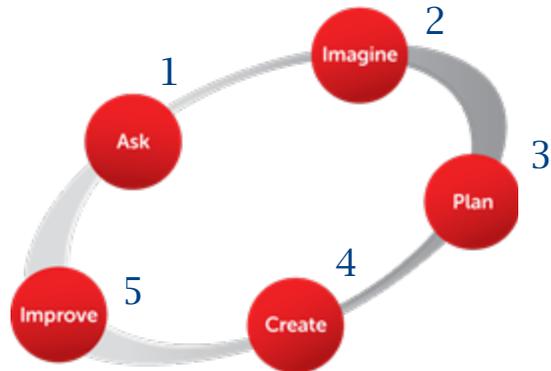


The “ENGINEERING PROCESS”



Students are excited to apply acquired knowledge, skills and dispositions to solve real world problems, using the engineering process.



“ Scribble Bots” - Miss Lind’s Class



“ Towers with Constraints” - Miss Street’s Class

Bonneville P.T.A. Board

Co-Presidents: April Wanlass & Christal Lunt
(801-224-5160, A.W.)

Secretary: Christina Hullinger

Treasurer: Laurel Keller

Public Relations: Christina Hullinger

Teacher Rep.: Kimberly Crowther

Principal: Shawn Brooks

*Please contact President April Wanlass or Christal Lunt to see how you can support the students at Bonneville, through the P.T.A.

Bonneville’s Website

< bonneville.alpineschools.org >

Whether you are wanting to contact your child’s teacher, check your student’s grades, or pay for your child’s lunch with the online MealPay, the school website is ready to assist you. Please visit Bonneville’s website often to see what is happening at school. The school website is updated regularly to give you the most up-to-date information about activities and events.

Bonneville also has a Facebook page that highlights the celebrations and victories of students and teachers. Get online and take a look at the great things happening at Bonneville Elementary today! (*A Facebook link can be found on the school website.)

BONNEVILLE ELEMENTARY

“HOME OF THE BRONCOS”

Alpine School District
Annual Stakeholder
Report
2017-2018



1245 N. 800 W.
Orem, Utah 84057
bonneville.alpineschools.org

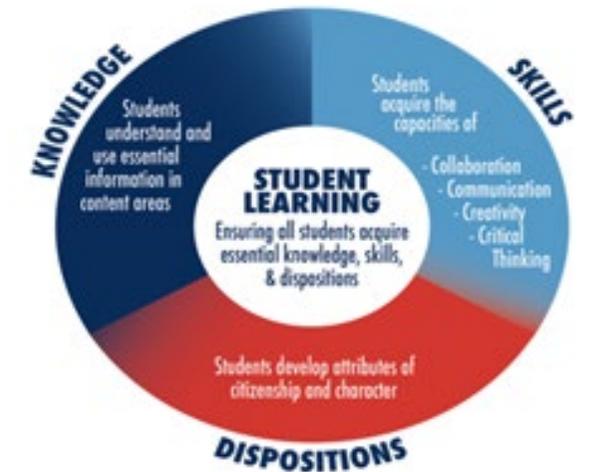


Congratulations to the great teachers and students at Bonneville Elementary for earning a letter “B” grade from the Utah Board of Education!

MISSION STATEMENT

OUR MISSION AT BONNEVILLE ELEMENTARY IS TO INSPIRE AND SUPPORT ALL STUDENTS TO ATTAIN HIGH LEVELS OF LEARNING AND CITIZENSHIP THROUGH A NURTURING AND COLLABORATIVE CULTURE

Bonneville’s Vision for Learning



Bonneville Elementary’s vision for learning is preparing all students to have the knowledge, skills and dispositions needed for success in 21st century life and beyond. What does this mean? Well, it means that teachers are specifically focusing on instructional strategies that help all students to acquire the “essential” knowledge from the Utah Core curriculum and then to develop the fundamental capacities of skills (i.e., collaboration, communication, creativity, & critical thinking) and dispositions (i.e., citizenship and character) that will allow them to apply the newly acquired knowledge to solving real-world problems in meaningful ways. It is this “application” of learning that today’s employers need from our graduates to provide a strong future for our community.

This year, our upper grade teachers have been trained to use instructional strategies that integrate Science, Technology, Engineering, Arts (graphic arts), and Mathematics (STEAM) to support student growth and learning. Teachers are reporting that they are excited to teach with the engineering process and that their students are highly engaged and more focused on applying their knowledge to challenging problems, rather than just using the core content in isolated ways. We encourage all parents to talk to their child’s teacher and to come and see this instruction in action. You will be impressed with how students and teachers are impacting Bonneville’s vision for learning and becoming prepared for their future.

Why Do Students Get Out Early On Mondays?

(Monday Teacher Collaboration)

Years ago, you would have found that the majority of teachers worked in isolation. Today, teams of teachers would tell you that it is just plain crazy to try and teach by yourself. Research shows that teacher teams have an increased capacity to improve student outcomes when they work together.

Every Monday, Bonneville has an “early out” day so that teachers can meet as grade-level teams, analyze student data from common assessments, plan Track 3 interventions, and collaborate to improve their personal classroom instruction.

Teachers are guided by four essential questions (see below) to target instruction in order to meet each student’s needs for the upcoming week. The invaluable work that teachers do together makes all the difference in student learning.

The 4 Essential Questions:

1. What do we expect students to learn?
2. How will we know what students have learned?
3. How will we respond to students who are not learning?
4. How will we respond when students already know it?

What Can Parents and Grandparents Do?

1. Check your child’s backpack everyday.
2. Set aside a specific time and place each afternoon for homework.
3. Read to and with your child daily.
4. Attend Parent Teacher Conferences and regularly communicate with your child’s teacher.
5. Ensure that your child attends school on time each day, especially during year-end testing (April/May)
6. Utilize the school’s online resources.
<bonneville.alpineschools.org>

Thank you for all you do to help us teach your children!

Student Academic Performance

STUDENT GROWTH PERCENTILE (SGP)

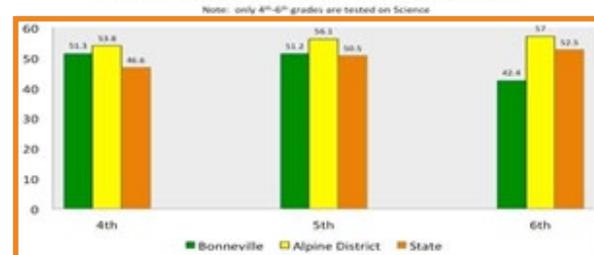
This year, Bonneville Elementary made really great progress with student growth! You may ask how that can be when the percent proficient charts below reflect Bonneville scores that are lower than the district and state’s? Well, that’s easy to explain when you look at our student’s growth percentile.

The student growth percentile or SGP is a reflection of a school’s effectiveness, specifically with individual student progress over an entire school year. Even when a student’s growth doesn’t reach the “proficient” level, students can make 1-2 years worth of growth from where they were the previous year. Bonneville’s S.G.P. increase comes from very effective teaching to help students who are behind make large growth. For a great video explaining how S.G.P. works, go to: <http://stream.schools.utah.gov/videoarchive/assessment/SGP3v2/index.html>

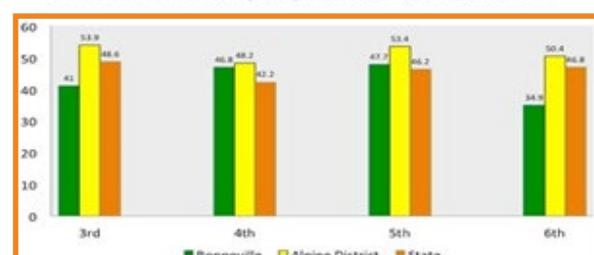
2017 SAGE Math - % Proficient



2017 SAGE Science - % Proficient



2017 SAGE Language Arts - % Proficient



Bonneville’s School Community Council

What is School Community Council?

The Utah State Legislature created the School Community Council to help bring local control to the school governance. The School Community Council consists of parents, faculty, and administrators who meet every other month. The council is charged with identifying the critical academic needs of the school and creating a School Improvement Plan. The council is also charged with being involved in the professional development of the faculty and with the expenditures of the allocated Trust Land monies provided by the state. Together, the council works for the success of every child at Bonneville Elementary.

We encourage parents to come and be a part of the school community council meetings. If you have any questions or concerns that you would like to share, please contact our current council chair (Sue Roy). We stand ready to build our school’s capacity for learning with all stakeholders.

*The 2017-2018 Trust Land Budget is \$58,834.00. After discussion, as a council, these funds have been designated to provide aide support, take-home books, I-pads and charging carts, professional development, educational apps, STEAM supplies and “Battle of the Books” books. We look forward to making this another terrific year for student learning!

School Community Council:

Chair: Mrs. Sue Roy (801-473-5630)

Vice Chair: Mrs. Kristen Robinson (801-815-0121)

Parent: Mrs. Christal Lunt

Parent: Mrs. April Wanlass

District Community Council Rep: Dr. S.K. Smith

School Employee: Cindy Golding

Principal: Shawn Brooks (801-610-8101)

What is “Track 3” time?

Targeted Teacher Instruction + Time = Student Learning

When there are gaps in a student’s understanding about a particular concept just taught in class, teacher teams proactively assess, pinpoint, and monitor individual students for missing knowledge. This data is then used to create a targeted (by the student, by the missing skill) lesson that will be taught during a period of instruction called “Track 3”.

Track 3 allows students to be re-taught immediately so they stay on track with learning at their grade level. Teachers also use Track 3 time to “front-load” knowledge for upcoming instruction so that it supports student engagement in the classroom. Track 3 boosts a student’s confidence in their learning and they participate at a higher level with current grade level curriculum. The underlying premise of Track 3 is to make sure struggling students don’t fall behind and that timely interventions help ALL students to succeed with learning.

How Do We Respond To Students Who Already Know?

When you read Bonneville’s mission statement, it states that we are committed, “to inspire and support all students to achieve high levels of learning...” Teachers and staff are working extra hard to make sure that “high ability” students are as targeted and stretched as those who require additional support. The proactive measures that have been made to extend high ability students are as follows: 1) Increasing student expectations and the level of rigor with assignments from the Utah Common Core, 2) Setting goals with parents and students to focus on student directed learning, and 3) Providing opportunities such as the S.T.E.A.M. Fair, Battle of the Books, Student Council, Story Telling Festival, PTA Reflections, School Drama Productions, and our Spelling Bee. If you have interest in helping with any of these opportunities, please contact the school.