



# Bountiful Elementary

Composite School Plan  
2019-2020

Principal Kristen McDonough

## 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 Bountiful Elementary is to promote the mission of learning first for all. To accomplish our purpose, we involve all stakeholders in addressing ongoing improvement efforts. We make a special effort to focus on providing data driven instruction in each classroom that is effective and efficient with high expectations for all students. We provide differentiation to support student learning. We also provide a safe and nurturing environment in which students can reach their full potential, academically, socially and emotionally.

The local mission of Bountiful Elementary is to create a community of knowledgeable, productive, caring, and thoughtful learners who are prepared to make a positive difference in the world.

The motto of Bountiful Elementary is, "Bountiful Bobcats CARE!"



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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Bountiful Elementary School is located at 1620 S. 50 West in Bountiful, Utah. The school is located in an economically diverse residential area. Our two-story school has been part of the community since the early 1950s.

### STUDENT BODY

K-6 elementary school

Enrollment: 521 students

- Demographics
  - o 80.2% Caucasian
  - o 20% Minority
  - o 8.5% Hispanic/Latino
  - o 5 % English Language Learners
  - o 29.4% Economically Disadvantaged
  - o 11.3% Special Education

### STAFF

Our staff at Bountiful Elementary includes 24 certified staff members. Included in this count are two special education teachers and one instructional coach whose focus is literacy. Forty-eight percent of our teachers have an ESL endorsement. Thirty-six percent of our teachers have a master's degree or higher. We currently have teachers who have recently, or will soon complete, gifted and talented endorsements, math endorsements, and STEM endorsements. In addition, we have 23 classified support staff working in both full and part-time positions. Our support staff includes a part time school psychologist, school counselor, speech pathologist, and hearing specialist.

### SCHOOL CULTURE

At Bountiful Elementary we believe that all students can achieve success academically, socially, and emotionally. We are committed to helping students achieve this success in a safe and nurturing environment where all students have equal opportunity to excel.

We are a small school which will be growing in population due to the addition of students we are welcoming from Washington Elementary. The school also is the home of a PAL Program (Primary Advanced Learners) which will include three classrooms in grades 1-3. Parent volunteers are frequently seen working in classrooms. Technology is a priority at our school. In 2016 we added a STEM Lab with 30 computers. The Lab was provided through funding by the school PTA and the District Education Foundation. Every teacher has an iPad and students have access to iPads and/or laptops through multiple mobile labs.

District Collaborative Team meetings (PLCs) are held bi-monthly, which focus on grade level common assessments and individual student progress. Literacy is a focus in every classroom with daily writing integrated in all curriculum areas with a school-wide vocabulary development program. Another focus is the successful implementation of the DESK standards in mathematics. Bountiful Elementary provides additional math support through math software which includes Imagine Learning Math, ST Math, and Buzz Math.

Parent volunteers are a part of our school fabric. Parents are frequently seen working in classrooms, volunteering in PTA and Community Council, and supporting the school in many ways. Our school uses the “Watch Dog Dads” program as another way to involve parents, specifically fathers. Many dads and grandfathers volunteer for an entire day or more of their time during the school year in classrooms, on the playground, and lunchroom. This program has had a positive outcome for students, parents and staff. We hope to continue this program for many years to come!

## UNIQUE FEATURES & CHALLENGES

Bountiful Elementary is the oldest school structure in the district. It has a distinct charm, but the age of the building makes some logistical aspects challenging. Our school has two stories, with no elevator, which makes the sharing of mobile computer carts problematic. This has given us the need for separate technology by floor. The older school also provides fewer areas for multi-class grouping, with the only large group space serving as our gym and cafeteria.

The PALS program, which is a gifted and talented program for selected 1st, 2nd and 3<sup>rd</sup> grade students, will continue. We also have a special education Essential Elements classroom. Our school population is changing with a rapidly increasing number of economically diverse students. In 2019-2020, we will be welcoming approximately 70 new students from Washington Elementary due to its closing at the end of this current school year.

## ADDITIONAL INFORMATION

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Bountiful Elementary has continued to support student learning with DCTs using common assessments and team interventions. Bountiful Elementary students embraced the arts by being part of our school play, Mulan Jr. Students in all grade levels were invited to participate in the play.

Bountiful Elementary is increasing the technology and STEM resources of the school through an additional lab and other STEM resources. STEM activities at the school include a Lego Robotics Club, a STEM Family Night, and other student activities. This year we use an InfiniD lab to help students problem solve using technology.

Bountiful Elementary also hosts the Davis District PAL Program. Students in the Primary Advanced Learners (PAL) Program are given the opportunity to do challenging and rigorous work in the areas of math and reading and are encouraged to explore other areas of the curriculum in greater depth and complexity

### AREAS OF RECENT IMPROVEMENT

In SAGE Language Arts, our fourth grade students increased from 48% proficiency to 55%. Our fifth grade students increased from 45% to 58%. In SAGE Math, our third grade students increased from 62% to 65%, fourth grade students increased their scores from 50% to 53%, and fifth grade students increased from 35% to 47%. In SAGE Science proficiency, fourth grade increased from 37% to 38%, fifth grade increased 43% to 49%, and sixth grade from 54% to 61%. In CRT (district assessments), our first grade had an increase in Language Arts from 81% to 84% proficient, and in math from 83% to 89%. Our second grade scores on the CRTs in Language Arts increased from 73% to 87%, and in math, scores went from 72% to 90%. Our DIBELS MOY scores for the 2018-2019 year are above the expected benchmark of 60%. This year, our K-6 students scored 68% on the MOY Pathways of Progress.

### AREAS OF NEEDED IMPROVEMENT

According to our School Climate survey, only 58% of our students in grades 3-6 reported feeling safe at school. We need to improve the climate and culture in our school so that students have a feeling of safety and security, which will also help students to focus more on their learning. We plan to continue our Watchdog Dads program and to also implement a HOPE Squad which will hopefully address these issues at school.

## PRIOR YEAR STATUS REPORT

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

#### **Prior Year Goal #1:**

Eighty percent of students in grades K-6 will show growth in English Language Arts and math based on DIBELS and DIBELS math or a like assessment. Fifty-Five percent of students in Grades 4-6 will be proficient on SAGE Science.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

#### Comments:

In DIBELS, 68% of students made typical or above typical growth on the composite scores in Pathways to Progress. DIBELS Math scores were not measured. On SAGE, 48.9% were proficient in Science.

#### **Prior Year Goal #2:**

Teachers will work collaborative teams. By working together, 60% of students in Grades K-6 will make typical or above typical growth in reading based on DIBELS Composite Score Pathways of Progress.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

#### Comments:

In DIBELS, 68% of students made typical or above typical growth on the composite scores in Pathways to Progress.

#### **Prior Year Goal #3:**

Support increased student performance in the area of behavior and positive character traits by increasing the overall opinion of safety and student self-esteem and positive self-perception, with 75% of students stating that Bountiful Elementary is a positive and safe place to be.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

In 2017-2018, 72% students felt safe at school, according to the Student Climate survey given.

## 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 DIBELS pathways score benchmark at 60%.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

In MOY DIBELS Pathways of Progress, 68% of students made typical or above typical growth .

#### Current Year Goal #2:

Teachers will work collaborative teams. Teachers will read Bold School and implement the blended learning techniques in that book.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

Teachers are meeting in collaborative teams and are presenting instructional strategies at faculty meeting.

#### Current Year Goal #3:

Support increased student performance in the area of behavior and positive character traits by increasing the overall opinion of safety and student self-esteem and positive self-perception, with 75% of students stating that Bountiful Elementary is a positive and safe place to be. Our students need to have strong character traits that enable them to pay attention in their academic endeavors and learn the curriculum.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

According to the Student Climate survey for 2018-2019, 58% of students reported feeling safe at school.



## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$15,081.00
B – Allocated new funds for 2018-2019 .....	\$47,135.00
C – Total Budget for 2018-2019.....	\$62,216.00
D – Projected spending during 2018-2019.....	\$53,502.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$8,714.00
F – Projected new funding for 2019-2020 .....	\$66,881.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$75,595.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

Students in K-6 will show a 3 % increase on Acadience (DIBELS) Pathways of Progress from 68% on the MOY scores in 2018-2019 to 71% MOY scores in 2019-2020.

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

#### Measures to determine progress/successful completion of the goal

Acadience MOY scores from 2018-2019 will be compared to the MOY scores from 2019-2020. There will be an increase of 3% from the previous year.

A survey will be given to students at the end of the year to evaluate the effectiveness of the program from the students', teachers', and Community Council's point of view. Ninety percent of those surveyed will feel the HOPE Squad is a positive influence at the school.

#### Action Plan:

1. Every classroom teacher in grades K-6 will receive teacher assistant time to support the classroom teacher in providing interventions for small groups or individual students. Three to four teacher assistants will be hired.
2. Teachers and teacher assistants will participate in a "Data Dive" meeting to identify specific students who are not showing growth. Stipends will be provided to participating teachers and teacher assistants. Acadience licenses will be purchased for use in grades K-6.

3. Teachers and teacher assistants will be provided with training to implement the online literacy programs and receive additional training in providing targeted and specific interventions for students in academic areas. Literacy kits will be purchased to support the interventions.
  4. Students in K-3 will use an online literacy program to support language arts instruction.
  5. Teachers will receive training on specific and targeted interventions and enrichment opportunities for students.
  6. Teachers will meet weekly in PLCs and collaborate to plan monthly "Power Hour" interventions.
  7. Teachers will document interventions/enrichment activities at weekly PLCs and submit monthly reports to administration.
  8. Teachers will read assigned book and present one idea at a faculty meeting. ICLE books will be purchased.
1. Students in grades 3-5 nominate peers to be on the HOPE Squad. HOPE Squad members will include 4-6 grade students.
  2. Hire an advisor to support the school counselor in implementing Hope Squad ideals.
  3. School counselor and HOPE Squad advisor will attend training.
  4. Hold monthly meetings with the Hope Squad to implement HOPE Squad goals.
  5. Purchase t-shirts and other incentives to support Hope Squad goals.

**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.**

Students who receive specific and targeted interventions from the classroom teacher and the teacher assistants will likely increase in academic growth and proficiency. Students who feel safe and included at school generally perform at higher levels in the classroom.

## Planned LAND Trust Expenses for Goal #1

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$6,000.00	\$34,000.00	4 Teacher Aides to help provide intervention/enrichment for students \$34,000 Paraprofessional advisor to run HOPE Squad \$6000
Prof. Services	\$	\$2,800.00	Stipends for Professional Development for Teachers and Teacher Assistants
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$2,300.00	Literacy kits and ICLE books \$1300 T-shirts and other incentives \$1000
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$600.00	Acadience data licenses for K-6
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$45,700.00</b>	

**GOAL #2:**

Students in K-6 will show an increased engagement in STEM subjects through use of personalized learning tools such as Nearpod and the InfiniD lab experiences. Students in grades 1-2 will increase the CRT ELA and Math Proficiency percentages by 3%. Students in Grades 3-6 will increase the RISE ELA, Math, and Science (grades 4-6) Growth percentage by 3%.

**District Strategic Plan Area:**

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

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

End-of-level test scores will be used to determine if the goal has been reached. Each term, teachers will report how they have incorporated Nearpod lessons in their personalized learning instruction. Students will participate in the InfiniD lab on a monthly basis. Teachers in grades 4-6 will respond to a survey at the end of the year to evaluate the engagement of the InfiniD lab missions.

**Action Plan:**

1. Purchase more devices for students and teachers to access Nearpod technology.
2. Purchase Nearpod licenses for all students.
3. Teachers will receive training on using Nearpod in their instruction to create successful blended learning activities for students.
4. Teachers will schedule monthly InfiniD missions in the lab for their class.
5. A paraprofessional will be hired to facilitate the InfiniD lab missions. .

**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.**

Students and teachers will have more opportunities to use technology to support all academic areas of learning. Using technology in a blended learning format helps to personalize learning and meet the needs of individual students.

## Planned LAND Trust Expenses for Goal #2

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$6000.00	InfiniD Lab paraprofessional instructor
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$20682.00	Technology carts and devices
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$3000.00	Nearpod License for all students
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$29682.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 ..... 66,881.00

I – Total projected funding for 2019-2020 .....\$75595.00

J – Total planned expenditures for 2019-2020 .....\$75382.00

K – Planned carryover into 2020-2021 .....\$213.00

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”)*

Enhance technology and teacher aide hours in Goals 1 and 2

### PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Enhance technology and teacher aide hours in Goals 1 and 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: 4/25/2019

Number who approved: 9

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

PARENT & COMMUNITY CONNECTIONS



#### 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

EMPOWERED EMPLOYEES

#### 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.

FISCAL RESPONSIBILITY

#### 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

SAFETY & SECURITY