



# Eagle Bay Elementary

Composite School Plan  
2019-2020

Principal Janael Magalei

## 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 Eagle Bay Elementary is to

- Inspire an environment of learning where teachers provide students with meaningful engagement opportunities and precise academic standards.
- Collaborate in weekly Davis Community Team (DCT) meetings where teachers analyze and use common, ongoing assessment data to inform planning and instruction.
- Articulate and consistently implement learning goals, content, instruction, and expectations clearly.
- Provide professional development that will result in effective educators and improve learning outcomes for students.

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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

#### COMMUNITY

Eagle Bay Elementary is located in Farmington, Utah. Our school is primarily comprised of middle to high socioeconomic residential families. With 23,140 people living within the city of Farmington Boundaries (2016 Data), Farmington is the 39th most populated city in the state of Utah out of 318 cities. The largest Farmington racial/ethnic groups are White (92.6%) followed by Hispanic (2.4%) and two or more (1.7%). As of 2015 the median household income of Farmington residents was \$92,363. However, 3.7% of Farmington residents live in poverty. The median age for Farmington residents is 28.9 years young.

### STUDENT BODY

Eagle Bay is home to 580 students P-6. We have an additional 61 students in 3 preschool sessions.

#### Projected 2018- 2019 Student Count

Pre School: 61

STRIDE: 6

Kinder 78

First: 67

Second 69

Third 69

Fourth 65

Fifth 81

Sixth 84

### STAFF

Eagle Bay has a total of 62 employees. Twenty-eight certified employees and 34 classified employees serve our students. Of our certified staff, 40% hold graduate degrees, and 73%

maintain special endorsements including ESL, STEM, reading, and math. Seven Spanish Immersion Teachers and three language interns serve our students. Of our interns one works with both Spanish and English language students.

## SCHOOL CULTURE

Our school culture is dedicated to student achievement and growth both academically and socially. Learning First in multiple areas defines our school environment with immersion and enrichment programs. We work with a growth mindset as we build our capacity for STEM, blended, and personalized learning opportunities for our students. Also, our highly involved community is at the heart of our school culture through an active PTA, Community Council, and volunteer STAR reading and tutoring program. Staff and students feel free to actively explore learning opportunities in a safe and supportive environment.

## UNIQUE FEATURES & CHALLENGES

Unique features of our school include our Spanish Immersion program in which 302 students in grades K-6 receive half of their daily instruction in Spanish. This accounts for over 51% of our student population. Eagle Bay was the first to establish a Language Immersion program beginning in 2005.

We are in our third year of Project Lead the Way, a project based STEM program offering learning experience in Computer Science, Engineering, and Biomedical Science. In order to provide students with the tools and environment necessary to be successful, we face the economic challenge of increasing our technology so that our entire student body has adequate access to those resources.

As our learners combine robust pedagogy with blended and personalized learning models, we face the particular challenge of satisfying the State regulations specific to dual language immersion while supporting the collaborative nature of blended learning for all of our students together.

We also face the challenge of reaching our goal of transforming the physical space from our 3 stationary technology labs to more collaborative and mobile spaces where students can develop problem solving strategies, critical thinking, communication, perseverance, and relevant in-demand knowledge,

We are starting our first of three years with CMI (Comprehensive Math Instruction).

## ADDITIONAL INFORMATION

We are home to 3 pre-school sessions.

We have a STRIDE unit that serves 6 students at a time.

We offer several after school enrichment activities that impact a large number of our students;

- Running Club
- STEM Club
- Drama Club
- Yoga
- VEX Robotics

SEM enrichment model offers extended rotational learning opportunities for students during the school day.

ELA, Math and STEM coaching supports teachers and students.

Over 60 Father figures participated in the Watch D.O.G.S. (Dads of Great Students) volunteer program offering extra classroom, social, and safety support accounting for over 350 volunteer hours.

We partner with local government and our Police Department in the D.A.R.E. and Lunch with the Mayor programs.

## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Eagle Bay consistently scores above District and State averages end of level testing

Our students have achieved award status in Science Fair, Spelling Bee, and Keyboarding challenges. This year, 5<sup>th</sup> grade students took 1<sup>st</sup> place in an engineering project at the University of Utah STEM week. Teachers have received several grants with Donors Choose and Cash for Classrooms to purchase materials and flexible seating that enhance pedagogy, technology, and classroom climate. Several of our teachers are working to mentor other teachers in the District. We are a Project Lead the Way school, and will add CMI math training in 2019-20.

### AREAS OF RECENT IMPROVEMENT

We have increased our student access to technology to one to one in 2019. We believe in great teachers and effective planning. We believe that student access to technology and elevate learning and engagement through providing a variety of resources that allow for blended and personalized learning methods.

### AREAS OF NEEDED IMPROVEMENT

We need to improve our proficiency and growth scores in LA, Math, and Science.

## PRIOR YEAR STATUS REPORT

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

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

Increase the percentage of K-3 students scoring at or above the DIBELS MOY (middle of year) composite score from 82% in 2017 to 85% in 2018 (Increase of approximately 6 students).

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

Comments:

Actual outcome was 82% - 81% ; -1%

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

Increase median school wide growth percentage (MGP) from 45% to 50% in SAGE science scores (Approximately 5 students per grade level – 5th and 6th SGP)

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

Comments:

MGP for 2017-18 was 64.5%

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

The percent of “evident” (or higher) ratings related to higher-level thinking in classroom instruction will increase to 60%.

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

Comments:

Did not meet goal as written

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## CURRENT YEAR PROGRESS REPORT

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

**Current Year Goal #1:**

Increase the percent of K-3 students scoring “at/above benchmark” on middle of year (MOY) DIBELS by 3% (from 80% - 83%)

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

**Current Year Goal #2:**

Increase the percent of students scoring “proficient” on English language Arts SAGE by 2% (from 69% to 71%).

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

Outcome for 2017-18 was 61%

**Current Year Goal #3:**

Increase the percent of students scoring “proficient” on Math SAGE by 3% (from 63% to 66%).

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

Outcome for 2017-18 was 68%

**Current Year Goal #4:**

Increase the percentage of students scoring “proficient” on Science SAGE by 2% (from 71% - 73%)

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Outcome for 2017-18 was 64%

**Current Year Goal #5:**

Students will increase positive perceptions of healthy school relationships by 15% from 32% of students reporting negative interaction to 17% based on 2016 -2017 Bullying and Climate (BMI report) survey data.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Based on Climate Survey (Power BI report), although we did not match exact projections listed in goal, we are progressing toward goal with a decrease in at least 5% of students who identify as experiencing bullying at school.<sup>56</sup>



## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$10,124.00
B – Allocated new funds for 2018-2019 .....	\$56,937.00
C – Total Budget for 2018-2019.....	\$67,061.00
D – Projected spending during 2018-2019 .....	\$61061.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$6000.00
F – Projected new funding for 2019-2020.....	\$62,461.00
<b>G – Total projected funding for 2019-2020.....</b>	<b>\$68461.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

In Kindergarten through third grade, Eagle Bay will increase the percent of students making typical or better progress on the DIBELS Assessment from 60% at Middle of Year 2019 to 63% of students making typical or better progress on the DIBELS Assessment at Middle of Year 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 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

Measures to determine progress/successful completion of the goal:

DIBELS pathways of progress MOY 2020

#### Action Plan:

Administration and ELA Coordinator and teachers meet together to discuss BOY, MOY, progress monitoring data and next steps.

ELA coordinator works with teachers on effective Tier 1 instruction.

Teachers and hired teacher assistants administer targeted interventions as needed.

Identify which grade level achieving below 60% typical or better progress and focus on that grade level

2nd grade begins fluency instruction and practice program (February 2019)

2nd grade teachers with support of ELA coordinator implement Blending Routine, sight word routine, and multi-syllabic blending routine with fidelity.

Non-immersion classes build re-tell with strategies for summarizing.

Immersion classes build accuracy with blending routine and sight words.

Evaluate progress at EOY 2019 and BOY 2019 - making sure routines are in place and stable.

**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.**

When instructional routines are taught with fidelity, students are building capacity for fluency in reading and comprehension. As teachers monitor the progress of students, they are directly connected to student achievement, intervention practices. Research shows that when teachers and student monitor progress, they are more likely to achieve goals.

**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	\$	\$8000.00	TA to help to support targeted instruction and help with progress monitoring. Substitutes for Staff Professional Development.
Prof. Services	\$	\$	

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$8000.00</b>	

**GOAL #2:**

Increase the number of students scoring proficient on English Language Arts assessment from 192 - 218 students. (Reflects 218 out of approximately 318 students or 2 students per class 3-6.)

**District Strategic Plan Area:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees   |
| <input type="checkbox"/> Safety & Security                       | <input checked="" 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 checked="" type="checkbox"/> World Languages |

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

As measured by end of year RISE proficiency scores.

**Action Plan:**

Students will engage in daily instructional routines. Students will have multiple opportunities for deep text learning and higher level questioning using Nearpod software. RISE benchmarks will be used to monitor formative progress and drive learning instruction for students below interim benchmarks. Teacher Assistant will be hired to support targeted interventions.

Teachers will participate in professional development related to ELA goals. Substitutes will be provided while teachers are at professional development.

**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.**

Instructional routines solidify process of reading and writing. Deeper interactions with text build capacity for students to learn at a higher interdisciplinary level with a variety of text, inquiry, and response. Interim benchmark assessment will drive meaningful planning for student learning. A variety of tools, such as NearPod, will be used to elevate learning and engagement.

## 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	\$	\$14000.00	TAs to support explicit and Tier 1 and 2 instruction and intervention. Funding for substitutes and Staff PD.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$3500.00	Nearpod Site License
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$17500.00</b>	

**GOAL #3:**

Increase number of students scoring proficient on Math Assessment from 212 to 238 students. (Reflects 238 out of approximately 318 students or 6.5 students per grade.)

**District Strategic Plan Area:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement   | <input checked="" type="checkbox"/> Empowered Employees   |
| <input type="checkbox"/> Safety & Security                         | <input checked="" type="checkbox"/> Fiscal Responsibility |
| <input checked="" 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 checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science    | <input type="checkbox"/> Health                     |
| <input checked="" type="checkbox"/> Writing     | <input type="checkbox"/> Fine Arts             | <input checked="" type="checkbox"/> World Languages |

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

As measured by RISE end of level proficiency scores.

**Action Plan:**

Teachers will use common assessments to determine formative proficiency. This will partner with blended and personalized learning, where students are able to progress at their own pace. Students will use ST Math, Nearpod, Canvas, and other technology tools to achieve standards and engage learners. Teachers will begin the first of a three year commitment to CMI math pedagogy. The school will fund CMI training, and licenses for ST Math.

**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.**

When students are aware of their own progress in relation to goals and achievement it clarifies and steepens their aim lines, and they do better.

Students who self assess regularly can progress at personalized pace which lends to accelerated and deeper learning.

CMI pedagogy will help students hone analytical and inquiry skills in recognizing key mathematical concepts and patterns and processes.

## Planned LAND Trust Expenses for Goal #3

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$7500.00	CMI Math Training - School portion of cost.
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$7380.00	Remainder of cost for ST Math license based on projection of 60% of licenses being covered by grant and other software targeted for personalized learning.
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$14880.00</b>	



**GOAL #4:**

Increase number of students scoring proficient on Science Assessment from 155 to 181 students. (Reflects 181 out of approximately 318 students or 2 students per class 3-6)

**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 checked="" 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 checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science    | <input type="checkbox"/> Health                     |
| <input checked="" type="checkbox"/> Writing     | <input type="checkbox"/> Fine Arts             | <input checked="" type="checkbox"/> World Languages |

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

As measured by RISE end of level proficiency scores.

**Action Plan:**

Teachers will use common assessments to determine formative proficiency. This will partner with blended and personalized learning, where students are able to progress at their own pace. Students will use Nearpod, Canvas, and other technology tools to achieve standards and engage learners. The school will provide technology such as student laptops or iPads, Smart Screens, and laptop carts. In addition to DESK standards, Project Lead the Way provides scheduled cross-curricular and project based approach STEM. The school will provide substitutes for professional development, the Project Lead the Way membership subscription.

**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.**

When students are aware of their own progress in relation to goals and achievement it clarifies and steepens their aim lines, and they do better.

Students who self assess regularly can progress at personalized pace which lends to accelorated and deeper learning.

PLT pedagogy will help students hone analytical and inquirey skills in recognizing key mathematical concepts and patterns and processes.

Planned LAND Trust Expenses for Goal #4

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$3000.00	Substitues for PD
Prof. Services	\$	\$750.00	Project Lead the Way fee
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$24,000.00	Technology and charging carts
<b>Total</b>	<b>\$</b>	<b>\$27750.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020..... \$62,461.00
- I – Total projected funding for 2019-2020..... \$68461.00
- J – Total planned expenditures for 2019-2020..... \$68130.00
- K – Planned carryover into 2020-2021.....\$331.00
- 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”)*

Funds exceeding distribution will be used for additional personnel and/or technology needs.

### PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Funds exceeding distribution will be used for additional personnel and/or technology needs.

### PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- |   |   |
|---|---|
| <input type="checkbox"/> Letters to policy makers                           | <input checked="" type="checkbox"/> School newsletter |
| <input checked="" type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website    |
| <input type="checkbox"/> School assembly                                    | <input checked="" type="checkbox"/> School marquee    |

## **SCHOOL COMMUNITY COUNCIL APPROVAL**

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

Number who approved: **10**

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