



West Clinton Elementary

Composite School Plan
2019-2020

Principal Ryan Van Natter

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 West Clinton Elementary is to promote the mission of learning first for all. To accomplish our purpose we enable our students to succeed now, and in the future, by focusing on learning, thinking, and life skills.



DESCRIPTION OF THE SCHOOL

COMMUNITY

West Clinton Elementary is located at 2826 W. 1800 N. in Clinton, Utah. We are located in a residential area with the majority being single family homes.

STUDENT BODY

West Clinton has approximately 750 students enrolled with 27.3% identified as economically disadvantaged (qualifying for free/reduced lunch). 14.9% of our student population receives special education services.

- White 82%
- Hispanic/Latino 11%
- Multiple Races 4%
- Pacific Islander 1%
- Asian 1%
- Black/African American 1 %
- Total Minority Population 138

Presently, we have 5 sessions of Kindergarten, 4 first, 4 second, 4 third, 4 fourth, 4 fifth, 3 sixth, 1 first/second special education learning center, 1 third/fourth special education learning center, and a Head Start preschool. For the 2019 school year, we anticipate maintaining those numbers exactly.

STAFF

Our 2020 staff is projected to include:

- Administration: one principal and one part-time assistant principal
- Certified Classroom Teachers: 28 (3 are half-time)
- Certified Special Education Teachers: 3 full time
- Certified English Language Arts coordinator: 1 part time
- Certified Counselor: 1 part time
- Certified Itinerant Support Staff: 4 part time (SLP, Psychologist, Audiologist)
- Secretary: 1 full time

Part-time Classified Employees: 30 (office staff, reading tutors, preptime, library, playground supervisors, custodial, lunchroom)

SCHOOL CULTURE

West Clinton primarily serves students from middle-income families. The school community has low diversity, average mobility, and a healthy parent involvement.

West Clinton has a primarily veteran faculty and staff with low turnover. We did add five new teachers to the school in the 2018-2019 school year, three of whom are newly graduated teachers. Teachers and staff are collegial and helpful to each other, as well as to students and parents.

Grade-level teams are friendly and apply the skills of professional learning communities. With the emphasis on school-wide learner-centered problems and a common evidence-based instruction strategy, teachers have developed better professional skills, including: data-based instruction, common formative assessments, regular (and more focused) team meetings.

UNIQUE FEATURES & CHALLENGES

West Clinton only has bussing for the Special Education learning center students. All others walk or are transported by family. This presents the challenge of tardiness and some inconsistent attendance.

New subdivisions are under development within the school boundaries. However, the city infrastructure is not in place to make walking to school as safe as is needed. Lack of sidewalks and a stoplight at 3000 West in Clinton make it unsafe for students, especially in the younger grades, to walk from these neighborhoods.

We continue to grow our technology access. One challenge with our iPads is that we are having to dispose of as many as we are able to purchase, since Apple stops supporting earlier versions. This requires us to draw from a variety of funding sources to try to get ahead.

ADDITIONAL INFORMATION

West Clinton Elementary has implemented a direct reading instruction program for grades K through 2. Instructional aides are trained in reading fluency, word study/phonics, guided reading, and writing strategies (The Reading Teacher's Plan Book is used). In conjunction with the classroom teacher, they push into classrooms 30 minutes/4 days a week for small group instruction (groups range from 5-7 students).

The same model is used as an intervention for students reading below grade level in grade 3. The program was expanded in the 2017-18 school year to include grades 4 and 5. For the upcoming year, we will only implement the extension up through grade 4. Grade 5 will use personalized online tools for intervention.

Students in all grades are using digital tools for learning and intervention in math, language arts, and science.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

In the fall when we received the final information about the 2018 SAGE data, West Clinton was one of only 3 elementary schools in the district to increase growth and proficiency for both language arts and math.

For the 2018 – 2019 year, we increased K-3 DIBELS proficiency from 61% of students at the beginning of the year to 72% at the middle of the year. Kindergarten saw especially high growth, from 46% at the beginning to 68% at the middle.

We received \$5000 in grant money from the Davis Education Foundation as part of their Innovative Schools grant program to support the expansion of our robotics programs.

We also received \$36,000 from Davis School District for the schools furniture grant to purchase new, unique furniture to create a more personalized learning experience for students.

AREAS OF RECENT IMPROVEMENT

The district installed a locked vestibule system and 26 security cameras. We have been able to resolve student safety problems more easily using the surveillance.

We are having a ramp installed on our computer prep lab portable to provide better accessibility to students with disabilities.

AREAS OF NEEDED IMPROVEMENT

Despite having taken great steps toward integration of technology and special programs, such as coding, our standardized test scores in science growth are below where we believe we should be performing.

Our local PTA has struggled to recruit and keep volunteers to help with PTA events. Having won membership awards the last two years, this downturn in involvement is disheartening. West Clinton needs to work closely with PTA to make sure that our community involvement and volunteer support stays strong.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase the percentage of K-3 students scoring at or above DIBELS composite score benchmark on middle-of-year assessment by five percentage points over beginning-of-year assessment.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

59.8% of students were at or above benchmark on beginning-of-year DIBELS.
71.5% of students were at or above benchmark on middle-of-year DIBELS. This is an increase of 11.8 percentage points.

Prior Year Goal #2:

Increase the percent of 5th and 6th graders demonstrating self-advocacy in work completion and follow-through by 25% from 1st term to 3rd term, based on teacher and student survey data.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Based on survey data, from first term until now, there is almost no change in the percent of students demonstrating self-advocacy. We also looked at missing work from first term to third term. Similarly, we saw no real change.

Teachers did note that the students with missing work also stayed constant—the same students who had high missing work count in first term had high missing work count in third term.

From this, teachers are seeking new strategies to try to increase work completion with students who obviously are not responding to traditional efforts.

Sixth grade reduced the amount of missing work. In first term, 75% of sixth graders had 10% or fewer missing assignments. In second term, 78% of sixth graders had 10% or fewer missing assignments. In third term, 88% of sixth graders had 10% or fewer missing assignments. This was an improvement, but not the 25% we were hoping for.

Prior Year Goal #3:

Students will earn a school-wide average growth velocity of 1.1 (1-year plus 1-month growth rate) or higher in math based on the MobyMax learning velocity report.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

The average learning velocity in the areas of math is 1.2.

Prior Year Goal #4:

Teachers will increase the usage of new and existing technology for instruction and assessment to improve student access and opportunity to technology in the classroom and at home.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

All teachers have begun professional development in blended learning, using material from Weston Kieschnick. Six teachers were part of a district-offered course on blended learning. Teachers in all grades participate in weekly technology trainings by the school technology specialist.

West Clinton was awarded \$7,000 for the enhancing education grant, based on our current progress in technology integration. Part of the qualification for this grant was the expenditure of other funds to advance technology at the school—a qualification we were able to achieve in large part due to Trustland funding.

Classes at all grade levels have implemented coding as part of their curriculum. In addition, the weekly computer class that all students attend has begun coding as the primary focus, with keyboarding the secondary focus.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Literacy

Increase the percentage of K-3 students scoring at or above DIBELS composite score benchmark on middle-of-year assessment by 10 percentage points over beginning-of-year assessment.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

We increased the percentage of students performing at benchmark from 61% at beginning of year to 72% at middle of year.

Current Year Goal #2:

Ready for Success at the Next Level

At least 50% of sixth-grade students will achieve benchmark on the district keyboarding speed test.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

On the midwinter typing test, 27.5% of sixth graders were at benchmark.

Current Year Goal #3:

STEM

Students will achieve a MGP (median growth proficiency) of 40 or higher in math and science on SAGE.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Progress is difficult to measure, but benchmarks and curriculum-based assessments support that students are progressing towards a high level of growth.

Current Year Goal #4:

(Teaching for Learning):

Teachers will increase the usage of new and existing technology for instruction and student learning.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Teachers have learned to use and have integrated the use of Splash Math, Reflex Math, ST Math, and Lexia Core 5.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$- 0
B – Allocated new funds for 2018-2019	\$74,769.00
C – Total Budget for 2018-2019.....	\$74,769.00
D – Projected spending during 2018-2019	\$70,000
E – Expected carryover from 2018-2019 to 2019-2020	\$4,769
F – Projected new funding for 2019-2020.....	\$82,974.00
G – Total projected funding for 2019-2020	\$87,743

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase the percentage of K-3 students scoring at or above DIBELS composite score benchmark on middle-of-year assessment by 10 percentage points over beginning-of-year assessment.

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

DIBELS benchmark proficiencies.

Action Plan:

- Using research-based strategies and programs, all students in grades K-2 will participate in our Power Reading intervention. They will receive targeted instruction on literacy skills based on their reading level. Fourteen tutors will use leveled readers and *The Reading Teacher's Planbook* by Marjorie Conrad to deliver daily intervention. Supplies for this program, including markers, replacement books, word cards, whiteboards, and storage bins will be purchased.
- Additionally, students in grades 3-4 who are significantly below benchmark will also be served with the Power Reading intervention.
- Imagine Learning, an online literacy program, will be used by English-language learners, struggling students across all grades, and as whole classes in lower grades.
- We will purchase the Reading A-Z program. First-grade teachers will use Reading A-Z to reinforce reading skills and provide grade-level reading practice both for home and school.

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

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$40,000	14 Tutor salaries
Prof. Services	\$0	
Repairs & Maint.	\$0	
Printing	\$0	
Transportation/Travel	\$0	
General Supplies	\$500	Markers, boards, totes, labels, etc.
Textbooks	\$0	
Library Books	\$0	
Software	\$130	Reading A-Z
Equipment	\$0	
Total	\$40,630	

GOAL #2:

Achieve a school-wide proficiency score in math and science above the district average.

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

RISE state assessment.

Action Plan:

- Students will use learning programs approved by DSD curriculum for initial learning and practice. They will use these tools daily in language arts, math, and science.
- Teachers will integrate technology tools in their lesson delivery and assessment. We will purchase software programs to support individualized learning and assessment, including Reflex Math, Splash Math, and ST Math.
- To deliver the content of the online programs and technology-based lessons from teachers, we will purchase tablet devices (iPads and Dell cloudbooks), which will also require the purchase of charging carts and 2-3 Apple TVs.
- Hold a school-wide STEM night to showcase student learning and provide opportunities for school-to-home connections to be made. Supplies for the STEM night will be purchased—materials for stations where students and their families can create and manipulate items related to science, technology, engineering, and math.
-

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

- Yes *(complete the budget sections below)*

No (skip the budget sections below)

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

Yes (answer the next question)

No (skip the next question)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$0	
Prof. Services	\$0	
Repairs & Maint.	\$0	
Printing	\$0	
Transportation/Travel	\$0	
General Supplies	\$400	Supplies for STEM night
Textbooks	\$0	
Library Books	\$0	
Software	\$10,000	Site and student licenses for software.
Equipment	\$30,000	Charging and storage carts for new computer and tablet devices, Apple TVs, and iPads.
Total	\$40,400	

GOAL #3:

Form a junior Hope Squad and train them how to interact with, watch, and support fellow students who may be struggling.

District Strategic Plan Area:

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

Academic area(s) addressed by the goal:

- | | | |
|--------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input checked="" 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

Completion of lessons with the squad.

Action Plan:

- Work with counselor, teachers, advisors, and administrators to identify students who have an aptitude and desire to join junior hope squad.
- Work with counselor and district trainers to provide the lessons to hope squad members.
- With the hope squad, plan and implement inclusion events to promote positive behaviors.
- We will purchase training materials, as needed, and supplies/incentives for the junior Hope Squad. Service oriented activities may involve the purchase of a few supply items (e.g. garbage bags) and refreshments, which will also be purchased as needed.

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 perform at a higher level when they are happy and comfortable in their environment. The HOPE Squad would provide opportunities for students to make new friends, obtain positive peer support, and contribute to an overall positive school culture.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits	\$0	
Prof. Services	\$0	
Repairs & Maint.	\$0	
Printing	\$0	
Transportation/Travel	\$0	
General Supplies	\$600	Training materials, supplies/incentives and materials for events.
Textbooks	\$0	
Library Books	\$0	
Software	\$0	
Equipment	\$0	
Total	\$600	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$82,974.00
- I – Total projected funding for 2019-2020 \$87,743.00
- J – Total planned expenditures for 2019-2020\$81630
- K – Planned carryover into 2020-2021 \$6113
- 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

Increase the number of devices purchased for goal 2 to move us closer to a 1:1 ratio for devices.

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: **21-March-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

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