



COMPOSITE SCHOOL PLAN

WHITESIDES ELEMENTARY - SY 2021

PRINCIPAL DIANE RAMSEY

SCHOOL 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.

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 2020, our school population consisted of 411 students, including 33 preschool children. Our current ethnicity percentage is, as follows: Caucasian, 78%, with minority populations of Hispanic/Latino, 14%; Native American, .6%, Black/African American, 2.75%, and Pacific Islander, 1%.

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: 14.5 classroom teachers, 1.5 special educators, one full time counselor, one .5 math coach, and one .5 English Language Arts (ELA) Coordinator. Principal, Assistant Principal are also certified. We also have one part time Speech/Language Pathologist. **Classified Staff:** Title I paraprofessionals work with our teachers to provide additional support. We have other teaching assistants, as follows: one Schoolwide Enrichment Model (SEM) teacher, three prep specialists, one special education assistant, CARES (Centers for Afterschool Recreation, Enrichment and Safety) coordinator, three 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 school wide behavior 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 (Full Time Employee) 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, SEM, math/science Olympiad club, and our Multicultural Club. 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 1/2 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 Science, Technology, Engineering and Math (STEM) activity. This has continued through the 2018-19 school year, and the 2019-2020 school year. Our school curriculum focuses primarily on Rigor and Relationships this year.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Whitesides held our second annual "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.

We have also implemented the HUGS (Help Us Grow Successfully) program for our students who are struggling academically, behaviorally, and/or emotionally.

Whitesides has introduced Restorative Justice to our teachers as a method of improving the culture of our school and assisting with difficult behavioral issues.

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 2019 COMPOSITE SCHOOL PLAN

PRIOR YEAR 2019 GOAL #1 :

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

Did Not Meet Goal (comments required)

Comments:

During the 2018-2019 School year, based on the "Rise" testing, our LA MGP dropped to 59%.

PRIOR YEAR 2019 GOAL #2:

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

Met Goal (comments optional)

Comments:

We continue to focus on social skills throughout the school

PRIOR YEAR 2019 GOAL #3:

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

Met Goal (comments optional)

Comments:

All students were able to participate in STEAM activities through our quarterly House STEAM activities

PRIOR YEAR 2019 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.

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Did Not Meet Goal (comments required)

Comments:

We continue to strive to increase our use of technology to enhance education. Our technology and learning percent of evident or higher ratings decreased from 40.4% in SY 2018 to 25% in SY 2019.

PRIOR YEAR 2019 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

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Met Goal (comments optional)

Comments:

We increased our k-3 DIBELS MOY benchmark from 45% in SY 2016-2017 to 56% in SY 2017-2018.

CURRENT YEAR PROGRESS REPORT

REPORT PROGRESS ON CURRENT YEAR 2020 COMPOSITE SCHOOL PLAN

CURRENT YEAR 2020 GOAL #1:

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

Progressing according to plan

Comments:

We have increased our k-3 students DIBELS MOY composite score benchmark from 56% to 66% during the 2019-2020 SY

CURRENT YEAR 2020 GOAL #2:

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.

Progressing according to plan

Comments:

Teachers attended LEAN training during the summer and have implemented the skills learned in their curriculum mapping and essential skills for instruction as noted in Evaluate Davis

CURRENT YEAR 2020 GOAL #3:

The percent of "Evident" or higher ratings of incorporating technology into lessons, as indicated in Evaluate Davis will increase by 10%

Progressing according to plan

Comments:

Data is not yet available for the 2019-2020 school year

LAND TRUST FUNDING PROJECTIONS

A - Carryover funds from prior year 2019	\$ 8,521.22
B - Allocated new funds for current year 2020	\$ 47,134.00
C - TOTAL Budget for current year 2020	\$ 55,655.22
D - Projected spending during current year 2020	\$ 53,788.74
E - Expected carryover from current year 2020	\$ 1,866.48
F - Projected new funding for next year 2021	\$ 46,380.00
G - Total projected funding for next year 2021	\$ 48,246.48

GOALS AND PLANNED ACTIONS / RESOURCES

2021 NEW GOAL #1:

Increase the percentage of K-3 students scoring at or above DIBELS MOY composite score benchmark for SY 2019-2020 66% to 68% in SY 2020-2021

District Strategic Plan Area:

Academic area(s) addressed by the goal:

Reading,

Measures to determine progress/successful completion of the goal:

DIBELS MOY assessment

Action Plan:

Teachers will continue with Tier One instruction based on training from the University of Utah Reading Clinic and district routines. Tutors, under the directions of classroom teachers, will supervise proficient students while the certified teacher implements interventions for non proficient students.

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

Yes (complete the budget sections)

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

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Funds will be used to purchase tutors

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
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Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$ 28,000.00	\$.00	Teachers will continue with Tier One instruction based on training from the University of Utah Reading Clinic and district routines. Tutors, under the directions of classroom teachers, will supervise proficient students while the certified teacher implements interventions for non proficient students
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$.00	\$.00	
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 28,000.00	\$.00	
GOAL TOTAL:	\$28,000.00		

2021 NEW GOAL #2:

To improve school climate by implementing SEL strategies, we will decrease the number of office referrals/discipline incidences as measure by discipline data in encore.

District Strategic Plan Area:

Ready for Success at the Next Level,

Academic area(s) addressed by the goal:

Reading, Writing, Mathematics,

Measures to determine progress/successful completion of the goal:

Suspensions referrals in Encore from August to end of February during the 2020-2021 school year compared to same data from school year 2019-2020, August to end of February.

Action Plan:

Teachers will participate in PD trainings focused on building relationships with students, restorative justice and improving behavior interventions school wide.

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

No (skip the budget section)

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

Yes (complete the budget section)

Explain how these efforts directly affect student achievement.

By improving behaviors, students will be able to focus on academic learning

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$.00	\$.00	
Professional and Technical Services (300)	\$.00	\$.00	

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$.00	\$.00	
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$.00	\$.00	
GOAL TOTAL:	\$.00		

2021 NEW GOAL #3:

All Students in Blended Learning Classrooms will establish individualized learning targets and 80% of those students will make sufficient progress to reach those targets.

District Strategic Plan Area:

Academic area(s) addressed by the goal:

Technology, Reading, Writing, Mathematics,

Measures to determine progress/successful completion of the goal:

Timely assessments will be used to determine and monitor growth. Students identified as needing additional help will receive interventions during tutor time. A spiral review will be given mid year to assess progress.

Lexile reading scores will be monitored monthly to show progress.

Action Plan:

Whitesides will increase available technology to ensure that all students have access to computer needs in order to address blended learning.

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

Yes (complete the budget section)

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

No (skip the budget section)

Explain how these efforts directly affect student achievement.

Use of technology to enhance lessons

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Salaries & Benefits (100 and 200)	\$.00	\$.00	

Budget Category	Expenditures <i>Academic</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Description
Professional and Technical Services (300)	\$.00	\$.00	
Repairs & Maintenance (400)	\$.00	\$.00	
Printing	\$.00	\$.00	
Transportation/Admission/Per Diem (510, 530, 580)	\$.00	\$.00	
General Supplies (610)	\$.00	\$.00	
Textbooks (641)	\$.00	\$.00	
Online Curriculum or Subscriptions (642)	\$.00	\$.00	
Library Books (644)	\$.00	\$.00	
Software (670) / Technology Hardware < \$5000 (650)	\$ 20,000.00	\$.00	Ipads, laptops, carts, additional technology as needed
Technology Equipment > \$5000 (734)	\$.00	\$.00	
Equipment < \$5000 (730)	\$.00	\$.00	
Total	\$ 20,000.00	\$.00	
GOAL TOTAL:	\$20,000.00		

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H - Projected new funding for next year 2021	\$ 46,380.00
I - Total projected funding for next year 2021	\$ 48,246.48
J - Total planned expenditures for next year 2021	-\$ 48,000.00
K - Planned carryover into following year 2022	\$ 246.48
L - Is planned carryover more than 10% of projected new funds?	No

PLAN FOR CARRYOVER IN EXCESS OF 10% (SKIP IF ANSWER TO PRIOR QUESTION WAS “No”)

Any additional funds will be used for tutor salaries.

If the planned expenditures in the goals are provided by the district, a grant, or another unanticipated funding source, leaving additional funds to implement the goals, we will use those funds to further enhance our current goals. If additional funds are available beyond those needs, the Community Council will vote and amend for further expenditures as needs might arise for our students.

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

School website,

If Other: Please explain

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote:	March 4,2020
Number who approved:	6
Number who did not approve:	0
Number who were absent or abstained:	1

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,

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 INSTRUCTORS

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

4. PROFESSIONAL DEVELOPMENT PLAN

Whitesides will continue with taking teachers to Ron Clark Academy to enhance the culture and climate of school as a major part of our Professional Development. We are also implementing district Social Emotional Learning supports. This includes training our teachers and faculty in Restorative Justice practices throughout the school as an additional effort to improve climate and culture.

5. RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED INSTRUCTORS

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

6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the LAND Trust 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 LAND Trust 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
 - Kindergarten Readiness Inventory (KEEP)
 - Kindergarten Inventory of Skills
 - 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.