



Whitesides Elementary

Composite School Plan
2019-2020

Principal Diane Ramsey

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 Whitesides 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) a focus on results through data-based assessment and instruction; (6) leadership for continuous improvement; and (7) respect and trust among staff, students, parents, and community.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Whitesides Elementary is located at 233 North Colonial in Layton, Utah. It is located inside of an aging residential community. The school was opened in the 1953-54 school year. Over the course of this school's history, the physical building has been remodeled several times to meet the needs of the community. Our population is very diverse economically and culturally.

STUDENT BODY

In March 2019, our school population consisted of 409 students, including 39 pre-school children. Our current ethnicity count is, as follows: Caucasian, 316, with minority populations of Hispanic/Latino, 58; Native American, 6; Black/African American, 9, and Pacific Islander, 5. Other demographic factors affecting our demographics are 187 economically disadvantaged students, 11 Limited English Proficient students, and 80 Special Education students.

STAFF

Certified Staff: Whitesides Elementary employs a diverse staff of highly qualified educators to provide a variety of skills, talents, and strengths to our students. Our certified staff members include: 15 classroom teachers, 2.5 special educators, one .5 counselor, one .5 psychologist, one .5 math coach, and one .5 ELA Coordinator (principal, assistant principal, are also certified). We also have two part time Speech/Language Pathologists.

Classified Staff: Title I paraprofessionals work with our teachers to provide additional support. We have other teaching assistants, as follows: one SEM teacher, three prep specialists, three special education assistants, CARES coordinator, five CARES before/after school program assistants.

SCHOOL CULTURE

Whitesides Elementary is proud of our school culture of continuous improvement in learning and teaching. Our teachers are developing strong professional learning communities (PLC's) to promote collaboration. This is supported by common prep times for PLC meetings. We also have a master schedule to make sure 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 assessments to assess student progress and allow for flexible grouping across grade levels.

Whitesides implemented a school wide behavior program. This program focuses on noticing and encouraging positive behaviors throughout the school. Students are taught specific life skills in weekly house meetings. Students are expected to display responsible, respectful, safe, and kind behaviors. These behaviors are reinforced with positive notes and opportunities for tangible rewards.

UNIQUE FEATURES & CHALLENGES

Our chief challenge lies in the socio-economic diversity of our students. Teachers are provided with professional development to help them engage all students, and are given special training in helping students in poverty. There are wide ranges in ability levels in each classroom. Teachers have the challenge of differentiating for a very diverse student population in each classroom.

One challenge we are facing is the declining population of our school. With current district FTE at 26.875, we are able to have only two or three classes on a grade level. This makes meeting as PLCs challenging with only two groups to go to for intervention. Class size counts also make staffing difficult; sometimes student counts are too large for two classes, but not big enough for three.

Whitesides Elementary sponsors several student organizations to involve students and their parents in the school. Some activities include: Student Council, Shakespeare, Battle of the Books, media advertising of books by students, After School MESA club, history club, SEM math/science Olympiad club.

Whitesides has a functional skills unit for disabled students. This unit uses technology extensively to help students with their learning programs. Our SEM program provides opportunities for enrichment, including the Math and Science Olympiad, Martin Luther King Speech Contest, and Story-telling Festival.

ADDITIONAL INFORMATION

CARES is the before/after school program that serves many students. We have a full-service program which gives ½ hour of homework daily, as well as great field trips and an end-of-year extravaganza which is a performance program for families.

During the 2017-18 school year, Whitesides implemented “house” activities, whereby the entire school is divided into four “houses.” We have weekly house activities that promote citizenship and manners. Quarterly the entire school hosts a house STEM activity. This has continued through the 2018-19 school year. Our school curriculum focuses primarily on kindness this year.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Whitesides held our first "Amazing Shake," competition this year. This competition involves the use of everyday life skills such as poise, comportment, manners, etiquette. This competition has evolved through the implementation of life skills throughout the school, which was the impetus to a major culture shift within the school

AREAS OF RECENT IMPROVEMENT

Our students continue to improve their social skills and life skills. We believe the acquisition of these skills are essential to success in life.

AREAS OF NEEDED IMPROVEMENT

Whitesides continues to strive to improve our proficiency and growth in the academic areas. Rigor and relevance in all lessons has been a focus and will continue to be our goal in providing professional development.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Students will earn a school wide median growth percentile from 66% to 68% in English Language Arts

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

Comments:

Our school wide median growth percentile decreased from school year 2016-17 to 2017-18

Prior Year Goal #2:

Students will increase appropriate response when given token for good behavior from 15% to 85%.

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

Comments:

While we did not attain an 85% appropriate response, we were happy to improve our response rate to 65%.

Prior Year Goal #3:

All grade level teams will develop and implement formative assessments for 100% of the math units.

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

Comments:

Grade levels worked to develop and implement formative assessments, but did not reach 100%

Prior Year Goal #4:

The percent of “evident” or higher, ratings related to technology and learning will increase by 5%.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Goal was met

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Students will earn a schoolwide median growth percentile of 65% in English Language Arts

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Data not available at this time

Current Year Goal #2:

Students will increase appropriate response when given a token for good behavior from 65% to 85%

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Current Year Goal #3:

50% of students will participate in projects, programs, or presentations that foster STEAM learning/thinking

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

100% of students participated in STEAM learning/thinking activities during the 2018-19 school year.

Current Year Goal #4:

The percent of “evident” or higher ratings related to technology and learning will increase by 10% as indicated by the Evaluate Davis system.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Data not available at this time

Current Year Goal #5:

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 45% in 2017 to 47% in 2018

Progressing according to plan

Not progressing according to plan

Comments (optional):

MOY DIBELS composite score benchmark increased to 56%

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$1,703.00
B – Allocated new funds for 2018-2019	\$45,362.00
C – Total Budget for 2018-2019.....	\$47,065.00
D – Projected spending during 2018-2019.....	\$47065.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0
F – Projected new funding for 2019-2020	\$47,134.00
G – Total projected funding for 2019-2020	\$47134.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase the percentage of K-3 students scoring at or above DIBELS middle of year composite score benchmark from 56% to 58%

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 Middle of Year assessment

Action Plan:

Teachers will continue with Tier One instruction based on trainings from the University of Utah Reading Clinic and district routines. Tutors, under the direction of classroom teachers, will supervise proficient students while the certified teacher implements interventions for non - proficient students. We will hire approximately 6 tutors, using LAND Trust funds to pay in part.

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

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

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

- Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$23134.00	6 Tutors
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$23134.00	

GOAL #2:

Increase student performance and achievement in Reading, Mathematics, Writing, Technology, Science, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed. Whitesides Elementary staff will participate in professional development in an effort to refine their curriculum mapping and essential skills for instruction on a daily basis.

District Strategic Plan Area:

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

Measures to determine progress/successful completion of the goal

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

Teachers and staff who attend the training will effectively implement LEAN principles as measured by a rating of 3 or 4 on Evaluate Davis indicators. School-wide we will achieve an average of 85% effectiveness for the following Evaluate Davis indicators:

(PLAN) Activities help elearners master content or skills

(TEACH) Learners are involved in bell to bell learning

(ENVIRONMENT) Effective procedures minimize learning disruptions

(ENVIRONMENT) Classroom is organized and inviting

Action Plan:

During the summer, teachers and faculty will participate in a professional development training called LEAN. This training is intended to help clarify what has applicable educational and measureable value. This training is not mandatory. Those who attend will receive a \$200 stipend each (paid from Trustlands). We are planning approximately 25 people attending.

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

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$5000.00	Stipends for attending training
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$5000.00	

GOAL #3:

Increase student performance and achievement in Reading, Mathematics, Writing, Technology, Science, and Social Studies -content areas- by supporting teacher technology use and expertise throughout academic areas listed. Provide a varied set of technology professional learning opportunities for staff depending on their needs and devices in their classroom. The percent of Evident or higher ratings of incorporating technology into lessons, as indicated in Evaluate Davis will increase by 10%

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 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

Teachers will incorporate more use of technology into all areas of curriculum. We will look at improved end-of-level student test scores to see the advancement made through improved teaching methods with technology.

Action Plan:

Whitesides will increase available technology. The District's Refresh program provides the school just over \$33,000 of new equipment to maintain the technology in the school. In order to maintain our 1:1 technology ratio, the school will purchase more devices, carts to charge and secure them, and iPad covers

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	\$	\$14472.00	laptops, carts, and iPad covers
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$14472.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$47,134.00
- I – Total projected funding for 2019-2020\$47134.00
- J – Total planned expenditures for 2019-2020\$42606.00
- K – Planned carryover into 2020-2021 \$4528.00
- 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 funding will be spent on providing additional tutor hours

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|--|--|
| <input type="checkbox"/> Letters to policy makers | <input 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: **3/19/2019**

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.)

Teachers meet weekly for PLC's and monthly with the ELA and Math coach. Coaches are also available for individual coaching as needed/desired. Professional development is focused on increasing Rigor and Relevance in all lessons across the curriculum and across grade levels.

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