



# Teacher Student Success Plan LAND Trust Goals only

**Boulton Elementary - SY 2024**

Principal Lori James

## 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 Boulton Elementary is to promote student growth and excellence by: Helping students become effective communicators, inspired learners, productive workers, responsible citizens, 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 513 students. We have Pre-K through 6th Grade. Our demographics by subgroups are 1% Asian, 1% African American, 81% Caucasian, 11% Latino, 4% Pacific Islander, with 2% identifying with multiple races. The number of economically disadvantaged students has increased from 17% to 20%. Our students with limited English proficiency has increased from 4% to 5%.

### Staff

For the upcoming 2023-2024 school year, the staff at Boulton Elementary will be led by a principal and a .5 administrative intern. There will be approximately 74 staff members with 18 certified teachers in regular grade level

classrooms. This includes 4 certified special education teachers (two Essential Elements, preschool, resource), 1 part time school psychologist, 1 full time speech therapist, 1 part time speech therapist, 1 part time ELA, and 1 full-time school counselor. We also have a certified music teacher, and 46 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 in every capacity. Boulton is fortunate to have a supportive PTA and Community Council that enhances students' learning and educational opportunities. We have at least 95% attendance at Parent Teacher Conferences.

## Unique Features & Challenges

We have a broad spectrum of advantaged and disadvantaged students economically. Although our advantaged students remain stable in numbers, our percentage of disadvantaged students has risen 10% over the past 5 years and continues to rise a little each year. This will most likely continue to grow as the current middle-income families "age out" of our neighborhood. Many of these either rent out their homes or turn them into multiple family dwellings. Davis Collaborative Learning Teams report the need for continued professional development regarding progress in the area of data collection and review, differentiated instruction, and interventions. There is also a need to continue to expand upon our one-to-one Apple capabilities and implement continuous personalized learning within each classroom. With a STEM grant award, we purchased VEX Robotics kits and implemented a new VEX Robotics Club for 5th and 6th grade students this year. These two groups meet once a week after school; 6th grade will participate in two competitions in January and February of 2023. The Vex Robotics Club will meet three times a week for the 2023-2024 school year and compete in several district competitions. New for the 2023-2024 school year, we will have a Full Day Kindergarten for the first time.

## Additional Information

Boulton Elementary has a very active PTA. They provide various activities; Bend the Rules Day, field trip grants, teacher grants, Grown-Ups and Goodies, Spelling Bee, funding Pizza with the Principal, Field Day, Box Tops, and Volunteer Tea. They are also instrumental in providing Teacher Appreciation Week luncheons and activities. Our PTA also provides many fun incentives for the students and teachers.

## 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 revised to include a panel of educators completing the selection process. Boulton Elementary has made substantial efforts to put programs into place to include community involvement. These efforts include Veterans Day Program, Boulton Elementary Choir, Davis Spelling Bee, School Play, Vex Robotics Club, and Talent Show. A grant was written that funded a STEM Lab that benefits all students with experiences provided by the InfiniD Lab. The STEM Lab will continue to contribute to instructional agility by focusing on meaningful, engaging, collaborative, mastery, blended learning, and working towards higher-level thinking. Boulton Elementary has been identified as a candidate for Apple Distinguished School. More than 80% of the certified staff members are Apple Teacher Certified. Our student body is 1:1 with Apple iPad devices and personalized learning experiences are taking place daily using these devices. All teachers have iPads and MacBooks, as well as Apple TV's in their classrooms to better facilitate curricular opportunities. We were officially invited to apply for Apple Distinguished School and will complete this application by June of 2023. We are the only

school in Utah to be invited this year.

## Areas of Recent Improvement

Due to COVID during the 2020-2021 school year, RTI was revised to be a complete push-in model. Response to Interventions (RTI) was established to offer the greatest academic progress for students. Four teacher assistants instruct in Tier 2 intervention. At-risk students are identified and attend RTI in a small group setting for 20 minutes 3 times per week. Progress monitoring takes place either weekly or bi-weekly to advance students, to maintain, or to refer to LCMT. The RTI program has been very successful in moving students upward in reading proficiency and achievement. The teachers have been trained to identify more closely which students are in need of RTI assistance and with that data and information, have worked closely with the tutors to intervene on target deficits. In the 2021-2022 school year, we increased our aide capacity to include five language arts (RTI) tutors and three math tutors to meet the needs of all students with Tier II instruction and intervention. Teachers are now actively engaged in monthly Davis Collaborative Teams (DCT) meetings as well as Data Team meetings every other month. Our current 2022-2023 year has seen an increase in collaborative efforts between our teachers and tutors, as tutors have participated in all data team meetings to increase data knowledge and incorporate appropriate and targeted Tier II interventions. One of the tutors is a retired 1st-grade teacher, who has been instrumental in leading the team and providing her expertise. For the 2023-2024 school year, all seven tutors (four math and three language arts) will remain in our school to assist students and teachers with Tier I and Tier II instruction and interventions.

## Areas of Needed Improvement

There are two areas that Boulton Elementary would like to identify as needing improvement: 1) Identifying students who fall into the lowest 25% subgroup and focus additional supports and remedial efforts towards those students and their academic achievement; 2) Identifying at-risk students who are making below and well-below growth on Pathways to Progress measure of Acadience Reading. Continuing to monitor our Tier I and Tier II interventions that are implemented in the classrooms will remain a goal of our school.

## Prior Year Status Report

### Report progress on PRIOR YEAR 2022 Composite School Plan

| Goal description  | Progress toward goal | Comments (required if 'Did not meet goal')   |
|---|----------------------|--|
| Seventy-four percent of K-3 students will score Typical, Above, or Well Above on the Acadience Pathways of Progress Growth Measurement. | Did not meet goal    | On the Acadience Pathways of Progress Growth Measurement, 145 out of 270 students (k-3) scored Typical, Above, or well Above in January (MOY) 2022. This represents 54% of students. While this is well below the anticipated progress, we believe several factors contributed to the lower-than-expected outcomes. The soft-closure two years prior, and the low attendance of returning students were both contributing factors. We anticipate solid upward growth between January and May of 2022 and we will reassess this measure in May. |
| 75% of students in grades 1st-6th, using a Go Math high stakes benchmark, will show   | Did not meet goal    | The average percent correct on the mid-year GoMath High Stakes Benchmark was 61%. This represents a lower-than-expected performance. The benchmarks at mid-year are more of a  |

|   |          |   |
|---|----------|---|
| adequate growth from beginning of year to middle of year assessments that measure grade level core content.   |          | developmental measure rather than an indication of growth. A better goal would have been a BOY measure compared to the EOY measure. We anticipate solid upward growth from now until the end of the year. Due to the soft closure the prior year, students did struggle with acquisition and retention of grade-level skills and we anticipate with open schools and solid attendance, along with strong instruction that student academic performance will continue to improve.                    |
| Seventy-five percent of students in grades 4th-6th, using a grade level common benchmark aligned with DESK standards, will show an increase from the pre-test to post-test teacher created unit assessments.  | Met goal | At least 75% of students did show an increase from pre to post-test assessments on common formative teacher created benchmarks.   |
| Continue to build foundational knowledge and capacity for faculty and staff in the five CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making adults by implementing Circle Time/Circles within each classroom. | Met goal | Our SEL team continued to meet bi-monthly to discuss strategies to incorporate within classrooms. Our school counselor facilitated these strategies and taught the students the skills necessary for social and emotional learning growth. She also taught our teachers during faculty meetings, strategies and quick 5-minute activities and lessons that could be conducted within the classroom. Teachers have been conducting circle time/circles within their classrooms at least once a week. |

## Current Year Progress Report

### Report progress on CURRENT YEAR 2023 Composite School Plan

| Goal description  | Progress toward goal          | Comments  |
|---|-------------------------------|---|
| Sixty-five percent of K-3 students will score Typical, Above, or Well Above on the Acadience Pathways of Progress Growth Measurement.   | Progressing according to plan | As a whole school on the Acadience Pathways of Progress Growth Measurement, 66% of students scored Typical, Above, or Well Above. On the K-3 Acadience Pathways of Progress Growth Measurement, 70% of students scored Typical, Above, or Well Above. |
| 1. Students in 1st and 2nd grades, using a GoMath High Stakes Benchmark, will show adequate growth (15%) from beginning of year to end of year assessments that measure grade level core content. | Progressing according to plan | Students are showing progress and are on the pathway to reaching the current goal based on proficiency with Go Math Benchmark Assessments.  |

|  |                               |  |
|--|-------------------------------|--|
| 2. Students in grades 3-6 will increase in RISE scores with a three percent increase of students scoring proficient.   |                               |  |
| Students in grades 4-6 will increase in RISE scores by three percent demonstrating proficiency.  | Progressing according to plan | Students are demonstrating proficiency and growth in the Science core standards via direct instruction from general education teachers. Our STEM/InfiniD Lab instructor also assists in facilitating and implementing science core standards via STEM and InfiniD Lab experiential learning opportunities.   |
| Continue to build foundational knowledge and capacity for faculty and staff in competency areas that promote: self-awareness, self-management, social awareness, relationship skills, and responsible decision making adults by the continuous efforts with Circle Time/Circles within each classroom. | Progressing according to plan | The SEL team has met regularly to plan and implement foundation knowledge and capacity within our school. We have funded two student support aides to assist in implementing social skills and appropriate behavioral skills as needed on individual basis for students. Our school counselor has implemented five-minute strategies via faculty meetings and has taught the foundational and implementational knowledge of social skills via classroom guidance curriculum. |

## LAND Trust Funding Projections

|  |              |
|--|--------------|
| A - Carryover funds from Prior Year SY21-22        | \$ 13,658.80 |
| B - Allocated new funds for Current Year SY22-23   | \$ 59,868.33 |
| C - Total Budget for Current Year SY22-23          | \$ 73,527.13 |
| D - Projected spending during Current Year SY22-23 | \$ 54,338.88 |
| E - Expected carryover from Current Year SY22-23   | \$ 19,188.25 |
| F - Projected new funding for Next Year SY23-24    | \$ 64,174.42 |
| G - Total projected funding for Next Year SY23-24  | \$ 83,362.67 |

## Goals and Planned Actions / Resources

|                  |          |
|------------------|----------|
| Goal Short Title | ELA Goal |
|------------------|----------|

|   |   |
|---|---|
| Goal Statement  | Seventy-one percent of K-3 students will score Typical, Above, or Well Above on the Acadience Pathways of Progress Growth Measurement MOY benchmark.  |
| TSI SCHOOL<br>QUESTION: Will this goal focus on TSI student populations; on changing your TSI status? |   |
| Measures  | Acadience Pathways of Progress Growth Measurement.  |
| Action Plan (please number steps)   | <p>At-risk students will be identified in grades K-3 using common formative assessments and BOY Acadience Reading test scores by September 29, 2023.</p> <p>1. Deliver targeted intervention to at-risk students during Response to Intervention (RTI) with the support of the local case management team, administration team, and Intervention Tutors. Intervention Tutors will be purchased through the (LAND TRUST FUNDS)</p> <p>2. Adjust interventions based on weekly progress monitoring and drill down of students with scores below benchmark.</p> <p>3. mClass licenses will continue to be used to progress monitor students and provide drill down opportunities for grades 4th-6th.</p> <p>4. MacBook laptops were purchased to increase student compatibility with other devices in order to support ELA curricular content. LAND Trust funds and TSSA funds were used to purchase the laptops. Teachers will continue to utilize the compatibility between iPads and MacBooks to further increase accessibility.</p> <p>5. Membean and Kids A-Z online curriculums and subscriptions will continue to provide additional and supplemental supports to students with regards to language arts, spelling, and vocabulary. Land Trust funds will be used to purchase these. (LAND TRUST FUNDS)</p> |
| This goal can be categorized as... (choose all that apply)  | #PCBL #GraduationRates #CollegeCareerReady  |
| District Strategic Plan Area(s)   | Student Growth & Achievement  |
| If you selected 'School Identified Area', please describe   |   |
| Academic area(s) addressed by the goal  | Reading   |
| Does this action plan include behavioral / character education / leadership efforts?                  |   |

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

Yes

Goal LAND Trust Expense Total - \$36,975.00

| <u>Funding Source</u> | <u>Expense Category</u>            | <u>Description</u>   | <u>Item Cost</u> |
|-----------------------|------------------------------------|--|------------------|
| LAND Trust Academic   | Salaries & Benefits                | #1 3 RTI Aides A. 19.5 hours weekly; B. 15 hours weekly; C. 15 hours weekly.           | \$ 32,400.00     |
| LAND Trust Academic   | Online Curriculum or Subscriptions | #5 Membean and Kids A-Z Online Curriculums and Subscriptions to support Language Arts. | \$ 4,575.00      |

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Goal Short Title

## Math Goal

Goal Statement

Students in grades 3-6 will increase in RISE scores with a two percent increase of students scoring proficient (targeting 63%).

TSI SCHOOL  
QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?

Measures

End of year RISE assessment.

Action Plan (please number steps)

**Identify at-risk students through common formative assessments at the beginning of the year as well as via appropriate end of year measures (Go Math Benchmarks, iReady, and/or Imagine Math programs).**

1. Grades K-6 will use the newly adopted math curriculum to further increase their knowledge of the math concepts and core standards.
2. To enhance learning and provide individual growth, grades K-6 will use a combination of iReady and Imagine Math which will be funded by grants.
3. Three math TA's will be funded through (LAND TRUST FUNDS).
4. One math TA will be funded through (TSSA FUNDS).

This goal can be

#GraduationRates|#CollegeCareerReady|#PCBL|



| categorized as... (choose all that apply)  |  |  |                  |             |           |                     |                     |  |              |
|--|--|--|------------------|-------------|-----------|---------------------|---------------------|--|--------------|
| District Strategic Plan Area(s)  | Student Growth & Achievement   |  |                  |             |           |                     |                     |  |              |
| If you selected 'School Identified Area', please describe  |  |  |                  |             |           |                     |                     |  |              |
| Academic area(s) addressed by the goal   | Mathematics  |  |                  |             |           |                     |                     |  |              |
| Does this action plan include behavioral / character education / leadership efforts?   |  |  |                  |             |           |                     |                     |  |              |
| Will LANDTrust funds be used to support the implementation of this goal?   | <p>Yes</p> <p>Goal LAND Trust Expense Total - \$29,707.80</p> <table> <tr> <th>Funding Source</th> <th>Expense Category</th> <th>Description</th> <th>Item Cost</th> </tr> <tr> <td>LAND Trust Academic</td> <td>Salaries &amp; Benefits</td> <td>#3 Fund 3 Math TA 16 hours weekly (3.2 hours daily).</td> <td>\$ 29,707.80</td> </tr> </table> | Funding Source                                       | Expense Category | Description | Item Cost | LAND Trust Academic | Salaries & Benefits | #3 Fund 3 Math TA 16 hours weekly (3.2 hours daily). | \$ 29,707.80 |
| Funding Source   | Expense Category   | Description  | Item Cost        |             |           |                     |                     |  |              |
| LAND Trust Academic  | Salaries & Benefits  | #3 Fund 3 Math TA 16 hours weekly (3.2 hours daily). | \$ 29,707.80     |             |           |                     |                     |  |              |
| If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement. |  |  |                  |             |           |                     |                     |  |              |

|  |   |
|--|---|
| Goal Short Title   | Science Goal  |
| Goal Statement   | Students in grades 4-6 will increase in RISE scores by three percent demonstrating proficiency. |
| TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status? |   |
| Measures   | End of year RISE scores.  |
|  |   |





|  |                     |                                    |  |             |
|--|---------------------|------------------------------------|--|-------------|
|  | Academic            | \$5000)                            |  |             |
|  | LAND Trust Academic | Online Curriculum or Subscriptions | #4 Generation Genius and Mystery Science | \$ 3,100.00 |
| <p><i>If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.</i></p> |                     |                                    |  |             |

## Additonal LAND Trust Questions

### Budget Item List

| GoalTitle    | Funding Source      | Expense Category                                     | Description  | Item Cost   |
|--------------|---------------------|--|--|-------------|
| ELA Goal     | LAND Trust Academic | Salaries & Benefits                                  | #1 3 RTI Aides A. 19.5 hours weekly; B. 15 hours weekly; C. 15 hours weekly.           | \$32,400.00 |
| ELA Goal     | LAND Trust Academic | Online Curriculum or Subscriptions                   | #5 Membean and Kids A-Z Online Curriculums and Subscriptions to support Language Arts. | \$4,575.00  |
| Math Goal    | LAND Trust Academic | Salaries & Benefits                                  | #3 Fund 3 Math TA 16 hours weekly (3.2 hours daily).                                   | \$29,707.80 |
| Science Goal | LAND Trust Academic | Salaries & Benefits                                  | #5 Vex Robotics Instructor (3 hours a week for 30 weeks).                              | \$5,400.00  |
| Science Goal | LAND Trust Academic | Software or Technology Hardware (each item < \$5000) | #2 InfiniD Lab Licenses  | \$7,000.00  |
| Science Goal | LAND Trust Academic | Online Curriculum or Subscriptions                   | #4 Generation Genius and Mystery Science   | \$3,100.00  |

### Summary of Planned Expenditures

|   |              |
|---|--------------|
| F - Projected new funding for Next Year SY23-24 | \$ 64,174.42 |
|   |              |

|  |   |
|--|---|
| G - Total projected funding for Next Year SY23-24                          | \$ 83,362.67  |
| H - Total planned expenditures for Next Year SY23-24                       | \$ 82,182.80  |
| I - Planned carryover into the Following Year SY25-26                      | \$ 1,179.87   |
| J - Is planned carryover more than 10% of projected new funds?             | No  |
| Plan for carryover in excess of 10%  | If need arises, increased InfiniD Lab instructor hours or Vex Robotics Club instructor hours can be purchased through Trust Land funds (Goal three). Any other excess of 10% will be used towards technology assistance that would enhance our ELA, math, and science goals (Goals one, two, and three). Carry over will be used to enhance existing goals. |
| Plan for sharing the school LANDTrust plan with the community              | Labels to identify LAND Trust purchases School newsletter School website  |
| Additional plan for sharing the school LAND Trust plan with the community. |   |

# SCHOOL COMMUNITY COUNCIL APPROVAL

|   |            |
|---|------------|
| Date of community council approval vote | 03/14/2023 |
| Number who approved                     | 10         |
| Number who did not approve              | 0          |
| Number who were absent or abstained     | 0          |