



Boulton Elementary

Composite School Plan
2018-2019

Principal Brooke Murdock

SCHOOL'S PURPOSE

MISSION

Boulton Elementary School provides a nurturing environment committed to achieving excellence. Every student is challenged to reach their full potential by learning at their functional level to provide a solid foundation of skills, knowledge and sense of responsibility for themselves and towards each other.

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 Boulton Elementary is to promote student growth and excellence. Help students become effective communicators, inspired learners, productive workers, responsible citizens, and resourceful independent thinkers.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Boulton Elementary School is located at 2611 South Orchard Drive in Bountiful, Utah. Bountiful is a residential community ten minutes north of Salt Lake City, Utah.

STUDENT BODY

Boulton Elementary has approximately 480 students. We have Pre-K through 6th grade. Our demographics by subgroups are .5% Asian, .5% African American, 89% Caucasian, 7% Latino, and 3% Pacific Islander. The number of economically disadvantaged students is steady at 20%. Our students with limited English Proficiency has also remained steady at

STAFF

For the upcoming 2018-2019 school year, the staff at Boulton Elementary will be led by a principal and a .5 administrative intern. There will be approximately 50 staff members with 18 certified teachers in regular grade level classrooms. The faculty is supported by 8 staff members in the area of special education. This includes 3 certified special education teachers (functional skills, preschool, resource), 1 part time psychologist, 1 full time speech therapist, 1 part time ELA, and 1 part time counselor. We also have a certified music teacher. The certified staff is assisted by approximately 24 classified employees.

SCHOOL CULTURE

We have a diverse economic population attending Boulton. We have a portion of students that live in high economic housing neighborhoods and two lower income apartment complexes, while the majority of our Boulton Community live in established, middle income homes.

Our school is welcoming to all families and we encourage parent volunteers. Boulton is fortunate to have a supportive PTA and Community Council that enhances students' learning and opportunities. We have over 95% attendance at Parent Teacher Conferences.

UNIQUE FEATURES & CHALLENGES

We have a broad spectrum of advantaged and disadvantaged students economically. Although our advantaged student remain stable in number, our percentage of disadvantaged students has risen 10% over the past 5 years. This will most likely continue to grow as the current middle-income families “age out” of our neighborhoods. Many of these either rent out their homes or turn them into multiple family dwellings.

Davis Collaborate Learning Teams report the need for continued professional development regarding progressing in the area of data collection and review, differentiated instruction, and interventions.

ADDITIONAL INFORMATION

Boulton Elementary has a very active PTA. They provide various activities; Bend the Rule’s Day, field trip grants, teacher grants, Grown-Up and Goodies, Spelling Bee, funding Pizza with the Principal, Field Day, Box Tops, and Room Mother’s Tea.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Over the last 3 years, our SAGE have improved over time. Data reports the following: Growth in language arts from 58% in 2014-2015, 57% in 2015-2016, and 63% in 2016-2017. Mathematics improved from 57% in 2014-2015 to 62% in 2015-2016, and 66% in 2016-2017. Science improved 58% in 2014-2015 to 56% in 2015-2016, and 68% in 2016-2017.

Our Student Council's selection is established with specific guidelines and expectations. The selection process includes; essays, teacher rankings, and personal interview. These requirements were put into place in the 2017-2018 school year to increase leadership skills.

Boulton Elementary has made substantial efforts to put programs into place to include community involvement. These efforts include, Principal Care Cuts, Veteran's Day Program, Boulton Elementary Choir, Davis Spelling Bee, STEM Fair, and STEM Challenges throughout the school year.

AREAS OF RECENT IMPROVEMENT

In 2017-2018 RTI was established to offer the greatest academic progress for students. Four teacher assistants instruct on a Tier 2 intervention. At-risk students are identified and attend RTI in a small group setting for 20 minutes 4 times per week. Progress monitoring takes place weekly to advance students, to maintain, or to refer to LCMT. The RTI program has been very successful in moving students upward in reading achievement.

AREAS OF NEEDED IMPROVEMENT

This year, due to the hard work of our administration and funding from a generous donor, Boulton Elementary will benefit from a STEM Lab. It is paramount to lead teachers in STEM instructional agility by focusing on meaningful, engaging, collaborative, mastery, as well as provide autonomy support as we work toward higher level thinking .

This lab will be supplied with STEM Materials/kits to fulfill our school objective as well as increase student engagement behaviorally, emotionally, and cognitively, thereby positively affecting student learning and achievement.

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 71% in 2016 to 75% in 2017 (4% increase or approximately 10 students.)

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

This goal was met with the combination of great efforts by our classroom teachers, resource teacher, and our RTI aids.

Goal #2:

Reduce the percentage of students who are chronically absent (10% or more days with unexcused absences) from 9% to 7% (2% reduction or approximately 14 students.)

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments: 2017 we had 0.06.

Our total: 24

Goal #3:

Classroom teachers will implement a weekly LA and a weekly MA common assessment in each grade level and teachers need to increase their knowledge of how to create the common assessment.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments: Grade levels met with the principal to hold DCLT meetings and the LA and MA were reviewed.

CURRENT YEAR PROGRESS REPORT

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

Goal #1 (Student Achievement):

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 75% in 2017 to 77% in 2018 (2% increase or approximately 5 students.)

Progressing according to plan

Not progressing according to plan

Comments: Our goal was to reach 77%. We remained at 75%. Looking over the data (MOY DIBELS Benchmark results) one teacher's scores affected the whole school outcome. Without including this teacher's scores, we would have reached 79%. This teacher is aware of the problem and help has been offered.

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

To increase all students (grades 3-6) median growth percentile on the 2017 PACE report and CRT bin percentile rankings by 2 points in language arts and math, teachers will develop and implement common formative assessments for 50% of the units in LA and MA.

Progressing according to plan

Not progressing according to plan

Comments:

Goal #3 (Quality Staffing):

Math Proficiency: Increase the percentage of students scoring on the SAGE EOY from 62% in 2017 to 64% in 2018 (2% increase).

Progressing according to plan

Not progressing according to plan

Comments:

LAND TRUST FUNDING PROJECTIONS

CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2017-2018	\$60,595.00
B - Estimated total spending during 2017-2018.....	\$49,158.00
C - Expected carryover from 2017-2018 to 2018-2019.....	\$11,437.00
D - Projected new funding for 2018-2019	\$47,059.00
E - Total projected funding for 2018-2019	\$58,496.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1: Increase the percentage of K-3 students scoring at or above the DIBELS MOY composite score benchmark from 75% in 2017-2018 to 77% in 2018-2019 (2% increase or approximately 5 students.)

District Goal Area:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

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:

Action Plan:

- At-Risk students will be identified in grades K-3 using common formative and summative assessments as well as using the first DIBELS test's scores by Sept. 15, 2018.
- Deliver target interventions to At-Risk students during RTI with the support of the ELA Coordinator and Intervention Tutors.
- Adjust interventions based on weekly progress monitoring and Drill Down of students with scores below benchmark.

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 <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$34,125	4 TA Salaries
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$800	Binders, page protectors, etc.
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$34,925.00	

GOAL #2: Implement STEM teaching and learning processes into the school and every classroom to increase problem solving and providing opportunities for higher level thinking. The average score on Evaluate Davis indicators T.5 “Learners have opportunities to engage in higher level thinking” will increase to 3.0. Also, an increase of participation in the STEM Challenges orchestrated by the administration and provided throughout the school year.

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

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:

- Evaluate Davis Observation Item Report Indicator T.5
- Increase of student involvement in STEM challenge provide throughout the school year.

Action Plan:

- Provide four enriching STEM Challenges that help increase student engagement behaviorally, emotionally, and cognitively, thereby positively affecting student learning and achievement.
- Each challenge will be carefully considered to:
 - be meaningful and engaging
 - foster a sense of competence
 - provide autonomy support
 - embrace collaborative learning
 - promote mastery orientations
 - provide the opportunity for higher level thinking

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 #2**

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$7,830.00	STEM Instructor @ 3 hrs. per day
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$1,650.00	STEM Challenge supplies and awards for 4 challenges throughout the school year. (\$412.50 each)
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$3,444.02	Dots & Dashes, Little Bits, and other items.
Total	\$	\$12,924.02	

GOAL #3: Math Proficiency: Increase the percentage of students scoring on the SAGE EOY from by 2%.

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

- End of SAGE in mathematics.

Action Plan:

- Identify At-Risk students through common assessments and SAGE scores by mid-September 2018.
- Grades 1-6 will use Go Math which offers an engaging and interactive approach to covering the DESK Standards. Go Math combines 21st-century educational technology with modern content, dynamic interactivities, and a variety of instructional videos to engage every student.
- To enhance learning and provide individual growth, grades 1-2 will use iReady and grades 3-6 will use Think Through Math

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 <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$6,261.91 \$4,385.98	Go Math grades 3.4.6 Go Math grades 1-2
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$10,647.89	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

F - Projected new funding for 2018-2019..... \$47,059.00

G - Total projected funding for 2018-2019.....\$58,496.00

H - Total planned expenditures for 2018-2019.....\$58,496.00

I - Planned carryover into 2019-2020.....\$0.00

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

Expand activities outlined in the plan above.

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: March 8, 2018

Number who approved: 10

Number who did not approve: 0

Number who were absent or abstained: 2