



# Meadowbrook Elementary

Composite School Plan  
2019-2020

Principal James Campbell

## 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 Meadowbrook Elementary is to

- Share a vision of learning where teachers provide students with meaningful engagement opportunities and precise academic standards.
- Conduct weekly Davis Collaborative Teams (DCT) meetings where teachers analyze and use common, ongoing assessment data to inform planning and instruction.
- Articulate and consistently implement learning goals, content, instructions, and expectations clearly.
- Engage in job-embedded professional development such as, training in new District adoptions, Davis DESK, Evaluate Davis, CMI (Comprehensive Mathematical Instruction) – SIOP model, peer observation and reflection, and collaborative coaching.
- Create an inviting and safe learning environment through effective classroom organization, procedures, and behavior management.
- Ensure that our purpose and norms are monitored and protected by all.
- Depend on strong and effective Educational Leadership

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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Meadowbrook is located at 700 North 325 West in Bountiful, Utah. Our school boundary is comprised of homes and apartments. It is a suburban setting with easy commutes to neighboring cities. We are proximal to the Davis Recreation Center as well as small businesses to the South. All students are within walking distance, except our Functional Skills students who are transported by bus.

### STUDENT BODY

Meadowbrook serves approximately 435 students from pre-school to grade six. Enrollment in grades K-6 is 386 with a class average of 28 students.

Meadowbrook's student population consists of approximately:

- 68% Caucasian
- 32% Race/Ethnic Minority
- 9% English Language Learners
- 23% Students with Disabilities
- 44% Low Socio-Economic status.

### STAFF

- Meadowbrook has 63 staff members:
- 27 certified employees
- 36 classified employees
- 48% of our certified staff are ESL endorsed
- 33% have a Master's Degree-or higher.
- Our Meadowbrook classified staff who work with students are all highly qualified, having either Associate Degrees, Bachelor's Degree, or have successfully earned proficiency in Math, and Language Arts through rigorous assessments given through the Title I/Federal Programs Department.
- We have used Title I funding to lower class size again this year. Our teachers all have help from highly qualified tutors who work under their direction to support targeted Tier II instruction.
- Teachers observe in their colleagues' classrooms quarterly as part of Innovations Ed. Professional Development. This has been an essential part of our professional growth.

### SCHOOL CULTURE

We promote Learning First through collaboration and staff development in student engagement, Davis Collaborative Teams (DCT), focus on precise academic standards and data

based instructional decisions. Through these means, we engage in a variety of ways to reach our diverse academic student population. STEM (Science, Technology, Engineering, Math), Choir, SEM (Student Enrichment Model), Math Enrichment Lab, and Student Council serve students who need extended opportunities in addition to their regular curriculum.

Our Before and After-School Programs offer an alternative for students who need extra support, as well as peace-of mind for our working parents who need safe and healthy child-care options for their students.

Our teachers are focused on the school as a connected community. Teachers review not only their own classroom data, but, as a collaborative team, review all student data K-6 in order to disaggregate academic information, trends, and target groups. Our community is an integral part of our school culture.

We enjoy an active PTA that bridges the school and community. Our Community Council has taken on the challenge of getting our parents more involved in our school. We are currently having multiple dads from our community to run our archery program after school.

#### UNIQUE FEATURES & CHALLENGES

Meadowbrook is a Title I School. As part of the Title I program, we serve Head-Start and pre-school age students as a means of getting them Kindergarten-ready. We currently partner with The Treehouse Museum and the Get Ready for Kindergarten with the Miss Bindergarten program. As we consider the fast-changing demographic of our community, we provide Before-School and After –School services for students who need additional academic support, enrichment opportunities, and physical supervision.

We will offer summer school this year. While we offer much in the way of intervention and extra support, we also understand the importance of enrichment opportunities. Some of the programs our students enjoy are the National Archery in Schools program, STEM, and Choir. Meadowbrook faces a fast-changing community demographic. Our economically disadvantaged population has continued to increase over the last several years. Due to the economic climate, we are beginning to see decline in parental involvement. Our PTA and Community Council have mobilized to help us address this concern. Our families are an integral part of our school's success

#### ADDITIONAL INFORMATION

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

- All teachers and para-professionals are highly qualified.
- 1<sup>st</sup> and 2<sup>nd</sup> grades scored above district average on the CRTs.
- 3<sup>rd</sup> grade scored above district and state average on language arts and math on the SAGE.
- 6<sup>th</sup> grade scores above district, and state average on language arts, and science on the SAGE.
- Before and After-School programs offered.
- Tutors, under the direction of the classroom teacher, support crucial Tier I and II instruction in each classroom in Reading/Language and Math.
- MESA (Mathematics, Engineering, Science, Art)
- Robotics and coding program
- Science Club for younger grades
- 1:1 technology grades K-6
- Archery Club

### AREAS OF RECENT IMPROVEMENT

- Meadowbrook scored above District and State percent proficient in language arts, mathematics, in 3<sup>rd</sup> grade, and language arts and science for 6<sup>th</sup> grade.
- 74% of our students are on track for reading on grade level by end of year.

### AREAS OF NEEDED IMPROVEMENT

As we examine Student Assessment of Growth and Excellence (SAGE), we will continue to focus on achievement and growth in Language Arts, Mathematics, and Science. In order to lead student learning and growth in all areas, our teachers will continue to improve the quality and purpose of DCTs: mastering effective examination and use of data to inform instruction. We believe as we continue to improve our craft with fidelity, our student engagement and achievement will grow.

Based on Evaluate Davis personal assessments, observation data, and teacher goals, we will work to improve higher-level thinking and critical analysis in the classroom, while increasing math scores, and improve planning for differentiation in order to address individual needs of learners. We will improve in these areas by participating in professional development specific to DCT function, rigor, and lesson planning and development. Administration and academic coaches will play a consistent and active role in attending to DCTs and classroom operation. **PRIOR YEAR STATUS REPORT**



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**REPORT PROGRESS ON PRIOR YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN****Prior Year Goal #1:**

Seventy percent of students in K-3 will show “typical” growth or higher progress on DIBELS Pathways to Progress on end of DIBELS. Students 4-6 will use the mCLASS program in the year 2017-18 and create a baseline of data for creating future goals.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

K-3 students made goal, and we used mCLASS for grades 4-6, and now have a baseline of data for these students.

**Prior Year Goal #2:**

Reduce the percentage of students who are chronically absent (ten percent or more days with unexcused absences) from ten percent to nine percent.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

We maintained our absentee percentage.

**Prior Year Goal #3:**

Increase teacher capacity for differentiating student instruction, specifically in the area of enrichment during Tier 1 instruction. C1: When checks reveal students are already proficient, the occurrence of non-enrichment activity will decrease from 61% to 45%. P3: The absence of differentiated learning to meet individual needs will decrease from 42% to 20%.

Met Goal (*comments optional*)

Did Not Meet Goal (*comments required*)

Comments:

**Prior Year Goal #4:**

Update the one-to-one devices for students in grades K-2 to increase differentiation and enrichment in the classroom.

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:

We will increase from 70% to 72% of students in grades K-6 will show “typical” (or higher) progress on DIBELS pathways of progress on end of year DIBELS.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

#### Current Year Goal #2:

Reduce the percentage of students who are chronically absent (ten percent or more days with unexcused absences) from 14 percent to 12 percent. Students who attend regularly are more inclined to learn and excel academically.

- Progressing according to plan  
 Not progressing according to plan

Comments (optional):

#### Current Year Goal #3:

To increase the Evaluate Davis Indicator T2(technology supports the learners’ ability to acquire content skills and knowledge) from 2.4 to 3.0, by implementing the Blended Learning model.

- 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.....                  | \$- 0              |
| B – Allocated new funds for 2018-2019 .....              | \$39,940.00        |
| C – Total Budget for 2018-2019.....                      | \$39,940.00        |
| D – Projected spending during 2018-2019.....             | \$39,940.00        |
| E – Expected carryover from 2018-2019 to 2019-2020 ..... | \$0                |
| F – Projected new funding for 2019-2020 .....            | \$48,892.00        |
| <b>G – Total projected funding for 2019-2020 .....</b>   | <b>\$48,892.00</b> |

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

We will increase from 71% to 73% of students in grades K-6 who will show “typical” (or higher) progress on DIBELS pathways of progress on end of year DIBELS

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

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

DIBELS Pathways to Progress scores for students K-6.

Report on number of SWIS referrals entered by faculty during the school year 2019-2020.

#### Action Plan:

- Teachers will use the mClass data tool to identify which students met benchmark, which students showed growth, and which, if any, students decreased in proficiency.
- Teachers will use District Reading Diagnostic Drill Down to determine specific intervention needs for identified students. Students below benchmark will receive interventions and be progress monitored (PM) weekly. Students at benchmark and above will be progress monitored once every six weeks, except for Maze.
- Teachers and administration will meet regularly in DCTs to: review PM data of students identified as below benchmark, review maintenance of students at benchmark, and plan next steps.
- Reading Tutors, under the direction of the classroom teacher, will work with small groups in targeted Tier II instruction.

- ELA Coordinator will support teachers with professional development during faculty meetings, DCTs, and one-on-one.
- All students will receive Safe Schools Training
- School wide rules will be implemented for all grades/preps
- School wide good behavior system will be used-Mustang Bucks will be handed out with student incentives
- Staff will receive professional development on behavior strategies and interventions. Subs will be provided.
- Faculty will enter behavior referrals in the SWIS system
- SWIS team will meet monthly and run reports from SWIS and discuss spikes in behaviors.

**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.**

We will have a decrease in the number of student referrals in the SWIS (School-Wide Information System) System from 450 to 400 for the school year. Behavior program (MTSS) incentives and program purchasing.

**Planned LAND Trust Expenses for Goal #1**

| Budget Category     | Expenditures<br><i>Behavior, Character Education, Leadership</i> | Expenditures<br><i>Academic</i> | Description  |
|---------------------|--|---------------------------------|--|
| Salaries & Benefits | \$   | \$33,000.00                     | Staffing (tutors) \$29,000<br>Substitute Pay \$4,000 |
| Prof. Services      | \$   | \$                              |  |

| <b>Budget Category</b> | <b>Expenditures</b><br><i>Behavior, Character<br/>Education, Leadership</i> | <b>Expenditures</b><br><i>Academic</i> | <b>Description</b>   |
|------------------------|---|--|--|
| Repairs & Maint.       | \$  | \$                                     |  |
| Printing               | \$  | \$                                     |  |
| Transportation/Travel  | \$  | \$                                     |  |
| General Supplies       | \$  | \$6,000.00                             | Technology devices to support enhanced instruction \$5,000<br>Incentives (\$2 per student) \$1,000 |
| Textbooks              | \$  | \$                                     |  |
| Library Books          | \$  | \$                                     |  |
| Software               | \$  | \$2,300.00                             | mCLASS grades 4-6 \$2,000<br>SWIS behavior software \$300  |
| Equipment              | \$  | \$0                                    |  |
| <b>Total</b>           | <b>\$</b>   | <b>\$41,300.00</b>                     |  |

**GOAL #2:**

Meadowbrook will implement Comprehensive Mathematics Instruction (CMI) to increase math end of level scores by two percent in grades K-6.

**District Strategic Plan Area:**

- Student Growth & Achievement
- Safety & Security
- Parent & Community Connections
- Empowered Employees
- Fiscal Responsibility
- Culture

**Academic area(s) addressed by the goal:**

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- World Languages

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

Compare end of level math scores from 2018-2019 to 2019-2020

**Action Plan:**

Teachers and staff will:

- Focus on strong Tier 1 instruction and recommended instructional minutes
- Continue to utilize Davis Collaborative Team model to strengthen instructional practices through use of data
- Utilize tutors to support teachers with targeted small group differentiated instruction and re-teaching and available computer resources.
- Utilize technology as a tool to support learning outcomes.
- Update 1:1 Technology
- Teachers will provide specific tutor training and instruction throughout the school year.
- Provide identification and targeted interventions for struggling learners
- Provide enrichment opportunities for advanced learners during tier I and tier II instruction.
- Participate in site based CMI (Comprehensive Mathematical Instruction) professional development to strengthen instructional practices

**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<br><i>Behavior, Character<br/>Education, Leadership</i> | Expenditures<br><i>Academic</i> | Description   |
|---------------------|--|---------------------------------|---|
| Salaries & Benefits | \$   | \$7,500.00                      | Salaries -- substitutes for CMI professional learning |

| <b>Budget Category</b> | <b>Expenditures</b><br><i>Behavior, Character<br/>Education, Leadership</i> | <b>Expenditures</b><br><i>Academic</i> | <b>Description</b> |
|------------------------|---|--|--------------------|
| Prof. Services         | \$  | \$                                     |                    |
| Repairs & Maint.       | \$  | \$                                     |                    |
| Printing               | \$  | \$                                     |                    |
| Transportation/Travel  | \$  | \$                                     |                    |
| General Supplies       | \$  | \$                                     |                    |
| Textbooks              | \$  | \$                                     |                    |
| Library Books          | \$  | \$                                     |                    |
| Software               | \$  | \$                                     |                    |
| Equipment              | \$  | \$                                     |                    |
| <b>Total</b>           | <b>\$</b>   | <b>\$7,500.00</b>                      |                    |

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 ..... \$48892.00

I – Total projected funding for 2019-2020 .....\$48892.00

J – Total planned expenditures for 2019-2020 .....\$48,800.00

K – Planned carryover into 2020-2021 .....\$92.00

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”*)

N/A

### PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

If the situation arises where more funding becomes available we would like to spend the additional funding on substitute pay for professional learning.

### 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: **8**

Number who did not approve: **0**

Number who were absent or abstained: **0**



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## 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.)

CMI (Comprehensive Mathematical Instruction)

### 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:

## 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 6<sup>th</sup>-7<sup>th</sup> 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 6<sup>th</sup>-7<sup>th</sup> 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
  - 1<sup>st</sup> and 2<sup>nd</sup> Grade Language Arts CRTs
  - 1<sup>st</sup> and 2<sup>nd</sup> 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

#### 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