



Boulton Elementary

Composite School Plan
2019-2020

Principal Brooke Murdock

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 Boulton Elementary is to promote student growth and excellence by: Helping students become effective communicators, inspired learners, productive workers, responsible citizens, and resourceful and 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 2019-2020 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. This includes 4 certified special education teachers (two 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, and 24 classified staff members.

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, STEM Challenges, Box Tops, and Room Mother's Tea.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Our Student Council's selection process 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: Veteran's Day Program, Boulton Elementary Choir, Davis Spelling Bee, STEM Fair, and STEM Challenges throughout the school year. A grant was written and a STEAM Lab put in place to benefit all students with spheros, cublets, K'Nex, Quadpro, and the Infinity Lab. The STEAM Lab will contribute to instructional agility by focusing on meaningful, engaging, collaborative, mastery, blended learning, and working towards higher level thinking.

AREAS OF RECENT IMPROVEMENT

In 2016-2017 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.

Our DIBELS MOY 2017-2018 to MOY 2018-2019 increased drastically from 74% to 80%.

AREAS OF NEEDED IMPROVEMENT

Our desire is to promote student growth in science. Implementing the InfiniD Lab will provide k-6 students to engage in blended learning enrichment activities tied to the DESK Standards.

Measured growth will be determined after looking at the end of year assessment scores.

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 middle-of-year composite score benchmark from 75% in 2017 to 77% in 2018 (2% increase or approximately 5 students.)

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

80%

Prior Year Goal #2:

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.

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

PACE Report no longer available.

Prior Year Goal #3:

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

Met Goal *(comments optional)*

Did Not Meet Goal *(comments required)*

Comments:

64.1%

CURRENT YEAR PROGRESS REPORT

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

Current Year 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.)

Progressing according to plan

Not progressing according to plan

Comments (optional):

80%

Current Year 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.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #3:

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

Progressing according to plan

Not progressing according to plan

Comments (optional):

We believe we would have been able to meet this goal if we were testing in SAGE.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$13,656.00
B – Allocated new funds for 2018-2019	\$49,742.00
C – Total Budget for 2018-2019.....	\$63,398.00
D – Projected spending during 2018-2019.....	\$59,317.00
E – Expected carryover from 2018-2019 to 2019-2020	\$4,081.00
F – Projected new funding for 2019-2020	\$58,542.00
G – Total projected funding for 2019-2020	\$62,623.00

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 80% in 2018-2019 to 82% in 2019-2020 (2% increase or approximately 9 students.)

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

Acadience Reading MOY Scores

Action Plan:

At-Risk students will be identified in grades K-3 using common formative and summative assessments as well as using the first Acadience Reading test's scores by Sept. 20, 2019.

- Deliver targeted interventions to At-Risk students during RTI with the support of the ELA Coordinator and Intervention Tutors. Intervention Tutors will be purchased through Trust Land funds.
- Adjust interventions based on weekly progress monitoring and Drill Down of students with scores below benchmark.

* Binders will be purchased through Trust Land funds to allow students to graph their own progress in core areas.

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	\$	\$35610.00	4 RTI Aides a-19.5 hrs. weekly b-19.5 hrs. weekly c-15 hrs. weekly d-15 hrs. weekly
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$800.00	Binders and Page Protectors for every student to collect and chart data.
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$36410.00	

GOAL #2:

Students in grades K-6 will show 68% math proficiency -At or Above Benchmark on the end of year assessment; CRT and RISE.

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 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

CRT and RISE Assessment

Action Plan:

Identify At-Risk students through GO Math common assessment scores by mid-September 2019.

- Grades K-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 Imagine Math.

* GO Math K-6 will be purchased using Trust Land funds.

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	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$14986.00	K-6 Go Math
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$14986.00	

GOAL #3:

Increase the growth of students 5-6 from low, 35%, to typical growth, 40% or above, as indicated on end of year RISE Assessment.

Students 3-6 will gain the ability to apply learned principles within science core standards through problem solving and collaboration.

Students K-6 science will participate in the InfiniD lab setting under the direction of the classroom teacher and STEAM Instructor.

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 type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input 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 Assessment at the EOY.

Action Plan:

The InfiniD License was purchased with a previous grant for \$7,000. The lab will be under the direction of the STEAM Instructor. Grades K-6 will attend the InfiniD lab at least once a month to strengthen skills and promote growth in science areas.

The InfiniD Lab instructor will be purchased with TRUST Land funds.

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	\$	\$7812.00	1 InfiniD Lab Instructor
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$7812.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020	\$58,542.00
I – Total projected funding for 2019-2020	\$63,398.00
J – Total planned expenditures for 2019-2020	\$59,208.00
K – Planned carryover into 2020-2021	\$4,190.00
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”)*

If the need arises, increased InfiniD Lab instructor hours will be purchased through Trust Land funds. (Goal 3)

If the previous written district grant does not get approved, Imagine Math or Imagine Learning will be purchased through Trust Land funds. ((Goal 1-2)

Any new students moving in to Boulton Elementary will access the GO Math consumables which will be purchased through Trust Land Funds. (Goal 2)

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

If the need arises, increased InfiniD Lab instructor hours will be purchased through Trust Land funds. (Goal 3)

If the previous written district grant does not get approved, Imagine Math or Imagine Learning will be purchased through Trust Land funds. ((Goal 1-2)

Any new students moving in to Boulton Elementary will access the GO Math consumables which will be purchased through Trust Land Funds. (Goal 2)

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

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/25/2019**

Number who approved: **12**

Number who did not approve: **0**

Number who were absent or abstained: **0**

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