



Mountain View Elementary

Composite School Plan
2019-2020

Principal Chris Mudrow

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 Mountain View Elementary is to promote the mission of learning first for all. To accomplish our purpose, we strive to implement personalized learning through appropriate educational strategies to ensure the development of academic, social, and personal abilities and responsibilities in students as they prepare for a productive life in a changing global community.

DESCRIPTION OF THE SCHOOL

COMMUNITY

Mountain View resides in the northeast bench of Layton, Utah. www.laytoncity.org It has a diverse community that consists of suburban residents with a healthy representation of military families from Hill Air Force Base. Several businesses reside within our community that help support our school. We have strong supportive parents, highly involved community volunteers, and even highly qualified teachers from the community who play an important role in our students' success. Our PTA actively supports the school by providing volunteers and fundraising efforts. The Mountain View Community Council also plays a vital role by acting as an advisory board and helping to determine the needs of the school and properly distribute the School Land Trust funds.

STUDENT BODY

Our school has approximately 840 students in grades K-6. Their families self-identify race/ethnicity as a combination of 79% White, 13% Hispanic/Latino, 5% Asian, and 4% other. Other student body demographics include 20% Economically Disadvantaged when including those who qualify for free or reduced cost school lunch. Additionally, our school houses a PRE-K program with approximately 40 students.

STAFF

Mountain View staff consists of approximately 78 employees, both classified and certified. A number of our teaching staff has advanced degrees, ESL, and gifted endorsements in conjunction with their teaching licenses. At least two members of our staff are bilingual (Spanish, Thai, and English). Our school also has two part time speech pathologists, two resource teachers, a part time school psychologist, a part time counselor, a part time ESL tutor, part SEM teacher, part time ELA coordinator, and a full-time administrative intern. Our school also has PE instructors, a music instructor, and a computer technology instructor. We benefit from three instructional aides. We also have a shared school technology specialist to keep our technology operating at peak proficiency and our teachers up-to-date with the latest technology applications.

SCHOOL CULTURE

Mountain View has a shared culture of continually striving for excellence. It has high expectations for teachers, staff, and students. Our teachers strive to provide small group intervention to help increase student proficiency. Our culture espouses the belief that each child has unique gifts that no other child has. Our school strives to assist parents and families in helping each child discover his/her unique gifts and to affirm the potential that exists in each student. Our school belongs to its community and should be

operated with transparency and collaboration. Our priority is to create a school climate and culture that is positive, safe, and conducive to learning.

UNIQUE FEATURES & CHALLENGES

Mountain View has an advanced learning program in grades 1-6. Situated near Hill AFB, many of our students come from diverse backgrounds. We believe that this strengthens our school through the diversity we enjoy. Our PTA and Community Council are very active and we enjoy an extremely high rate of parent volunteers at our school. The PTA sponsors Lunch with Someone Grand for Grandparents Day, Teacher Appreciation Week, DARE program, Red Ribbon Week, mother and son game night, Parents, Pastries, and Pages, Valentine's Daddy-Daughter Dance, and Walk-to-School Day.

Our school goes to great lengths to address students' safety and their emotional and social well-being. We have implemented a school wide positive (PAWSitive) reward system where students earn tickets when they are demonstrating positive behavior they redeem for reward opportunities.

We promote student leadership and have an active sixth grade student council. This includes a mascot that greets parents and students at a variety of school activities. The student council delivers Monday morning announcements. They are involved in sponsoring school spirit days, fund raisers, and the recycling program.

ADDITIONAL INFORMATION

Mountain View has focused on personalized learning and student access to technology. We are striving to become a 1:1 student to device ratio. We are currently greater than 2:1.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Students regularly score in the top percentages in district competitions in the spelling bee, history and science fairs, academic decathlons, and keyboarding meets.

Students from our school have placed in the top levels of Martin Luther King Jr. speech and district keyboarding competitions. In this year's annual Dr. Martin Luther King, Jr. Speech Contest, Mountain View students placed 1st in the district in the K-2nd category and 2nd in the 3rd -4th Grade category.

Mountain View is an Imagine Learning Beacon School for the 2017-18 school year. Our school participated in a contest where students solve digital math problems to earn points that translate into real dollars donated to the Utah Food Bank. Our school earned 40% of the district total amount and 20% of the state total amount that was donated.

Two of our teachers received district awards from the Teaching and Learning department for outstanding student achievement and mentorship.

AREAS OF RECENT IMPROVEMENT

Our ESL learners that reached proficiency on the State Report Card were 8% higher than the district average and 7% higher than the state average. ESL learners making adequate progress on the State Report Card were 32% higher than the district average and 29% higher than the state.

AREAS OF NEEDED IMPROVEMENT

While Mountain View does score above the state in overall performance on the School Federal Accountability Report (354/600), we are slightly below the state in growth points (181/300).

In the area of Language Arts, based off of SAGE data results, our school has become stagnant and needs to increase in percent proficient.

Mountain View needs to reduce the number of chronically tardy and absent students.

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 DIBELS middle-of-year composite score benchmark from 75% in 2017 to 78% in 2018 (three percent increase or approximately 27 students.)

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

Comments:

While we did not reach the 78% we were working towards, we did increase from 75% TO 76% proficient in grades K-3.

Prior Year Goal #2:

Increase student proficiency percentages in SAGE Language Arts (reading, writing) from EOY 2016 58% to 60%. This will be achieved by the consistent implementation of effective research based instructional strategies.

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

Comments:

Correction Note: MVE EOY 2016 student proficiency percentage was 56% and not 58%. Therefore, our goal should have to increase from 56% to 58%. We did not meet that goal because our student proficiency percentages decreased from 56% to 55%.

Prior Year Goal #3:

Reduce the percentage of students who are chronically tardy from 3.25% to two percent (yearly measurement)

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

Comments:

Percentage of students was above 3.25%

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Increase the percentage of K-3 students scoring typical or better progress on DIBELS BOY to EOY composite score by 2%.

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

We're on track.

Current Year Goal #2:

Increase average student median growth percentile scores in SAGE Language Arts by two percentile points. This will be achieved by the consistent implementation of effective research based instructional strategies with use of technology in instruction. (4th – 32, 5th – 73, 6th – 32. Average is 46.6)

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

Correction Note: Average 4-6 grade student MGP is 45.6 for the 2016/2017 school year. As of 2017/2018 student MGP scores in SAGE Language Arts, 4-6 grades averaged 44.5. (4th- 30.5, 5th- 64, 6th- 39. Average 44.5) Therefore, grades 4-6 decreased their Language Arts student MGP by 1.1.

Current Year Goal #3:

Increase average student median growth percentile scores in SAGE Math by two percentile points. This will be achieved by the consistent implementation of effective research based instructional strategies with use of technology in instruction. (4th – 53, 5th – 66, 6th – 27. Average is 48.6)

- Progressing according to plan
 Not progressing according to plan

Comments (optional):

As of 2017/2018 student MGP scores in SAGE Math, 4-6 grades averaged 49.8 (4th- 49.5, 5th- 61.5, 6th- 38.5. Average is 49.8). Therefore, grades 4-6 increased their Math student MGP by 1.2. However, we did not meet our goal of increasing by two percentile points.

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$7,595.00
B – Allocated new funds for 2018-2019.....	\$82,591.00
C – Total Budget for 2018-2019	\$90,186.00
D – Projected spending during 2018-2019.....	\$87,688.00
E – Expected carryover from 2018-2019 to 2019-2020.....	\$2518.00
F – Projected new funding for 2019-2020	\$90,464.00
G – Total projected funding for 2019-2020	\$92,982.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

60% of K-3 students will make typical or better growth according to ACADIENCE Pathways to Progress Report from BOY to EOY.

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 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

BOY to EOY Acadience Pathways to Progress Report

Action Plan:

Teachers will use small group intervention time 30 minutes/4 times a week to provide targeted Tier II intervention to students below benchmark. TA's will work with the rest of the class on previously taught concepts. Student and teacher technology will also be purchased to enhance blending and individualized learning. Library books will also be purchased for the students to use in the school 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.

Teachers will be working with students in tier 2 intervention while TAs are working with the whole class in blended learning. Purchase of technology will help facilitate greater access for individualized student learning.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$2400.00	\$10400.00	1-3 Tutors/ Teaching Assistants Substitutes for PD PD for Faculty and Staff
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$500.00	Library Books
Software	\$	\$	
Equipment	\$	\$40968.00	Laptop carts - x6 (\$6000) Projectors - x3 (\$1980) Replacement Cloud Books - x10 (\$2300) Sound System (\$1200) Roaming Laptop Lab - x1 (\$16,000) Teacher Laptops - x12 (13,488)
Total	\$0.00	\$54268.00	

GOAL #2:

Students will independently write to a prompt (informative/explanatory and/or opinion/argumentative) utilizing text. 80% of students will score at least 80% or better on District (K-2) or State (3-6) created rubrics from BOY to EOY.

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 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 type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

District and State writing rubrics.

Action Plan:

Teachers will use small group intervention time 30 minutes/4 times a week to provide targeted Tier II intervention to students below benchmark. TA's will work with the rest of the class on previously taught concepts.

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.

Teachers will be working with students in tier 2 intervention while TAs are working with the whole class in blended learning.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$2300.00	\$10300.00	1-3 Tutors/ Teaching Assistants Substitutes for PD PD for Faculty and Staff
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$12600.00	

GOAL #3:

Students will show an increase of average median growth percentile from 57% to 59% on RISE Math end of level testing.

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 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

RISE summative testing scores.

Action Plan:

Teachers will use small group intervention time 30 minutes/4 times a week to provide targeted Tier II intervention to students below benchmark. TA's will work with the rest of the class on previously taught concepts. School will purchase online software to help facilitate student learning.

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.

Teachers will be working with students in tier 2 intervention while TAs are working with the whole class in blended learning.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$2300.00	\$10300.00	1-3 Tutors/ Teaching Assistants Substitutes for PD PD for Faculty and Staff
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$5000.00	TTM, STMath, iReady
Equipment	\$	\$	
Total	\$	\$17600.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 \$90,464.00
- I – Total projected funding for 2019-2020 \$92982.00
- J – Total planned expenditures for 2019-2020 \$84468.00
- K – Planned carryover into 2020-2021 \$8514.00
- 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 extra monies will be used to enhance learning and technology in teacher classrooms through application of teacher grants approved by the community council.

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 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: **3/13/2019**

Number who approved: **9**

Number who did not approve: **0**

Number who were absent or abstained: **2**

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