



Burton Elementary

Composite School Plan
2019-2020

Principal Hilaree Lowry

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 Burton Elementary is to promote the mission of Learning First for all. To accomplish our purpose, we will focus on core content, learning skills, and instructional tools to promote high standards and ensure achievement for all learners. We encourage collaboration with students, parents, teachers, and community in the school to maximize student performance and educational goals. Our programs offer diverse learning opportunities to meet each student's individual needs. Many programs offer diverse learning opportunities to meet core requirements while providing personal enrichment, for all students. Our reading and math tutor programs provide small group and one-on-one instruction and interventions for students with reading and math challenges. Extracurricular activities such as the Math/Science Olympiad, Robotics Team, STEM Club encourage students to embrace new opportunities. These programs help support Learning First.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Burton Elementary is located on Green Road in Kaysville. Kaysville is a suburban neighborhood just north of Salt Lake City. Residential neighborhoods form the foundation of the Burton community. Burton Elementary also supports the neighboring city of Fruit Heights. While Burton Elementary is located within an established neighborhood, the Kaysville city center is close-by. The homes that surround Burton Elementary are single-family homes, apartments, and condominiums.

STUDENT BODY

Burton Elementary has approximately 750 students from Kindergarten through 6th grade. The student population is 8% Ethnic Minority. Roughly 10% of the student body is economically disadvantaged with 8% of total students requiring special education. Burton is also the home of the Davis School District's Spectrum Program (4th-6th grades). Students identified by the District as gifted and talented attend the program. The program comprises about 10% of the population.

STAFF

Burton Elementary has 70 employees with 35 being certified. Thirty-five of the Burton staff are classified, which includes lunchroom, custodians, front office, classroom aides etc.

SCHOOL CULTURE

Children are at the forefront of the Burton ideology. The core philosophy is that school should be a place where children are happy to come and where they can be encouraged to learn in a safe environment. Burton is comprised of middle-class, highly involved parents who encourage academic excellence and support enrichment activities. Teachers encourage high standards and personal responsibility. Burton teachers are personally committed to individualized learning styles, differentiation, and bring the best instructional strategies to teach DESK standards.

UNIQUE FEATURES & CHALLENGES

Burton Elementary houses the Davis School District Spectrum Program. The program is the 4-6 grade Gifted and Talented program. Extracurricular activities, for all students, include Chess Club, STEM Club, after school art classes (Meet the Masters), and civics education sponsored by Junior Achievement. Unique in-class opportunities include chimes, music programs, history fairs, science fairs, spelling bees, and keyboarding,

storytelling, some of which Burton has placed in the top of all Utah schools. This year, the addition of an InfiniD Lab offers opportunities for students to apply learning in a lab simulation setting. The Burton PTO sponsors many programs including Meet the Masters and an annual drama production. Burton also has a Robotics team that qualified for State and International Competition. Burton is a 57-year-old facility with aging infrastructure and the recent influx of students has taxed this facility beyond its capacity. Facilities have been expanded using portables; however, these too, are experiencing maintenance concerns.

ADDITIONAL INFORMATION

Burton's students, teachers, administrators, parents, and community all work together to make Burton the best elementary school in the district. Burton parents are very active in volunteering at the school, serving in PTO, and helping to meet the needs of our students. From the beginning of the 2018-2019 until March 29, 2019, we have 5,567 volunteer hours clocked in our computer.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

NOTABLE ACHIEVEMENTS

- Burton Elementary sent students to the District History Fair, District Spelling Bee, District and Weber State STEM Fair, and Geography Bee: Burton had one student that went to the state competition.
- Storytelling Winners: Two Burton students represented us at the Weber State Storytelling festival. One student at this competition received an award.
- Burton was named a top school through Imagine Learning Math. Students in 5th and 6th grade spectrum classes were instrumental in the distinction and were honored at school assembly.
- Our Robotics team had multiple groups qualify for state competition. One team received a championship finish and qualified for the world competition.
- We continued our highly successful Veteran’s Day Program.
- Our Meet the Master’s Art Program hosted an Art Gallery Night that showcased 2 works of art for each student. An auction of student art raised money for our PTO sponsored arts program.

AREAS OF RECENT IMPROVEMENT

- We maintained our “A” grade from 2013-2018.
- Our STS provides follow up training and coaching in area
- We are steadily moving in the direction of becoming one-to-one with technology.
- Our math, science and language scores are top in the State in our “bin (schools with common demographics and size in the state.)”

AREAS OF NEEDED IMPROVEMENT

- We need to improve student attendance.
- We need to support student with Social Emotional Learning and Needs
- We need to improve STEM education and Moby Max.

- We want to continue to increase awareness of security to ensure the safety of our students.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Improve K-3 DIBELS scores from 2017 BOY – 2018 EOY by 4%.

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

Comments:

Scores increased by 3%.

Prior Year Goal #2:

Increase the percentage of students scoring proficient on math SAGE by 2%.

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

Comments:

Math SAGE proficiency increased by 4% from 2017-2018.

Prior Year Goal #3:

Promote student accountability by increasing the percentage of students responsible for their homework and missing assignments by 25%.

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

Comments:

Data are not sufficient to determine success of this goal.

Prior Year Goal #4:

The number of students who participate in STEM activities will increase by 50%

- Met Goal *(comments optional)*

Did Not Meet Goal (*comments required*)

Comments:

Prior Year Goal #5:

Our teachers will be appropriately equipped with materials needed to adapt their classrooms for success in STEM instruction. Our teachers will increase their comfort level for incorporating STEM in their classrooms by 50%.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Increase the % of K-3 students at benchmark by 2% from 2018 BOY-2019 EOY.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

At the MOY benchmark assessment, grades K-3 had already made an average of 10% growth.

Current Year Goal #2:

K-6 students will have a 15% average improvement on GoMath Pre and Post Unit tests throughout the year.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Teachers are using GoMath Assessments to determine student learning.

Current Year Goal #3:

Decrease the number of discipline tickets given for classroom and playground behavior by 10% from previous year. With a consistent implementation, common language among all adults, and fun reminders these habits encourage leadership from all students. Becoming a leader and developing those skills improves behavior and academic learning is also enhanced with a positive environment.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

An amendment was submitted to remove this goal since discipline tickets are not being used for the schoolwide discipline plan under the direction of a new administration.

Current Year Goal #4:

Students will have STEM training as a prep class 30 weeks out of the year to foster STEM learning and thinking

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

This goal has been met.

Current Year Goal #5:

Teachers will have an increased knowledge for incorporating software tools and STEM to support the standards in all areas.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Teachers participated in professional development about Nearpod and other software tools available. Moby Max was used as a tool to differentiate student learning.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$6,709.00
B – Allocated new funds for 2018-2019	\$78,941.00
C – Total Budget for 2018-2019.....	\$85,650.00
D – Projected spending during 2018-2019.....	\$72000.00
E – Expected carryover from 2018-2019 to 2019-2020	\$13560.00
F – Projected new funding for 2019-2020	\$84,587.00
G – Total projected funding for 2019-2020	\$98147.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

75% of students in grades K-3 will show 'typical' or higher progress on the end of year Acadience (DIBELS) Pathways to Progress report. 85% of students in grades 4-6 students will score at or above benchmark on the end of year Acadience (DIBELS) proficiency report. Students in grades 3-6 will increase student proficiency on the ELA RISE Summative Assessment by an average of 2%.

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 Pathways to Progress Reports

Acadience Proficiency Reports

RISE ELA Summative

Action Plan:

- Deliver targeted interventions based on need as identified by DIBELS testing. Intervention will be provided by classroom teacher and by hired reading intervention tutors.
- Each tutor will engage in half a day of extended collaboration to create a lessons study, write common formative assessments, or develop curriculum in a language arts area. Subs will be provided.

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	\$	\$26000.00	Hire 7-11 Reading tutors; substitutes for tutor training/collaboration time with teachers
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$26000.00	

GOAL #2:

Students will develop mathematical habits of mind by engaging in problem solving activities and communicating about mathematics reasoning. Proficiency in mathematics will increase by 2%.

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 checked="" type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input checked="" 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

RISE Math Summative

Implementation of character education/conflict resolution curriculum.

Action Plan:

- Students will receive math instruction following the Utah Core Standards. Students will receive instruction in small groups to meet individual skills needs. Instructional interventionist will be hired to support students who are below benchmark.
- Students scoring below and well below benchmark will receive additional instruction from teachers and trained assistants in small groups. This instruction will focus on teaching the skills in which the students are deficient.
- Renewal purchase of Go Math to provide teachers and students with materials to supplement the Davis District Math program. This supplemental material will enhance instruction and learning.
- Employ a computer lab supervisor to assist teachers with implementation of STEM software.

- If funds are available, supplemental technology will be purchased to support students work in Go Math.

Provide a conflict resolution curriculum that supports and enhances the educational, social, and emotional growth of our students.

Hire and train an adult advisor to lead implementation of chosen curriculum.

Advisor will practice reflective assessment techniques to determine if students/faculty have acquired the knowledge necessary to use the curriculum effectively.

Train and include student leaders and Jr. Hope Squad members to be 'Super Users' to help with program implementation.

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 perform at a higher level when they are happy and comfortable in their environment. The conflict resolution program will engage students in developmentally appropriate ways to learn how to respond to interpersonal conflicts. The curriculum focuses on developing the essential social-emotional skill sets while emphasizing higher ordered social problem-solving competencies in order to boost academic achievement. School social culture is closely aligned with academic performance, and improvement in behavior supports is likely to lead to improved student academic performance.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$26,000.00	4-6 Math Tutors and 1 Computer Lab Supervisor 1 Character education advisor (5 hours/week)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Transportation/Travel	\$	\$	
General Supplies	\$	\$500.00	Curriculum and supplies to support chosen curriculum for Character education
Textbooks	\$	\$35,000.00	Purchase of 3-year renewal of GoMath curriculum
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$61,500.00	

GOAL #3:

Burton Elementary certified staff will refine their curriculum mapping and essential skills for daily instruction.

District Strategic Plan Area:

- | | |
|---|---|
| <input 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 checked="" 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

Teachers who attend the training will effectively implement LEAN principles as measured by completed curriculum maps and weekly team meeting minutes.

90% attendance at professional development by Burton teachers.

Student end-of-level test scores will be compared to see their improvement from teacher training and implementation.

Action Plan:

- Teachers will participate in a professional development training called LEAN (June 24-25, 2019). The training is intended to help clarify what has applicable educational and measurable value.
- Teachers will earn a \$200 stipend for full participation in the LEAN summer training.
- Half-day substitutes will be provided quarterly for teachers to meet in collaborative teams to reflect on goal progress and set action plans. Not funded by LAND Trust.

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	\$	\$6500.00	\$200 Stipend for LEAN training for each teacher
Prof. Services	\$	\$500.00	Payment for Instructor for LEAN
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$7000.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020	\$84,587.00
I – Total projected funding for 2019-2020	\$96,837.00
J – Total planned expenditures for 2019-2020	\$94,500.00
K – Planned carryover into 2020-2021	\$2,337.00
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

Larger than projected distribution will be used for more tutors/tutor hours to implement improvement goals one and two. Additional supplemental technology will be purchased for goal two.

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: **3/19/2019**

Number who approved: **9**

Number who did not approve: **0**

Number who were absent or abstained: **1**

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