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## SCHOOL’S PURPOSE

### MISSION

Learning First!

### VISION

Davis School District provides an environment where learning comes first. Students master essential learning skills, demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. Parents are invested in their student’s education. Employees recognize the value of their individual contributions and commit to excellence. The community supports the educational process.

### SCHOOL PURPOSE

The purpose of King Elementary is to promote the mission of learning first for all. To accomplish our purpose, we will implement an ethical environment of learning that is safe, efficient, and effective by collaborating with faculty, staff, and community members. We will attract and retain exemplary teachers who will use innovative and engaging instruction to deliver core content for student achievement. We encourage our community leaders and parents to support high academic achievement and provide learning opportunities through enrichment activities and parental support.

## DESCRIPTION OF THE SCHOOL

### COMMUNITY

King Elementary is located in Layton City. It was constructed in 1978 with additional classrooms added in the late 1980’s. At present the school has three computer labs, a music room, three rooms dedicated to special education and 25 regular classrooms with several smaller rooms used by specialists that meet the individual needs of our students. We are located at 601 E. 1000 N. Layton, UT. 84041.

### STUDENT BODY

King has approximately 600 students of which 76% are Caucasian, 24% Minority, 15% Hispanic, 0.3% Native American, 1% Asian, 2% African American, and 3% Pacific Islander. Of our students, 43% are economically disadvantaged, 7% are limited English proficient, and 19% receive special education services.

### STAFF

King has 28 highly qualified teachers plus over 20 classified staff that work directly with children. All classified staff are highly qualified.

### SCHOOL CULTURE

King Elementary creates an environment for student learning based on DESK objective driven structure. Parents are encouraged to participate in student learning through volunteer work either in the classroom or on committees. Teachers participate and in Davis Collaborative Teams.

### UNIQUE FEATURES & CHALLENGES

Each student brings his/her own individual needs, both academically and socially to our school. We have a broad economic profile which consists of high middle class, middle class and poverty. We continually strive to get parents to understand the importance of education and school attendance. Our building is over 35 years old and in need of several upgrades, including upgrades to the entrance and access to the school for safety. Our school has 43% that qualify for free or reduced lunch.

### ADDITIONAL INFORMATION

We are Title I school and have written and received several grants to help students access the curriculum and ensure an enriched education with the use of technology.

## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

E.G. King Elementary received a “C” from the Utah Legislative Grading System. The school maintains the distinction of being a GOLD status Math Counts enrichment program. The MESA/STEM program has adopted to benefit specially selected sixth grade students. Fifth and sixth grade students participate in the Mission to Mars and Star Base First in Flight distinction respectively. Students participated and competed in a LEGO robotics program. Students participate in space simulations through the InfiniD space lab. Students were introduced to the “Seven Habits of Happy Kids” with anticipation of expanding the program in coming years.

### AREAS OF RECENT IMPROVEMENT

Technology has become a main focus by obtaining additional portable mini-labs for each grade. Student body attendance has maintained at 95% daily average attendance.

### AREAS OF NEEDED IMPROVEMENT

Literacy and math proficiency and growth remain an area of focus. Community involvement and support is a critical concern. The school would greatly benefit from having an activity center.

## PRIOR YEAR STATUS REPORT

### REPORT PROGRESS ON PRIOR YEAR (2016-2017) SCHOOL IMPROVEMENT PLAN

**Goal #1:**

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year

composite score benchmark from 63% in 2016 to 69% in 2017 (5% increase or

approximately 17 students.)

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

The increase was 4%, so we were just short of meeting this goal.

**Goal #2:**

Reduce the percentage of students who are chronically absent (10% or more days with

unexcused absences) from 10% to 8% (2% reduction or approximately 15 students.)

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

There was improvement in this area, but the decrease did not meet the goal.

**Goal #3:**

All instructional staff of E.G. King Elementary will actively participate in Davis Collaborative Teams (DCT) and use data to design, determine, and implement differentiated instruction.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

**Goal #4:**

Eighty-five percent of E.G. King Elementary students, grades K-6, will achieve 5% growth throughout each unit of Advantage Math.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

Teachers implemented Advantage Math with fidelity and saw at least an average 5% increase from pretest to posttest.

## CURRENT YEAR PROGRESS REPORT

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

**Goal #1 (Student Achievement):**

Increase the percentage of 1-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 63% in 2017 to 68% in 2018 (5% increase or approximately 17 students)

Progressing according to plan

Not progressing according to plan

Comments:

We have received the data from this goal. There was an increase of 4%, so we didn’t quit meet the goal as written.

**Goal #2 (College, Career, and Community Readiness):**

Increase the percentage of 3-6 grade students scoring at or above benchmark in DIBELS middle-of-year DAZE adjusted benchmark score.

Progressing according to plan

Not progressing according to plan

Comments:

**Goal #3 (Quality Staffing):**

Eighty percent of E.G. King students will make a 4% growth in number sense, (about 26 additional students).

Progressing according to plan

Not progressing according to plan

Comments:

Teachers continue to implement Advantage Math and use SAGE Benchmark tests to inform instruction. Achievement of this goal will be determined through SAGE summative scores.

## LAND TRUST FUNDING PROJECTIONS

### CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2017-2018 $66,023.31

B - Estimated total spending during 2017-2018 $62,000.00

C - Expected carryover from 2017-2018 to 2018-2019 $4,023.31

D - Projected new funding for 2018-2019 $53,373.00

**E - Total projected funding for 2018-2019 $57,396.31**

## GOALS AND PLANNED ACTIONS/RESOURCES

#### GOAL #1:

60% of students will show “typical” (or higher) progress on DIBELS pathways to progress from Middle of Year 2018 to Middle of Year 2019 as measured on the DIBELS Pathways to Progress data.

**District Goal Area:**

Literacy  Ready for Success at the Next Level

STEM  Teaching for Learning

School Identified Area:

**Academic area(s) addressed by the goal:**

Reading  Technology  Social Studies

Mathematics  Science  Health

Writing  Fine Arts  World Languages

**Measures to determine progress/successful completion of the goal:**

DIBELS Pathways to Progress Data (MOY 2018 to MOY 2019)

**Action Plan:**

1. Teachers will use purposeful planning to deliver whole-class (Tier I) instruction using McGraw Hill Wonders curriculum and Davis District Instructional Routines.
2. Title I Reading tutors will assist teachers to provide Tier 2 interventions in small groups and with individual students.
3. Teachers and Reading tutors will use DIBELS progress monitoring data to strategically group students for targeted interventions.
4. Classroom teachers will meet regularly to review student responses to interventions, student progress, and to adjust student groups. Minutes from these meetings will be kept by grade level teams.
5. Teachers will provide additional interventions for students not making typical progress on Pathways to Progress data. Interventions will be based on the needs of individual students.

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

Yes *(complete the budget sections below)*

No *(skip the budget section 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**  *Behavior, Character Education, Leadership* | **Expenditures**  *Academic* | **Description** |
| --- | --- | --- | --- |
| Salaries & Benefits | $ | $ |  |
| Prof. Services | $ | $ |  |
| Repairs & Maint. | $ | $ |  |
| Printing | $ | $ |  |
| Transportation/Travel | $ | $ |  |
| General Supplies | $ | $ |  |
| Textbooks | $ | $ |  |
| Online Curriculum | $ | $ |  |
| Library Books | $ | $ |  |
| Software | $ | $ |  |
| Technology Equipment | $ | $ |  |
| Equipment | $ | $ |  |
| **Total** | **$** | **$** |  |

#### GOAL #2:

80% of students will show progress/improvement in their knowledge and implementation of the Seven Habits of Happy Kids as measured by teacher reporting of student participation in monthly focus and challenges.

**District Goal Area:**

Literacy  Ready for Success at the Next Level

STEM  Teaching for Learning

School Identified Area: Classroom Behavior/Citizenship

**Academic area(s) addressed by the goal:**

Reading  Technology  Social Studies

Mathematics  Science  Health

Writing  Fine Arts  World Languages

**Measures to determine progress/successful completion of the goal:**

Teacher/student reports of participation.

**Action Plan:**

1. Staff will implement the Year 2 plan of integrating the Seven Habits into every part of our school (cafeteria, hallways, classrooms etc).
2. There will be a monthly focus on each of the habits. Students will have challenges to meet, and teachers will report students’ progress in completing the challenges.
3. The Seven Habits will be the focus as the administration works to build a Positive Behavior Intervention Support system school-wide. A baseline of behavior data will be established in the 18-19 school year to aid in goal setting for future years.

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

Yes *(complete the budget sections below)*

No *(skip the budget section 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 will learn habits to help them be successful in their learning and student achievement.

**Planned LAND Trust Expenses for Goal #2**

| **Budget Category** | **Expenditures**  *Behavior, Character Education, Leadership* | **Expenditures**  *Academic* | **Description** |
| --- | --- | --- | --- |
| Salaries & Benefits | $ | $ |  |
| Prof. Services | $ | $ |  |
| Repairs & Maint. | $ | $ |  |
| Printing | $ | $ |  |
| Transportation/Travel | $ | $ |  |
| General Supplies | $ | $ |  |
| Textbooks | $ | $ |  |
| Online Curriculum | $ | $ |  |
| Library Books | $ | $ |  |
| Software | $ | $ |  |
| Technology Equipment | $ | $ |  |
| Equipment | $ | $ |  |
| **Total** | **$** | **$** |  |

#### GOAL #3:

Students will earn a schoolwide median growth percentile of 50 in math as measured on end of year SAGE (grades 3–6) and CRT (grades 1-2).

**District Goal Area:**

Literacy  Ready for Success at the Next Level

STEM  Teaching for Learning

School Identified Area:

**Academic area(s) addressed by the goal:**

Reading  Technology  Social Studies

Mathematics  Science  Health

Writing  Fine Arts  World Languages

**Measures to determine progress/successful completion of the goal:**

Growth on SAGE Summative Math (4-6) and CRT (1-2)

**Action Plan:**

1. With the assistance of math tutors, teachers will assess students on their prerequisite skills.
2. Using progress monitoring and formative assessment data, LAND Trust math tutors will work with teachers to reteach and support classroom instruction.
3. Math tutors will assist teachers with progress monitoring data to help determine student and classroom needs.
4. Each classroom will have access to a math tutor, under the direction of the classroom teacher, for up to an hour a day, four days a week.

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

Yes *(complete the budget sections below)*

No *(skip the budget section 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**  *Behavior, Character Education, Leadership* | **Expenditures**  *Academic* | **Description** |
| --- | --- | --- | --- |
| Salaries & Benefits | $ | $39,000 | Math Tutors |
| Prof. Services | $ | $ |  |
| Repairs & Maint. | $ | $ |  |
| Printing | $ | $ |  |
| Transportation/Travel | $ | $ |  |
| General Supplies | $ | $ |  |
| Textbooks | $ | $ |  |
| Online Curriculum | $ | $ |  |
| Library Books | $ | $ |  |
| Software | $ | $ |  |
| Technology Equipment | $ | $ |  |
| Equipment | $ | $ |  |
| **Total** | **$** | **$** |  |

#### GOAL #4:

All teachers will be trained in the implementation of the BOLD Schools framework for implementation of blended learning. Additionally, all students will participate in blended learning opportunities for instruction and enrichment throughout the 2018-2019 school year as measured by teacher reports.

**District Goal Area:**

Literacy  Ready for Success at the Next Level

STEM  Teaching for Learning

School Identified Area:

**Academic area(s) addressed by the goal:**

Reading  Technology  Social Studies

Mathematics  Science  Health

Writing  Fine Arts  World Languages

**Measures to determine progress/successful completion of the goal:**

Teacher reports of blended learning opportunities.

**Action Plan:**

1. The staff will form a BOLD School Committee to develop professional development and timelines.
2. Summer training and quarterly trainings/workdays will be provided to staff to implement the BOLD schools framework.
3. Teachers/grade levels can apply for grants from Land Trust funds ($7,000), approved by community council, to purchase licenses or programs to use for blended learning opportunities.
4. InfiniD Learning will be implemented K-6.
5. By the end of third term, teachers will submit a report on their blended learning activities using the BOLD schools framework.

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

Yes *(complete the budget sections below)*

No *(skip the budget section 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**  *Behavior, Character Education, Leadership* | **Expenditures**  *Academic* | **Description** |
| --- | --- | --- | --- |
| Salaries & Benefits | $ | $3,000.00 | Substitutes/Stipends |
| Prof. Services | $ | $ |  |
| Repairs & Maint. | $ | $ |  |
| Printing | $ | $ |  |
| Transportation/Travel | $ | $ |  |
| General Supplies | $ | $7,000.00 | Mini-Grants to Grade Levels |
| Textbooks | $ | $ |  |
| Online Curriculum | $ | $ |  |
| Library Books | $ | $ |  |
| Software | $ | $8,000.00 | InfiniD Licenses |
| Technology Equipment | $ | $ |  |
| Equipment | $ | $ |  |
| **Total** | **$** | **$18,000.00** |  |

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

F - Projected new funding for 2018-2019 $53,373.00

G - Total projected funding for 2018-2019 $57,396.31

H - Total planned expenditures for 2018-2019 $57,000.00

I - Planned carryover into 2019-2020 $396.31

J - 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

### PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

Letters to policy makers  School newsletter

Labels to identify LAND Trust purchases  School website

School assembly  School marquee

Other (please explain):

## SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: Online Vote – March 26, 2018

Number who approved: 13

Number who did not approve: 0

Number who were absent or abstained: 23 members did not submit a vote

## ADDITIONAL ITEMS REQUIRED FOR TITLE I SCHOOLS

### 1. COMPREHENSIVE NEEDS ASSESSMENT

See “Needs Analysis” section above.

### 2. SCHOOLWIDE REFORM STRATGIES

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.)

Davis Collaborative Teams meet at least monthly. Monthly Response to Interventions meetings to review data. Innovations Education professional development in collaboration with ELA Coordinator and Math Coach.

### 3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

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

### 4. PROFESSIONAL DEVELOPMENT PLAN

See “District Goal #3 (Quality Staffing)” section 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
  + SAGE
  + DLM
  + WIDA
* District assessments
  + Kindergarten Readiness Inventory
  + 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.