



Wasatch Elementary

Composite School Plan
2019-2020

Principal Robbie Kinghorn

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 Wasatch Elementary is to promote the mission of learning first for all. To accomplish our purpose, we create a school culture of continuous improvement in learning and teaching through (1) shared vision, value, and beliefs; (2) supportive structural conditions; (3) unwavering focus on student learning; (4) collaborative teaming; (5) focus on results through data-based assessment and instruction; (6) instructional agility.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Wasatch Elementary School located at 210 E. Center St., Clearfield, Utah 84015. The community is composed of single and multiple family dwellings, two trailer courts, and a large apartment complex. Recently we have had the addition of a high-rise apartment building directly West of Wasatch Elementary. Recently, the Clearfield City purchased land where one of the two trailer courts in our boundaries are located. They plan on demolishing this area and creating another high-rise apartment building with businesses surrounding it in our boundaries. We currently have 7 students who live in this area, but with this change, expect to see a growth in our student population. The city of Clearfield has also purchased land in the boundaries of Wasatch Elementary that has been slated to become the new Davis County Library North.

STUDENT BODY

Wasatch Elementary is a K-6 Elementary School with 451 students.

36 percent of our students are identified as being the ethnic minority.

55.5 percent of our students are from an economically challenged home.

15.2 percent of our students have limited English proficiency (ELL).

20 percent of our students qualify for special education services

STAFF

Wasatch Elementary has 78.5 highly qualified faculty and staff.

21.5 Certified Teachers

2 Special Education Teachers

2 Learning Center Teachers

4 Learning Center Assistants

5 Office Staff

1 Special Education Assistant

2 Upper Grade Teacher Assistants

7 K-6 Tutors

3 OEK Kindergarten Tutors
2 ELL Tutors
4 Head Start and Early Head Start Teachers
1 Counselor
1 Psychologist
1 Technology Specialist
1 Speech Language Pathologist
1 English Language Arts Coordinator
1 Math Coach
1 Librarian
1 STEAM/SEM Teacher
1 Art/Music Teacher
1 STEM Lab / Computer Teacher
1 Physical Education Teacher
1 After School Director
4 After School Assistants
1 Therapist
5 AmeriCorps Mentors
1 Family Service Worker (Social Worker)
1 Community Center Director and 8 staff members
20 Big Brothers / Big Sisters from Big Brother Big Sisters of Salt Lake

SCHOOL CULTURE

Wasatch Elementary has a culture of academic, social, emotional, and physical excellence.

Students at Wasatch Elementary have high academic and social needs. These needs are met by the dedicated faculty and staff.

Wasatch Elementary has a master schedule to ensure that every moment of the instructional day is optimized. There is an unwavering focus on student learning with high expectations and high student engagement in every classroom. Our educators focus on results, using summative and formative data, along with reflective dialogue. Teachers work to develop common assessment to assess student progress and allow for flexible grouping across grade levels.

We are committed to technology being purposefully used within each classroom. We among a few schools who are leaders in the Davis School District for personalized learning. This is the combination of an excellent teacher and technology that is used to enhance and provide deeper level content acquisition for students. Technology integration is such that each student is provided with a one-to-one device. Over the past two years we refreshed all one-to-one computers for our students. We have one-to-one iPads in Pre-K and Kindergarten, while in first through Third through Sixth grade all students have a laptop. Sixth graders are permitted to take their computers home with them to help level the technology gap. We are continuing to assess technology needs, and address them to ensure that students have the tools needs to be successful.

We have great community business partnerships. We currently have over 70 businesses that have partnered with Wasatch Elementary to help support our students. These businesses understand the importance of schools, and want to support the many efforts that are put in place to help children and youth in the community become successful.

We pride ourselves on having well-functioning Professional Learning Communities that are focused on student success through common assessments, planning, and data driven instruction.

Wasatch Elementary students can attend before/after school programs and clubs which support student learning. These programs allow students to work on their homework under the direction of two certified teachers. They also get involved in many civic activities that allow our students to serve others in our community. Additionally, our clubs provide our students with extra-curricular activities that they would not have otherwise had access.

We have a very dedicated Parent Teacher Association (PTA) and Community Council. They support Wasatch Elementary students and teachers through a jog-a-thon, Red Ribbon – White Ribbon - & Green Ribbon Week. They also provide our students with more opportunities for field trips and families activities.

Wasatch Elementary is a Title 1 school which allows us to reduce class sizes and provide additional academic support for our students. The above-mentioned resources help us to best serve all students, ensuring they are academically, socially, and civically. This is especially the case when considering that our school has a higher ratio of lower income student households (free and reduced lunch rates) than other schools in our county. Research indicates that this could potentially influence disproportionately more of our students to being susceptible to negative societal influences as the result of the additional day-to-day demands placed on their parents. This could make our

students less likely to experience enriching activities at home and increases the need for us as a school to intervene in a meaningful way.

Wasatch Elementary School has a culturally diverse student population. When outstanding instruction is complemented by a culturally rich and diverse student population and community, the positive experiences that students can have is second to no other school. Our strength as a school is most certainly found in the diversity of our student body.

UNIQUE FEATURES & CHALLENGES

Wasatch Elementary houses the DCLC (Davis Community Learning Center) which is a part of the United Way Promise Neighborhood Coalition. Through the DCLC Wasatch receives additional grants and support providing programs such as: AmeriCorps Read Today, AmeriCorps Success Mentor for Attendance, after school ESL support, and mental and physical health services to support students and families. Through a United Way Grant provided through the DCLC, we are able to provide 20 of our students with a Big Brother or Big Sister from the National Big Brothers and Big Sisters Program.

Wasatch Elementary has a strong technology focus including: 1:1 laptops for instruction in grades first through sixth and 1:1 iPads in kindergarten. At this time, we have one full computer lab, which will eventually become a STEM/Coding area, as students now have their one-to-one device they can use for computer prep time. Each classroom is equipped with a SmartBoard, document camera, short throw projectors and audio enhancement systems. Large common areas allow students the ability to interact in both large and small groups outside the classroom while focused on an academic task.

Wasatch Elementary challenges include: a 13% mobility rate makes consistent instruction challenging. Inconsistent home support negatively impacts student literacy and mathematical gains, as well as social development. We also house two learning center classrooms for behaviorally challenged students who come from other schools in Northern Davis County, which provides a unique challenge of and in itself.

Wasatch 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.

ADDITIONAL INFORMATION

We are a one-to-one device school. This allows teachers to have a more personalized learning environment. This does not mean that students are on devices all day. In fact, it's the opposite. Instead of scheduling time for devices, and rotating them, students and teachers can use them when they are applicable, not just because they are available.

We do not use technology just for the sake of using technology. We use it as a tool to enhance the learning that is taking place. With a great teacher and the purposeful use of technology, paired with the 4C's (Communication, Collaboration, Critical Thinking, and Creativity) and following the SAMR Model, we are seeing students thrive, while becoming more academically successful.

Along with technology, personalized learning is happening through teacher guided instruction, project based hands-on learning, group instruction with peer interaction, group work, and one-to-one intervention. These different ways of teaching all combine to increase a teacher's ability to help students gain a more thorough understanding and deeper level acquisition of content.

We have had a yearlong focus on Project Based Learning (PBL) which has proven to be very successful for teacher and students. As we enhance what we are doing, we will be a Project Lead the Way (PLTW) school for the 2018/2019 school year. This will allow our teacher to continue with our PBL focus with the support and curriculum directly tied to standards that is provided with PLTW.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Wasatch Elementary received the 2019 "Changemaker" award from United Way.

Wasatch Elementary was recognized as the Utah 2018 ESEA (Title 1) Nationally Distinguished School for closing the Achievement gap among students.

In the 2017/2018 school year Wasatch Elementary continued to have major increases in Kindergarten and K-3 Reading Growth. Wasatch Elementary was first of 62 schools in reading growth based on BOY to EOY DIBELS. Additionally, Wasatch Elementary was tied with only one other school of 62 schools in the Davis School District in K-3 Reading Growth.

Based on the 2016/2017 school year, in 2017 Wasatch Elementary was designated as a "Rewards School" for being in the top 15% of Title 1 schools in the State of Utah based on SAGE testing performance

AREAS OF RECENT IMPROVEMENT

We are continuing to build on the trainings they have received in previous years on SIOP strategies. Including but not limited to: student engagement, opportunities for students to respond, positive to corrective ratios with teachers at an average of 4:1, and rigor through the use of Depth of Knowledge (DOK) level questioning being added into lesson planning and used during direct instruction.

We have had a reduction in office referrals for discipline related issues. We continue to use the Skeleton of the Utah Behavioral Institute (UBI) plan. This has been revamped this year making for more ownership from all students, parents, faculty and staff. We hold strong to our belief that all students should "Be Respectful, Be Responsible, & Be Safe."

In the area of writing, we have had an increase in successful writing instruction. We now have a schoolwide graphic organizer that is being used in all grade levels, but gets more complex with the ability of a student. This allows for fluidity among grade levels, and a much deeper level writing acquisition for our students. This has been guided by our ELA coordinator.

AREAS OF NEEDED IMPROVEMENT

We have focused on mathematical practices to ensure that all students are on level in math. This has been a combination of working with our math coach for best pedagogical practices, PD at Faculty Meetings, and having an After School Math Club

that serves around 120 students Monday through Thursday. This Math Club is funded by United Way of Salt Lake.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

75% of students will show “typical” (or higher) progress on DIBELS pathways to progress on end of year DIBELS.

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

Comments:

As a school we did not meet the goal of 75% of students will show “typical” (or higher) progress on DIBELS pathways to progress on end of year DIBELS. We did however have major increases in Kindergarten, which put Wasatch Elementary first of 62 schools in reading growth based on BOY to EOY DIBELS. We were also tied with only one other school of 62 schools for K-3 Reading growth.

Prior Year Goal #2:

Student chronic absenteeism will be reduced by 5.39% (from 16.16 to 10.77%). This will equate to 25 students total.

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

Comments:

We discussed what was working and what is not. We changed some of the focused, and have ensured that all students have a connection with a teachers and or attendance mentors. We are currently at 2811 absences for the school year as compared to last year at this time, being at 4196. Tardies are currently at 1415, as compared to last year at this time which was 2064.

Prior Year Goal #3:

Increase or maintain student achievement for grades 1-6. In addition, we will increase the percentage of students scoring at or above grade level on the end-of-year Math Assessment by 5% for all grade levels.

- Met Goal *(comments optional)*

Did Not Meet Goal (*comments required*)

Comments:

We have focused on mathematical practices to ensure that all students are on level in math. This has been a combination of working with our math coach for best pedagogical practices, PD at Faculty Meetings, and having an After School Math Club that serves around 120 students Monday through Thursday. This Math Club is funded by United Way of Salt Lake.

Prior Year Goal #4:

All students will be provided with instructional agility within a blended learning environment. Classrooms will establish individualized learning targets and 90% of students will make sufficient progress to reach those targets in which they have individually set with their teacher.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

All students have a personalized learning pathway in which they set goals and work towards the mastery of these goals. They work directly with their teacher to ensure that they stay on path and pace themselves along with all grade level instruction.

Prior Year Goal #5:

Students will earn writing subscores (ELA SAGE) which are 10 points higher than the prior year compared to district average.

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:

Literacy

75% of students will show “typical” (or higher) progress on DIBELS pathways to progress

on end of year DIBELS.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

In the 2017/2018 school year, as a school we did not meet the goal of 75% of students will show “typical” (or higher) progress on DIBELS pathways to progress on end of year DIBELS. We did however have major increases in Kindergarten, which put Wasatch Elementary first of 62 schools in reading growth based on BOY to EOY DIBELS. We were also tied with only one other school of 62 schools for K-3 Reading growth

Based on current intervention data, changes were made to instructional strategies and intervention groups after MOY DIBELS (2019), we are currently on track to meet this goal.

Current Year Goal #2:

Ready for Success at the Next Level

Student chronic absenteeism will be reduced by 4% (from 16% to 12%). This will equate to 19 students total. Students cannot learn if they are not at school. These funds provide incentives for students to have good attendance at school and to be on grade level and to excel academically.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

We discussed what was working and what is not. We changed some of the focused, and have ensured that all students have a connection with a teachers and/or attendance mentors. We are currently at 2811 absences for the school year as compared to last year at this time, being at 4196. Tardies are currently at 1415, as compared to last year at this time which was 2064.

This is a 33% reduction at this point in the school year when compared to the 2018 schooo year.

Fro chronic Absentism Wasatch Elementary was at 17.6 percent of students chronically absent for the 2018 school. Currently, Wasatch Elementary is at 5.2% of students who are chroncially absent for the 2019 school. year. *Note that the data for the 2018 school year is full year, where as the current date for chroncially absent students for the 2019 school yea is through the middle of March

Current Year Goal #3:

Project Lead the Way

Implementation 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.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Every classroom teachers at Wasatch was trained in PLTW. Every classrom has implimented this. Some classrooms have had more then one module students have completed. We also continue to have Project Based Learning implimented in many classrooms in addition to PLTW.

Current Year Goal #4:

Davis Collaborative Teams Goal

Teachers will effectively implement LEAN principles as measured by Evaluate Davis indicators to benefit both the teacher and student in the educational process.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Facully and staff were trained in LEAN. This is an ongoing conversation within PLCs and with goals we we look at what adds value to the objecitve we are trying to reach.

Current Year Goal #5:

Literacy

Students will exhibit writing growth based on SAGE Benchmarks for 3-6 grades and the district common writing assessments for K-2.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

All grade levels work on a school-wide graphic organizer that flows from grade to grade. WE are currently taking RISE assessments for grades 3,4,and 6. All students grades K-6 are confident in their abilities, which have shown throughout the year in fomative assessments and in their writing products.

Current Year Goal #6:

STEM

Increase or maintain student achievement for grades K-6. In addition, we will increase the percentage of students scoring at or above grade level on the end-of-year Math Assessment by 5% for all grade levels.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

We have had more mathematical growth this year than in previous years. We are currently having students who are thriving on their level. Students are more confident in their mathematical abilities, which show in formative assesements and benchmarks.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$9,595.00
B – Allocated new funds for 2018-2019	\$47,761.00
C – Total Budget for 2018-2019.....	\$57,356.00
D – Projected spending during 2018-2019.....	\$57,356.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0
F – Projected new funding for 2019-2020	\$50,360.00
G – Total projected funding for 2019-2020	\$50,360.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

75% of students will show “typical” (or higher) progress on DIBELS pathways to progress on end of year DIBELS

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

MOY and BOY DIBELS Pathways to Progress scores. End goal will be determined by growth in DIBELS Pathways based on progress for students from BOY to EOY Benchmarks. High quality instruction in the classroom, developed through PLC s and professional development.

Comparing Year-to-Year Chronic absenteeism data as well as all absenteesim data.

Action Plan:

During the first few weeks of school we will meet with all teams, assess current student data, intervention, and needs. Based on assessments, personalized learning paths will be created for all students.

Ongoing communication with teachers, administration, ELA coach, students and parents concerning DIBELS BOY, MOY, and EOY benchmarks.

Monitor school-wide DIBELS data using beginning of the year benchmark and continued progress monitoring throughout the year.

Continued professional development on fluency and comprehension techniques that will help students with their overall reading ability.

In addition to our weekly PLCs, we will hold three data meetings throughout the school year. These will be held in terms one, two, and three.

Provide additional opportunities for ELL students to become proficient readers. Waterford and i-Ready will be one component of this for afterschool. During the school day we will have our ELL students working in dyad reading groups to help with neurological impress using current and additional books in the library and bookroom.

Implementation of personalized learning for all students to help them be successful on their level and within their personalized learning pathway.

Maintain the current rate of chronic absenteeism that is currently at (5.2%) with ensuring that we do not drop over 10%.

Administration discusses attendance and incentives with students to get their input on what is working and what needs to be changed. The items in this action plan are based on these discussions and student input. Ongoing communication with student and parents concerning overall and individual attendance data. School meetings and home visits will be conducted on an as needed basis (for students with excessive absences) to connect with parents and get them on the same team as us to be an advocate for their child s attendance. For students who are missing school for sickness, our school nurse will reach out to these families and see if there is anything she can help them with. AmeriCorps Attendance Mentor monitor and help around 60 students who are among those with the highest rates of chronic absenteeism.

We will use the Davis School District ENCORE tracking system to monitor school-wide attendance data. This will notify parents when students have missed 5, 10, and 12 days of school. Each student will be provided with a tracking form weekly to track and monitor attendance. For students with no absences or late days, they will enter this slip into a weekly drawing. At the end of each term, all students who have had perfect attendance will be invited to an attendance party with the principal and given a perfect attendance certificate. Each grade level will compete weekly to win a traveling trophy. The class with the fewest absences wins the trophy to display in their classroom for a week. If they can maintain the best attendance for three weeks in a row, that class will get a Popsicle or hot chocolate party. Every month we will have students with perfect attendance for that month come to Mr. Kinghorn s office and spin the attendance spinner. This will have prizes for them, based on where the spinner ends up.

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 cannot learn if they are not at school. These funds provide incentives for students to have good attendance at school.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$34000.00	Teacher Assistant / Interventionists – Wages plus Social Security
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$900.00	Attendance Incentives
Textbooks	\$	\$	
Library Books	\$	\$2000.00	Books (Library)
Software	\$	\$4000.00	\$2,000 - mCLASS/Amplify DIBELS Monitoring system for grades 4-6 \$2,000 – IXL/ELA One Year Contract
Equipment	\$	\$	
Total	\$	\$40,900.00	

GOAL #2:

Increase student achievement for grades K-6 in Mathematics by 5%.

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

End of year RISE median growth percentile scores, KEEP Assessments, and CRT Assessments.

Action Plan:

High quality instruction in the classroom, developed through PLC's and professional development.

Colleague to colleague mentoring, observatoins, and feedback to help with best practices, intervention, and persoanlized learning.

Conducting GEMBA Walks: Faculty was trained on this in the 2019 school year with LEAN principles.

Provide each teacher with bi-monthly trainings for math techniques and instructional opportunities to enhance what is being taught in the classroom. These will be facilitated in faculty meeting and provided by administration and our Title 1 Math Coach.

All grade levels will monitor use of summative and formative assessments in math. This will guide their instruction and the pace at which this instruction is being delivered. Assessment results will be compared in weekly PLC's and will guide the delivery of quality instruction in the classroom.

Afterschool Math Program will be funded through United Way to help students remediate math skills. This help with both enrichment and remediation.

Schoolwide implementation of Project Lead the Way.

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	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$7500.00	Technology and Classroom Carts for technology
Total	\$	\$	

GOAL #3:

Implementation 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.

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

Implementation of Project Lead the Way in 100% of K-6 Classrooms

Percentage of Teachers involved in STEM Summer and School Year Trainings.

Lesson study reflection and evaluation from each PLC Team.

Action Plan:

PLTW Lead Teachers will continue to support all teachers with the implimentation of PLTW modules in the classrooms.

New faculty will be trained at the beginning of the 2019/2020 school year on PLTW.

All Faculty will plan when they will impliment PLTW on their grade level for the 2020 school year.

All Students will receive training and participate in Project Lead the Way Modules

Students will learn the engineering and science processes through integrated PLTW curriculum tied directly to each grade level standards.

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

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	\$	\$	

GOAL #4:

Students will exhibit writing growth based on RISE Benchmarks for 3-6 grades and the district common writing assessments for K-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 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

The use of the common school-wide graphic organizer for grades K-6. Reviewed monthly in PLC's.

Common grade level rubrics used in grades K-6. Reviewed monthly in PLCs.

RISE end-of-year writing assessment for third, fourth, & sixth grade students specifically for Davis Schools.

RISE writing assessment for fifth grade students.

RISE Writing Benchmarks for Grades third, fourth, fifth, and sixth.

Action Plan:

All classrooms will take a beginning of the year writing assessment to have a benchmark. This will be completed by September 14, 2018 for all classrooms. The second assessment will be completed by March 15, 2019.

Continue to use the schoolwide graphic organizer in grades K-6 for continuity, and fluidity among grade levels, as well as allowing for a much deeper level writing acquisition for our students. This is now the Davis School District graphic organizer that has been suggested for use in all schools.

Focus on teacher clarity, purpose, relevance, controlling ideas, and success criteria.

Aligning all writing to grade level standards with grade appropriate prompts, while using the DSD Scope and Sequence for the year.

At a minimum, discuss student progress in writing monthly.

Using Utah Compose (and) Rubrics across the grade levels to monitor growth and progress over time for 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 #4

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	\$	\$	

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

GOAL #5:

100% of students will have a personalized learning pathway for their learning. Additionally, each teacher will set personalized learning goals with all 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 checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

100% of students, when asked, will be able to show their academic progress, as well as be able to speak to the growth and achievement data within their pathway.

Action Plan:

Teachers and tutors will help students understand what a personalized learning pathway is and how to monitor their progress.

Teachers will meet with students and parents twice a year and review progress within personalized learning pathways. (i.e. Parent Teacher Conferences).

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 #5

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	\$	\$1960.00	Software to help with personalized learning pathways
Equipment	\$	\$	
Total	\$	\$1960.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$50,360.00
- I – Total projected funding for 2019-2020\$50360.00
- J – Total planned expenditures for 2019-2020\$50360.00
- K – Planned carryover into 2020-2021 \$0.00
- 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 technology/software

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|---|--|
| <input checked="" type="checkbox"/> Letters to policy makers | <input type="checkbox"/> School newsletter |
| <input checked="" type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website |
| <input checked="" type="checkbox"/> School assembly | <input type="checkbox"/> School marquee |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/25/2019**

Number who approved: **7**

Number who did not approve: **0**

Number who were absent or abstained: **0**

ADDITIONAL ITEMS REQUIRED FOR TITLE I SCHOOLS

1. COMPREHENSIVE NEEDS ASSESSMENT

See “Needs Analysis” section above.

2. SCHOOLWIDE REFORM STRATEGIES

Which of the following schoolwide reform strategies are in use at the school?

- Professional Learning Communities/Davis Collaborative Teams
- Mastery Connect
- University of Utah Reading Clinic
- Collaborative Coaching
- Other (please explain)

Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school will provide this information to Federal Programs by October 1st.

4. PROFESSIONAL DEVELOPMENT PLAN

See professional development activities from goal sections above.

5. RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED TEACHERS

Districtwide practices for recruiting and retaining highly qualified teachers include the following:

- Hire early in the year when more candidates are available.
- Offer high quality professional development opportunities.
- Provide for smaller classes in title I schools.
- Offer additional technology in title I schools.

Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:

6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.
- Meetings are held at different times during the day to enable all parents to be involved.
- Programs and activities are scheduled throughout the year to involve parents and guardians.

Additional schoolwide practices for parental involvement include the following:

7. TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL AND FROM ELEMENTARY SCHOOL TO JR. HIGH SCHOOL

Districtwide practices for transition include the following:

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.
- Letters are sent to the homes of preschool children.
- Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.
- School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.
- Principal visits Head Start and Title I Preschools during the year to meet the students.
- Parents and preschoolers are invited to a kindergarten round-up.
- Parents and preschoolers are provided materials to prepare for kindergarten.

- Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.

Additional schoolwide practices for transition include the following:

8. DECISIONS REGARDING THE USE OF ASSESSMENTS

Districtwide assessment practices include the following:

- DIBELS
- McGraw-Hill assessments
- Grade level assessments
- State assessments
 - RISE
 - DLM
 - WIDA
- District assessments
 - KEEP entry and exit profile
 - 1st and 2nd Grade Language Arts CRTs
 - 1st and 2nd Grade Math CRTs
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.

Additional schoolwide practices for assessment include the following:

9. STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING ACHIEVEMENT STANDARDS

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.
- During collaborative team meetings, teachers review data to identify how students are performing.
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.
- Low performing students receive additional instruction from their teacher.

- Low performing students work with tutors in addition to the instruction they receive from their teacher.
- Low performing students receive additional time and instruction through technology and instructional aides.
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.
- Teachers discuss progress of their students and make adjustments to the interventions students receive.
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.

Additional schoolwide practices for helping struggling students include the following:

10. COORDINATION OF BUDGETS

The school will provide this information to Federal Programs by October 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

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