



Crestview Elementary

Composite School Plan
2019-2020

Principal Michelle Fredericks

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 Crestview Elementary is to promote the mission of learning first for all. To accomplish our purpose, we strive to create a safe learning environment where the basic needs of students are met so they can be engaged in learning and have a strong desire to attend school. We work to provide learning and leadership opportunities for all staff as well.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Crestview Elementary is a Kindergarten through Sixth Grade elementary school located in a residential neighborhood in the heart of Layton, Utah. In addition to our regular education classrooms filled with students from our neighborhood, we have three Learning Centers serving special education students in grades one through six. We provide one classroom for the Family Enrichment Center to run Head Start and Title I Preschool.

STUDENT BODY

As of 26 March 2019, Crestview Elementary had 364 students enrolled in Kindergarten through Sixth Grade. The information below describes the demographic make-up of the school at that point in time:

Ethnicity

Caucasian 61.2%

Hispanic/Latino 32.1%

Native Hawaiian or Other Pacific Islander less than 1%

Black or African American less than 1%

Asian less than 1%

American Indian or Alaskan Native less than 1%

As of 26 March 2019, Crestview Elementary has 54.9% of the student body that qualify for free and reduced lunch.

As of 26 March 2019 18.6% of students at Crestview Elementary are English Language Learners.

STAFF

For the 2018-2019 school year, we predict Crestview Elementary will have three sessions of Kindergarten, and two classes in each grade level, First through Sixth. All but three of our certified regular education professional educators are ESL endorsed.

Those teachers will have or be working on their endorsement in the next two years. We have a few teachers that are working on or have received their STEM endorsement. We have one mild/moderate Special Education teacher and three Learning Center teachers, all of whom are properly endorsed.

Crestview Elementary will have a full-time school counselor, and a full-time administrative intern for the 2019-2020 school year. We also have part time employees in the following professional support positions: School Psychologist, School Technology Specialist, English Language Arts Coordinator, Mathematics Instructional Coach, and Speech/Language Pathologist.

Crestview Elementary employs highly qualified paraprofessionals, as defined by the Utah State Board of Education, in the following areas: Special Education Teacher Assistants, Title I Tutors, Before School Program Staff, After School Program Staff, a Family Service Worker, and ESL Teacher Assistants.

SCHOOL CULTURE

We strive to create a safe learning environment where the basic needs of students are met so they can be engaged in learning and have a strong desire to attend school. We have high social and academic expectations of our students, and we provide students with direct instruction and scaffolding to meet those expectations.

UNIQUE FEATURES & CHALLENGES

We work hard to meet the basic needs of our students. We have a supplemental pantry for students who need to eat during the school day and a clothing closet to make sure that students have clean clothing and shoes to wear. We also utilize our family service worker to help families with basic needs and utilize the Layton High and Northridge pantries. We send home approximately 100 weekend pantry packs with students and have added to that number as needed throughout the year. In addition to meeting basic needs, our school works to identify and instruct students in social skills as necessary. We find that by addressing basic problem solving, being a good friend, and making good choices, students spend more time in the instructional setting and less time in discipline scenarios.

ADDITIONAL INFORMATION

Crestview Elementary partners with the Central Davis Junior High chapter of Latinos in Action (LIA). LIA provide positive role models through reading practice, under the direction of a certified teacher, with students in first through third grade. The LIA students also volunteer to help at community events such as our fall carnival and field day.

Crestview Elementary also combines funds from the Department of Workforce Services, Weber State Work Study, and Title I to pay staff salaries and fund activities for our Before and After School Programs.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

We have several teachers receiving their STEM endorsement and are working to fully implement Project Lead the Way. We are going to be participating in a Comcast Cares Day this school year to enhance the landscaping of our school and our school garden. In the 2017-18 school year, our school was in the top three for Median Growth Percentile when compared to like schools in the state for English Language Arts, Math, and Science.

AREAS OF RECENT IMPROVEMENT

Our Pathways to Progress shows that the percentage of kindergarten students making typical, above, or well above progress is 90%. This percentage is typically around 40%.

AREAS OF NEEDED IMPROVEMENT

Our students are improving their writing skills, but we feel the need to continue focusing on writing this year. We also see a downward trend in our math proficiency and would like to increase that as well as maintain and improve our math growth. We also struggle with structural elements of our building. The oldest part of our building was constructed in 1955. We have received swamp coolers and new windows, but still struggle with the issues that come with radiant heat and a structure that is so old.

PRIOR YEAR STATUS REPORT

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

Prior Year Goal #1:

Increase the percentage of K-6 students scoring at or above DIBELS middle-of-year composite score benchmark from 63% in 2017 to 65% in 2017-2018.

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

Comments:

According to mCLASS data, 56.8% of K-6 students at Crestview Elementary scored at or above DIBELS middle-of-year composite score benchmark in 2017-2018. Our 2018-2019 school improvement plan focused more closely on student growth in the beginning of the school year to positively impact benchmark achievement.

Prior Year Goal #2:

During the 2017-2018 school year, Crestview Elementary will maintain an Average Daily Attendance of 95% of our K-6 students as measured by the State Board of Education Accounting Rules.

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

Comments:

We were very close to our goal of 95%. In the 2017-2018 school year we maintained Average Daily Attendance of 94.34%. We will continue to focus on the importance of attending school daily and arriving on time. We will continue to work with those students, and their parents, that are chronically absent.

Prior Year Goal #3:

During the 2017-2018 school year, Crestview Elementary will provide quarterly opportunities at each grade level, K-6, for participation in projects, programs, or presentations that foster STEM learning and thinking as measured by a record of formal activities provided.

- Met Goal *(comments optional)*

Did Not Meet Goal (*comments required*)

Comments:

Prior Year Goal #4:

Students will earn a school wide median growth percentile of 50 in Mathematics, as measured by the 2017-2018 SAGE median growth percentile scores,

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

We reached a median growth percentile of 54 in mathematics.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

During the 2018-2019 school year, 15% of the students who are below benchmark on beginning of the year DIBELS in the school will increase one level in DIBLES from beginning of the year to middle of the year benchmark.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #2:

During the 2018-2019 school year, Crestview Elementary students will engage in quarterly writing prompts as designed by the ELA coordinator and measured by SAGE writing rubrics and evidenced through a portfolio of five student samples from each class tracked throughout the school year.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #3:

During the 2018-2019 school year, each grade (K-6) will fully complete one unit of project based learning utilizing Project Lead the Way as measured by a school calendar of completion.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Current Year Goal #4:

As measured by the 2018-2019 SAGE median growth percentile scores, students will earn a school-wide MGP of 65 in mathematics.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$438.00
B – Allocated new funds for 2018-2019	\$38,271.00
C – Total Budget for 2018-2019.....	\$38,709.00
D – Projected spending during 2018-2019.....	\$35,000.00
E – Expected carryover from 2018-2019 to 2019-2020	\$3,709.00
F – Projected new funding for 2019-2020	\$41,372.00
G – Total projected funding for 2019-2020	\$45,081.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Seventy percent of K-6 students will show one proficiency band of growth from beginning of year formative writing benchmark to end of year benchmark. To further promote a positive school climate, we will increase Evaluate Davis Indicator E.3 from 3.0 to 3.09.

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 writing rubrics

DSD genre-specific K-2 writing rubrics

Student portfolios

- Office behavior referrals for positive and negative behavior.
- School climate survey.
- Staff and parent Evaluate Davis school surveys

Action Plan:

--Each class will track the writing samples of five students of various abilities using portfolios that will contain baseline and quarterly on-demand writing samples.

--Training and resources for teachers on writing rubrics, portfolios, and writing instruction.

- Each class will track and report baseline and quarterly assessment results for all students using the corresponding RISE or genre-specific K-2 rubrics. Throughout the year teachers will assess and report on narrative, informational, and opinion writing.
- Develop and implement a positive behavior intervention support system with multi-tiered system of supports.
- Develop and implement a school wide positive reward system.
- Continue to utilize proactive social and emotional learning strategies across all grade levels.
- Develop and implement a school wide behavior rubric/flow chart.
- Provide training on and utilize the district intervention tracking reports.
- Utilize various resources to support struggling students.

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.

Student behavior directly impacts learning and instruction in the classroom. By providing a more structured framework for behavioral expectations, students will have less conflict, anxiety, and stress that cause disruptive behaviors. Students will also be rewarded for positive, pro-social behaviors they exhibit.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
General Supplies	\$720.00	\$	Students behavior incentives
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$720.00	\$	

GOAL #2:

Seventy percent of K-6 students will show typical or above growth in DIBELS Pathways to Progress from beginning of year measure to end of year measure.

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 Pathways to Progress

Action Plan:

- Training for teachers in using mClass tools.
- Purchasing mClass for grades 4-6.
- Identify, plan targeted interventions for, and progress monitor students performing below benchmark at beginning of year measure.
- Utilize tutors to help students in the classroom.
- Provide training for teacher and tutors on targeted interventions.
- Students will have access to new books in the library.

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	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$2000.00	mClass licenses for grades 4-6
Equipment	\$	\$	
Total	\$	\$2,000.00	

GOAL #3:

Students in grades 4-6 will earn a school-wide median growth percentile (MGP) of 65 in mathematics.

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

2019-2020 RISE MGP

Action Plan:

--All teachers will attend and participate in CMI (Comprehensive Math Instruction) trainings throughout the year.

--All grade levels will continue to participate in PLTW (Project Lead the Way) modules throughout the school year.

--Utilize math support software for instruction, monitoring, and extensions.

--Utilize tutors during math instruction and enrichment.

--Classes will participate in STEM field trips, such as aquarium, planetarium, Hill Air Force Base, etc.

--Students will have access to computers to continue school's one to one status so students can utilize software throughout their learning day.

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	Substitutes for 17 teachers to attend 16 CMI trainings
Prof. Services	\$	\$7500.00	CMI trainers
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$2861.00	Buses for STEM field trips
General Supplies	\$	\$20000.00	\$2000 paper and manipulatives for CMI trainings, \$18000 computers
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$2000.00	\$2000 math support software
Equipment	\$	\$	
Total	\$	\$42,361.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$41,372.00
- I – Total projected funding for 2019-2020\$46,113.00
- J – Total planned expenditures for 2019-2020\$45081.00
- K – Planned carryover into 2020-2021 \$1,032.00
- 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

Any overage of funds will be used on books for our library (electronic and physical) - Goal 2.

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 type="checkbox"/> School marquee |

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: **3/28/2019**

Number who approved: **5**

Number who did not approve: **0**

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

ADDITIONAL ITEMS REQUIRED FOR TITLE I SCHOOLS

1. COMPREHENSIVE NEEDS ASSESSMENT

See “Needs Analysis” section above.

2. SCHOOLWIDE REFORM STRATEGIES

Which of the following schoolwide reform strategies are in use at the school?

- Professional Learning Communities/Davis Collaborative Teams
- Mastery Connect
- University of Utah Reading Clinic
- Collaborative Coaching
- Other (please explain)

Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

We are continuing to implement Project Lead the Way modules in grades K-6. We will do this throughout the year.

We are participating in Comprehensive Mathematics Instruction (CMI) training beginning this spring. All our teaching staff will participate in 16 trainings per year for the next two years. CMI provides teachers with evidence based instructional strategies that increase the effectiveness of math instruction. It also provides sound pedagogy that will effect other core areas of instrucion.

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school will provide this information to Federal Programs by October 1st.

4. PROFESSIONAL DEVELOPMENT PLAN

See professional development activities from goal sections above.

5. RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED TEACHERS

Districtwide practices for recruiting and retaining highly qualified teachers include the following:

- Hire early in the year when more candidates are available.
- Offer high quality professional development opportunities.
- Provide for smaller classes in title I schools.
- Offer additional technology in title I schools.

Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:

Providing times for teachers to collaborate not only in their grade level, but cross grade level as well as with other support professionals in our building.

6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.
- Meetings are held at different times during the day to enable all parents to be involved.
- Programs and activities are scheduled throughout the year to involve parents and guardians.

Additional schoolwide practices for parental involvement include the following:

7. TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL AND FROM ELEMENTARY SCHOOL TO JR. HIGH SCHOOL

Districtwide practices for transition include the following:

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.
- Letters are sent to the homes of preschool children.

- Elementary schools communicate annually with junior high schools to facilitate 6th-7th grade transitions.
- School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.
- Principal visits Head Start and Title I Preschools during the year to meet the students.
- Parents and preschoolers are invited to a kindergarten round-up.
- Parents and preschoolers are provided materials to prepare for kindergarten.
- Junior high school counselors meet with students to plan schedules and facilitate 6th-7th grade transitions.

Additional schoolwide practices for transition include the following:

8. DECISIONS REGARDING THE USE OF ASSESSMENTS

Districtwide assessment practices include the following:

- DIBELS
- McGraw-Hill assessments
- Grade level assessments
- State assessments
 - RISE
 - DLM
 - WIDA
- District assessments
 - KEEP entry and exit profile
 - 1st and 2nd Grade Language Arts CRTs
 - 1st and 2nd Grade Math CRTs
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.

Additional schoolwide practices for assessment include the following:

9. STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING ACHIEVEMENT STANDARDS

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.
- During collaborative team meetings, teachers review data to identify how students are performing.
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.
- Low performing students receive additional instruction from their teacher.
- Low performing students work with tutors in addition to the instruction they receive from their teacher.
- Low performing students receive additional time and instruction through technology and instructional aides.
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.
- Teachers discuss progress of their students and make adjustments to the interventions students receive.
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.

Additional schoolwide practices for helping struggling students include the following:

10. COORDINATION OF BUDGETS

The school will provide this information to Federal Programs by October 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