



Buffalo Point Elementary

Composite School Plan
2019-2020

Principal Kristy Nelson

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 Buffalo Point Elementary is to promote the mission of learning first for all. To accomplish our purpose, we will teach DESK standards through the explicit instruction model wherein individual learning styles, needs, and gifts are acknowledged and addressed. Students are supported in developing lifeskills that build responsibility, kindness, and positive citizenship. We strive to provide a safe and respectful learning environment and collaborate with the community to support student learning. School staff will ensure student learning by tracking student progress and daily implementation of best instruction methods supported by professional development.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Buffalo Point is located at 1924 Doral Drive in Syracuse, Utah. The community is primarily residential and rural. Syracuse City is supportive of our school and provides the DARE Program for 6th Graders taught by Officer Penrod. They also recognize two outstanding students a year with an award during City Council Meeting. Twelve students are invited once a year to lunch with the mayor. This year the Syracuse Fire Department provided First Aid and CPR training to office staff. Our students also benefit from business partnerships in the area. The PTA actively supports the school with a variety of meaningful activities.

STUDENT BODY

Buffalo Point Elementary educates about 1000 students K-6. We are on a four track, year round calendar. There has been some turnover with students moving in and out of the school boundaries this past year. However, the overall demographic distribution has remained about the same. Distribution of students is: Caucasian (87%), Other (13%), Special Education (11%), ELL (2%), Economically Disadvantaged (20%). About 25-30% of our students are in the Spanish Immersion Program.

STAFF

Buffalo Point Elementary is staffed with two administrators, 41 certified (highly qualified) employees, and 42 classified employees. About 50% of our teachers hold advanced degrees and two aspiring teachers from the Amity Institute will be joining the Buffalo Point Elementary staff as teacher interns for the 2019-20 school year. They will assist in the Spanish Immersion program. We have about ten teachers who are bi-lingual and implement the State Model of Dual Language Immersion. 75% of our teachers have an ELL Endorsement. All staff complete the Evaluate Davis Performance Assessment every year. 100% of our teachers actively participate in professional development offered through school, district, state and other entities. Many of our teachers apply for and receive Grants to support their classrooms.

SCHOOL CULTURE

Buffalo Point Elementary has a friendly and open relationship with the community that lends itself to a large volume of volunteerism and contributions. The priority of both faculty and community is to support student learning. We have a supportive Community Council that meets once a month and a highly active PTA. Our PTA supports great activities such as; read-a-thon, Grandweek, Ribbon Week, and Field Day.

UNIQUE FEATURES & CHALLENGES

Buffalo Point Elementary opened for the 2008-2009 school year. Due to the continued development of the area, the student population steadily increased throughout each school year. With consistent growth in student population, and several areas of new development, Buffalo Point Elementary returned to a Year Round Schedule in 2018-19 and will continue for the 2019-20 year. Students will be assigned to one of four tracks. Students are provided a variety of extra -curricular activities many, facilitated by our teachers before and after school; Chess Team, Lego-Robotics, Study Group, Archery Team, and Theater. Students also participate in Reflections Contest, District Spelling Bee, District Decathlon, and Davis STEM Olympiad.

ADDITIONAL INFORMATION

The Spanish Immersion program was introduced in kindergarten and 1st grade at the beginning of the 2012 school year. In the 2019-20 school year Buffalo Point will have Immersion students in grades kindergarten through 6th grade with two classrooms of students in Kindergarten, two classrooms first through sixth grade. Our District partners with Amity Interns and provides us with Teacher assistants that support the Immersion classes. Families in our community offer to be host families and they provide room and board along with transportation to school. Interns share their language and culture as they participate in our American classrooms. We also work with student teachers and administrative interns that are completed course work to receive degrees.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

*When compared to 20 like schools in the state, Buffalo Point ranked tenth in science Median Growth Percentile. Science Proficiency in 5th and 6th grade was above 56%.

*2017-18 DIBELS measurements at EOY showed 1-3 grades showed 63% or students made typical or better progress.

*LegoRobotics partners took second place in state competition

*2018-19 MOY DIBELS showed in Grades 1-3 showed over 60% typical or better progress

*Teachers have completed ELA training in Teacher Clarity and Success Criteria. 95% of staff participated in Data Meeting with District Language Arts Coordinator.

*Regular Technology Trainings have been attended by many teachers at BPE, through the Davis DLI program, and other Davis District Professional Development.

*We have extended our after school STEM to include 1-6th graders in coding, osmos, and Lego-Robotics. Every year we have teams that compete at the state level often receiving awards.

AREAS OF RECENT IMPROVEMENT

*Student have access to use of computers, iPads, and other technological devices has more than doubled and used daily in classrooms.

*All teachers implemented new technological strategies in instruction and for student skill development. Students completed sessions in Imagine Learning English, ST Math, and Imagine Math (formally Think Through Math)

* 2017-18 – 5th Grade LA SAGE 54% proficiency, and 6th Grade at 57% proficiency. 6th Grade showed above 50% MGP in both LA and MA.

*MOY DIBELS in grades 1st and 3rd showed growth in the number of students at or above benchmark.

* Teacher Assistants received training and get ongoing support from the ELA Coordinator, Increased number of students receiving Tier 2 Support.

* Evaluate Davis observations show improved scores in area of Technology

AREAS OF NEEDED IMPROVEMENT

*Continue to improve the percentages of students scoring proficient on RISE in all areas. With extra focus on Median Growth Percentiles in all classes with expectations to be above 50%.

*Pathways to Progress, and Typical or Better Growth needs to be 60% or higher in grades K-2 on MOY and EOY,

*Teachers need to continue to receive regular Professional Development in Instruction and Technology with implementation demonstrated and noted in observations.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase the percent of K-3 students scoring at or above benchmark on middle of year DIBELS by 4% (from 73% to 77%).

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

Comments:

We had typical or above typical progress at MOY DIBELS in grades 1-3. K scores showed a below typical progress. This resulted in an overall decrease in total number at benchmark.

Prior Year Goal #2:

All grade level teams will develop and implement one common formative assessment for each domain in the Math Program

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

Comments:

Grade levels teams used common assessments to discuss data and improve instruction.

Prior Year Goal #3:

The percent Evaluate Davis observation ratings of “evident” (or higher) related to technology and learning will increase by 8 %.

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

Comments:

Prior Year Goal #4:

Increase student proficiency, grades 4-6, in math, science, and language arts by three percentage points in grades 4, 5, and 6. Improve these scores by increasing the amount of writing students encounter in each subject, particularly in mathematics and science.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

Journals, writing samples and improved Science and ELA scores in 5th and 6th measured by SAGE

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Increase the Pathways to Progress percentage at DIBELS mid-year and end of year to 55% or higher.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Mid year DIBELS show 1-3rd grades well above this mark. Kindergarten has implemented a variety of strategies to ensure that this target is met. We have had PLC meetings, worked collaboratively with ELA and District Specialists.

Current Year Goal #2:

Students in grades 4-6 will show a Median Growth Percentile of 50% or higher as measured in all SAGE Assessments (Language Arts, Math and Science)

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

We have shown some success in the 2017-18 SAGE especially in Math and Science in Grades fifth and sixth. A new test called RISE will be used this year, so this data point will be difficult to determine.

Current Year Goal #3:

Students in grades K-6 will continue to participate regularly in STEM activities that support DESK standards and provide differentiation. This will be measured by increase in Proficiency Level 3-5% from previous year in Math and Science grades 4-6.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

All students in grades K-6 participate in coding. Teachers provide effective Tier 1 Instruction to ensure all students are learning. Science experiments, math games and manipulatives and other engaging activities are used to ensure student understanding of concepts.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$16,278.00
B – Allocated new funds for 2018-2019	\$106,992.00
C – Total Budget for 2018-2019.....	\$123,270.00
D – Projected spending during 2018-2019.....	\$120000.00
E – Expected carryover from 2018-2019 to 2019-2020	\$3270.00
F – Projected new funding for 2019-2020	\$114,895.00
G – Total projected funding for 2019-2020	\$118,165.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

At MOY DIBELS in grades K-3 60% of students will show typical or above typical progress.

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

DIBELS

Action Plan:

Tier 1 teaching includes regular and consistent use of district routines, curriculum maps, and comprehension planning guide with focus on grade level essential DESK Standards. Other research based strategies as identified through effective instructional strategies; Teacher Clarity, Success Criteria, Feedback, high student engagement, with students tracking progress. Six paraprofessionals will be hired support Tier 1 instruction under the direction of the teacher providing small group and individual instruction. DIBELS, Core Phonics, Progress Monitoring and other assessments will be given at the beginning, middle and end of the school year. Students will be tracked, and those not showing adequate growth will be provided with explicit targeted instruction to increase skills in identified areas of need. Professional Learning Communities (PLCs) will meet regularly to collaborate and plan as they work to strengthen Tier 1 teaching. They will track data and ensure student growth as common assessments based on DESK standards are studied, and then students needing additional instruction will receive additional instructional and intervention.

Intervention time will be schedule for every classroom and grade level to allow for flexible grouping for targeted skill instruction.

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	\$	\$20000.00	Teacher Assistants to provide additional support in Reading.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$20000.00	

GOAL #2:

Students in grades K-6 will continue to participate regularly in STEM activities that support DESK standards and provide differentiation. This will be measured by increase in Proficiency Levels in Math and Science grades 3-6.

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 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

Grade level assessments, RISE, Data from iReady Math and Imagine Math

Action Plan:

- Students will participate in computer programs such as iReady and Imagine Math to master math skills. This will include costs for site licenses and devices.
- Teachers will work collaboratively to plan projects, activities and field trips that connect to DESK Standards. They will use Community Resources and build partnerships to support STEM. Including guest speakers, assemblies, transportation, admission.
- Resources, materials, software and other program supports will be purchased to support the DESK standards
- Teachers will participate in training related to STEM and implement strategies into the classroom. They will continue to ensure that students have access to iPads, Computers and other Technology to enhance learning. ipads, laptops, and cloudbooks will be purchased to support this goal.

- Teachers will attend STEM trainings and show evidence of implementation. Teachers will plan STEM related Field Trips, Assemblies, and Guest Speakers.

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	\$	\$23000.00	Stipends for Professional Development in STEM, Teacher assistants for math
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$5000.00	STEM related field trips
General Supplies	\$	\$47000.00	Materials for Math, Science, Technology, Cloudbooks, iPads, iPad cases, iPad carts,
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Equipment	\$	\$	
Total	\$	\$75000.00	

GOAL #3:

Increase student achievement in Reading, Mathematics, Writing, Technology, Science, Fine Arts, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed. Staff will participate in professional development in an effort to refine curriculum mapping and essential skills for student academic instruction on a daily basis.

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 checked="" type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Student end-of-level testing scores will be compared to see improvements from additional training and teaching skills. Teachers will complete a two day training and effectively implement LEAN Principles as measured by observations and other evidence. Evaluate Davis Indicators on the observation tool should show increase to 85% effective in areas of PLAN-Activities that help learning master content or skills.

Action Plan:

LEAN Goal

Plan: Activities are differentiated to meet the needs of individual students move from 60% of 3 or 4 to 70%

Teach: Technology supports the learners ability to acquire content skills and knowledge. Move from 40% (3 or 4) to 50%

Teach: Learners have opportunities to engage in higher level thinking. Move from 63% to 73%

Check: Learners have opportunities to monitor and reflect upon their own progress.
Move from 67% to 77%

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	\$	\$10000.00	Stipend for two days of training- \$200.00 per teacher
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$10000.00	

GOAL #4:

1. Students in grade levels K-6 will increase in writing proficiency, within a commonly identified writing genre, as measured by common grade level rubrics. 75% of students will receive a three on the rubric by EOY.

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 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

Common grade level rubrics will be used to determine student progress by ensuring 75% of students have achieved a three on the writing rubric by EOY.

Action Plan:

2. Teachers will develop common grade level writing rubrics to assess student achievement in writing. Assessments will be used and compared during PLC's at BOY, MOY, and EOY. The ELA Coordinator, school administrators and district personnel will meet with grade levels to develop grade level writing rubrics, and review data during the year. PLC's will review data to identify specific areas of focus for tier 1 and 2 instruction and build a curriculum map to implement writing focuses.

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 #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$13150.00	Teacher stipends and substitutes will be paid for.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$13150.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 \$114,895.00

I – Total projected funding for 2019-2020 \$118165.00

J – Total planned expenditures for 2019-2020 \$118150.00

K – Planned carryover into 2020-2021 \$15.00

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”*)

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Salaries and technology in support of the goals 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

SCHOOL COMMUNITY COUNCIL APPROVAL

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

Number who approved: **13**

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