involved community who support the district's mission of "Learning First". Our parent volunteers are energetically engaged in participating in their children's education. As a school, we are committed to an enriching learning environment for all students. Our school creates a safe, nurturing environment where students can learn in a "bully free" zone. We value Science, Technology, Engineering, the Arts and Mathematics (STEAM) learning. Students engage in learning social skills and manners by participating in the Essential 55 instruction (Ron Clark Academy) and celebrating their success through House activities. The Annual Amazing Shake Competition tests students' social skills and winners participate in a District competition. Students also have the opportunity to be a part of an annual school musical production.

### UNIQUE FEATURES & CHALLENGES

Tolman houses 2 self-contained Learning Centers for the district. We have a 3-4 center and a 5-6 center. The teachers at Tolman have opened their classrooms for mainstreaming opportunities as students in the Learning Centers prepare to return to a less restrictive environment.

### ADDITIONAL INFORMATION

Our school provides a rich environment for the arts and sciences. We have an afterschool program for theatre, STEAM, and robotics. Teachers utilize school partnerships with many STEAM related organizations, and outreach programs such as the Living Planet Aquarium, Utah Museum of Natural History, Clark Planetarium, Ogden Nature Center, and Discovery Gateway to name a few.

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

We are working to integrate technology in every classroom. All classrooms have access to 1 to 1 digital devices for at least half of every day. Every grade level has developed a blended learning environment where students are using a variety of online programs to supplement their classroom instruction. All classes are using the programs they have chosen to use with 90% fidelity or above. Data indicates that students are making significant gains on individual learning goals.

We have also adopted the Ron Clark Academy Essential 55 as our school climate program. This program is recognized nationally for its success in educating students with academic rigor, passion and creativity balanced by a strict code of discipline. 80% of our teachers have attended training at the Ron Clark Academy and are using the teaching strategies associated with the program in their classrooms. Our students recently participated (at district level) in a competition that challenges students on the nuances of professional and social interaction. Tolman students won top awards in both Grades 1-3 (3<sup>rd</sup> place) and Grades 4-6 (first place) categories.

### AREAS OF RECENT IMPROVEMENT

SAGE data indicates that our 3<sup>rd</sup> grade math scores were 10% above the Davis District math proficiency average. Our school math average is 6% above the state average on most recent testing data.

### AREAS OF NEEDED IMPROVEMENT

Tolman's attendance rate continues to be a concern. Total average attendance rate is in the low 90% range. We have tried to be very consistent in monitoring the attendance and working with families to provide support for improved attendance, but this continues to be a challenge.

While our school scores were described as TYPICAL in all areas, our GROWTH rates were below expected in Language Arts and Science. SAGE data indicates that proficiency rates dropped in all 3 tested areas (Language Arts proficiency dropped 4.7%, Science scores dropped -19.6% and Mathematics dropped 1.3% from the previous year). Our Davis Collaborative Teams will continue to focus on better meeting the needs of at-risk students by implementing focused small group (Tier II) instruction and individual tutoring opportunities (Tier III). All teachers are being trained to drill down (with the data) and identify specific areas of deficiency. That information will guide the instruction and specific interventions will be discussed in monthly team meetings to include administration.

## 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 the DIBELS end of year composite score benchmark from 69% to 73% (4% increase or approximately seven students).

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

Comments:

End of year DIBELS score was 71%. Plans for the 2019-20 school year include additional TA support, training for teachers in how to use the data to guide instruction and regularly opportunities for teams to collaborate on at-risk students and interventions to meet their needs specific needs.

#### **Prior Year Goal #2:**

Decrease the number of students who are not proficient in math by 5%.

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

Comments:

SAGE data indicates that while 3<sup>rd</sup> grade scores were 10% above district proficiency, the school score dropped 1.3% below prior year's proficiency score. Plans for the 2019-20 school year include professional development opportunities for teachers, greater use of technology programs to support instruction and a schoolwide plan for vertical alignment of mathematics skills.

#### **Prior Year Goal #3:**

Increase number of students reaching writing proficiency by 5%.

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

Comments:

While we did not meet the desired 5% proficiency goal, students did have a slight upward trend in scores for the 3,4,and 5<sup>th</sup> grade.

**Prior Year Goal #4:**

Increase the rigor of instruction in all classroom settings.

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

Comments:

We did provide the opportunity for additional teachers to attend the Ron Clark Academy. We also further developed our school wide focus on culture and citizenship by implement The Amazing Shake activity, Friday house activities and monthly assemblies. We did not, however, have data on student engagement (taken during the formal and informal observations) recorded on a school rubric to better evaluate as stated in the action plan. Regular evaluations were conducted on all teachers and that data indicates quality of instruction was average or above average in all observations.

**Prior Year Goal #5:**

Increase the number of students who participate in the STEAM club to 50.

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

Comments:

Enrollment in the STEAM club was 33 this school year. We will continue to promote STEAM club for the next school year as it provides excellent opportunities for students to gain, discover, and learn about science. We will add a specific goal in the 2019-20 year to promote teacher development in science curriculum and include more discovery opportunities in classroom instruction.

## CURRENT YEAR PROGRESS REPORT

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

#### Current Year Goal #1:

1. Increase percentage of K – 3 student’s benchmark by 4%. Students at or above DIBELS end of year composite score, compared to 2017/18 end of year composite, would increase from 72 % to 76%.

Progressing according to plan

Not progressing according to plan

Comments (optional):

The DIBELS measurement at midyear show 74% at Middle of Year testing compared to 71% at the end of the 2017-2018 school year.

#### Current Year Goal #2:

1. Decrease the number of students who are not proficient in math, grades 4 – 6, by 3%.

Progressing according to plan

Not progressing according to plan

Comments (optional):

All grades are using the Imagine Learning Math Facts program to increase math skills in addition to regular instruction. A math tutor is working with at risk students on a daily basis. Grades 4-6 are using the Imagine Math program daily. Data review shows that students are making significant gains. Currently 70% of the students are showing basic to advanced proficiency on the mid-year Imagine Learning benchmark.

#### Current Year Goal #3:

1. Increase rigor of instruction in all classrooms.

Progressing according to plan

Not progressing according to plan

Comments (optional):

All grade levels have met in DCT meetings where most recent testing data is reviewed and students who are not performing at grade level are discussed, along with the planning of specific strategies to improve their performance. All teachers have been involved in training to better understand the data provided by the Imagine Learning Literacy and Math programs which identifies specific areas needing attention and provides intervention ideas for individual student growth.

**Current Year Goal #4:**

1. All students in “blended learning” classrooms will establish individualized learning targets and 80% of students will make sufficient progress to reach those targets.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Our 5<sup>th</sup> and 6<sup>th</sup> grade classes were merged this year for the “blended learning” program. Students did not set individual goals to provide information for accomplishing this goal. Next year we will continue the blended learning instruction, but we will have two 5<sup>th</sup> grade classes and two 6<sup>th</sup> grade classes. It is our intention to track individualized learning targets and a tracking instrument is currently being developed for the 2019-20 school year.



## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$4,834.00
B – Allocated new funds for 2018-2019 .....	\$41,817.00
C – Total Budget for 2018-2019.....	\$46,651.00
D – Projected spending during 2018-2019.....	\$45000.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$1651.00
F – Projected new funding for 2019-2020 .....	\$46,096.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$47747.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

Students in grades K-3 will show typical or better growth in reading by 3% as measured by Acadience (Pathways to Progress), compared to 2018-2019 end of year composite scores.

#### 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)

#### Action Plan:

Use assessment information from Acadience (DIBELS) testing to guide instruction. LAND Trust funds will be used to purchase the software. Students with yellow or red scores will receive small group/individual instruction according to skill needs and regular progress monitoring will be used to evaluate progress.

Incorporate the Imagine Learning Literacy program in daily learning schedules in grade K-3. Various other technology programs will also be used to provide support for at risk learners as well as gifted students.

We will hire a STAR reading program coordinator and a reading tutor for grades K-3.

#### 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.**

This will provide more opportunities for Tier II and Tier III instruction for students to better address specific skill development.

Planned LAND Trust Expenses for Goal #1

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$13,100.00	Reading tutor and STAR Reading Coordinator
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$1000.00	Acadience Data for at Risk students in grades 4-6
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$14100.00</b>	

**GOAL #2:**

Students in grades 4-6 will improve math growth by an average of 3% as measured on the end-of level RISE scores as compared to 2018-2019 scores.

**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**

RISE End-of-level scores, grade level common formative assessment

**Action Plan:**

Math tutor for grades 3-6 will be hired with LAND Trust funds.

Collaborative planning time to create vertical alignment of math skills, evaluate data and plan for teaching strategies to address specific learning needs. If a student is below basic achievement on benchmark assessments, additional instruction/interventions will be planned and students will be assessed again. Teachers will track the increase in proficiency and provide needed support.

Continued use of Imagine Learning Math and Math Facts, licenses will be purchased with LAND Trust funds.

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

- Yes *(complete the budget sections below)*
- No *(skip the budget sections below)*

**Does this action plan include behavioral/character education/leadership efforts?** Yes (*answer the next question*) No (*skip the next question*)**Explain how these efforts directly affect student achievement.**

## Planned LAND Trust Expenses for Goal #2

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$10000.00	Math Tutor
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$1500.00	Digital Resources/Licenses
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$11500.00</b>	

**GOAL #3:**

Students in grades 4-6 will show an average of 5% growth in Science scores as measured by RISE end-of-level assessment compared to 2018-2019 scores.

**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**

RISE scores, benchmark formative assessments, formative common assessments

**Action Plan:**

Teacher Development on new science curriculum. Substitutes will be provided by LAND Trust funding.

Development of curriculum maps, and vertical alignment of science curriculum to better guide instruction.

Integrate science curriculum into Language Arts Instruction.

Promote STEAM club and other science discovery opportunities for students as extra-curricular programs. Supplies will be purchased with LAND Trust funding.

**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

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$3000.00	Substitute salaries for teachers to attend Professional Development classes.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$1000.00	Supplies for STEAM club and other science discovery programs
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$4000.00</b>	

**GOAL #4:**

Increase student performance and achievement in Reading, Mathematics, Writing, Technology, and Science, -content areas-by supporting teacher development and expertise throughout academic areas listed and through the increased use of technology in the classroom. Maximize the impact of students learning through INSTRUCTIONAL RIGOR and use of classroom TECHNOLOGY.

**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 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**

Track technology use and related growth data associated with the Imagine Learning Literacy and Math Programs and other related technology programs.

Comparison of beginning, middle and end of year formative assessments in all academic areas.

**Action Plan:**

Provide more devices for student use (bringing us to a one-to-one ratio) to better support our blended learning focus for all learners. Funded by LAND Trust money.

Set goals with students at the beginning of each term and train students to record and monitor their growth in grades 3-6.

Increased Tier II instruction for students not making sufficient progress on formative assessments. Track percentage of students moving from at risk to proficiency.

Monthly DCT/grade level collaboration to evaluate data and plan interventions.

Professional Development for additional teachers (Ron Clark Academy and other programs as needed). Funding provided with LAND Trust budget.



**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 #4

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$5000.00	Ron Clark Academy
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$13000.00	Cloudbooks, carts and covers
<b>Total</b>	<b>\$</b>	<b>\$18000.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 ..... \$46,096.00

I – Total projected funding for 2019-2020 .....\$47747.00

J – Total planned expenditures for 2019-2020 .....\$47600.00

K – Planned carryover into 2020-2021 ..... \$147.00

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

We will enhance goals 2 and 3 with any extra funding that might be available as the year progresses.

### 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: **3/13/2019**

Number who approved: **8**

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