



Teacher Student Success Act TSSA Budget only

Crestview Elementary - SY 2024

Principal Diane Roberts

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.

School Purpose

The purpose of Crestview Elementary is to promote the mission of learning first for all. To accomplish our purpose, we create a school culture of continuous improvement in learning and teaching through (1) shared vision, value, and beliefs; (2) supportive structural conditions; (3) unwavering focus on student learning; (4) collaborative teaming; (5) a focus on results through data-based assessment and instruction; (6) leadership for continuous improvement; and (7) respect and trust among staff, students, parents, and community.

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 two Social Behavioral classes serving special education students in grades three and four, an ASC classroom serving children in grades one and two, and an all-day Head Start preschool. Our community is made up of families that love their students and care about their school experience.

Student Body

Crestview Elementary has about 360 students enrolled in preschool through sixth grade. The information below describes the current demographic make-up of the school: Caucasian 58%; Hispanic/Latino 33%; Multiple Races 2.2%; Native Hawaiian or Other Pacific Islander 3.9%; Black or African American 1.7%; 69% of student body is low income.

About 32% of the students are English Language Learners.

Staff

Crestview Elementary has two classes of Full Day Kindergarten, and two classes in grades one through six. Most of our certified staff are ESL endorsed or working toward obtaining endorsement. We also have several teachers with a STEM endorsement or working on acquiring one. We have one mild/moderate special education teacher, one certified ASC teacher, and two social behavioral classes that all have properly endorsed teachers. We have a full-time counselor and administrative intern. We also have several part time related servers: school psychologist, school technology specialist, English language arts coordinator, mathematics instructional coach, and speech/language pathologist. All of our paraprofessionals are highly qualified as defined by the Utah State Board of Education and serve us as special education teacher assistants, teacher assistants, before and after school program staff, family service worker, and ESL assistants.

School Culture

Crestview Elementary is proud of our school culture of continuous improvement in learning and teaching. Our teachers are developing strong professional learning communities to promote collaboration. This is supported by common prep times for PLC meetings. We also have a master schedule to make sure that every moment of the instructional day is optimized. There is an unwavering focus on student learning with high expectations and high student engagement in every classroom. Our educators focus on results, using summative and formative data, along with reflective dialogue. Teachers work to develop common assessments to assess student progress and allow for flexible grouping across grade levels. Crestview's school wide behavior program focuses on noticing and encouraging positive behaviors throughout the school. Students are expected to display responsible, respectful, safe, and kind behaviors. These behaviors are reinforced with positive notes and opportunities for tangible rewards.

Unique Features & Challenges

Our chief challenge lies in the socio-economic diversity of our students. Teachers are provided with professional development to help them engage all students and are given special training in helping students in poverty. There are wide ranges in ability levels in each classroom. Teachers have the challenge of differentiating for a very diverse student population in each classroom. One challenge we are facing is frequent student absence. During this school year, 23.5% of our students are chronically absent. This places a heavy burden on teachers to differentiate instruction while maintaining high academic standards.

Additional Information

Crestview Elementary partners with 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 from kindergarten through sixth grade. The LIA students also volunteer to help at community events such as our PTA Fall Carnival and Field Day. We also combine 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. During the 22-23 School year, Crestview introduced the philosophy promoted through the Ron Clark Academy of Rigor and Relationships. Our teachers focus on developing strong relationships with their students and each other so that they can then also focus on bringing rigor to every lesson and every expectation, including behavioral expectations. This has improved morale among faculty and behavior and academic achievement throughout the student body.

Needs Analysis

Notable Achievements

Crestview Elementary has a flourishing Before and After School Program with every spot filled and a waiting list of students eager to participate. This program performs service for both the school and the community. They lead various fund-raising campaigns over the school year to help those struggling financially and provide necessities for families within and outside of our school community. The school works closely with the PTA organization to provide community education and family-oriented activities for students and their households. The school offers a before school orchestra program for students that enjoy music. Crestview also supports three special program classes for students from kindergarten through fourth grade.

Areas of Recent Improvement

Crestview students not only met their 22-23 goals, but they also exceeded them. Our K-3 goal was to have 45% of students show typical or higher growth in reading on the MOY acadience testing, as compared to the 21-22 year goal of 42%. In reality 58% of our K-3 students showed typical or higher growth on their MOY acadience reading assessment. We attribute our Full Day Kindergarten in part to the success of our goal.

We also exceeded our 4-6 Writing goal of having 45% of our students demonstrate proficiency in writing with the MOY RISE benchmark. 62% of our 4-6 students met or exceeded district and state proficiency levels.

Crestview implemented a strong SEL program that promotes rigor and relationships among students and faculty. We believe this has led to higher expectations thereby higher achievement for all students.

Areas of Needed Improvement

Our students with disabilities have been identified as a population struggling academically based on our Targeted Support and Improvement (TSI) score. We need to move students in these areas above the lowest 5% performance result, and we currently show 3.5%. Crestview will strive to improve our proficiency and growth in the academic areas. Rigor and relevance in all lessons will be our focus and our goal in providing professional development.

TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 14,055.56
TSSA Current Year SY22-23 New Funding	\$ 58,080.00
TSSA Total funding for Current Year SY22-23	\$ 72,135.56
TSSA Current Year SY22-23 Anticipated	\$ 55,000.00

Spending	
TSSA Expected balance carried over into Next Year SY23-24	\$ 17,135.56
TSSA Anticipated new funding for Next Year SY23-24	\$ 68,658.00
TSSA Total funding available for Next Year SY23-24	\$ 85,793.56
Describe your school's Current Year SY22-23 Progress for TSSA Spending	<p>A large portion of Crestview's TSSA funding was applied to paying teachers for their weekly PLCs. Teachers met as grade levels weekly to discuss data, lesson plans, and curriculum needs. They also met with coaches and administration throughout the year.</p> <p>The other large portion of Crestview's TSSA funding was applied to Professional Development for teachers. We sent 10 teachers to the Ron Clark Academy in Atlanta Georgia. Following the PD, teachers then presented to faculty, and the school implemented practices designed to increase the rigor and the expectations for both academics and behaviors of students. We have seen a significant increase in our growth and have not only met this year's goals, but exceeded them.</p> <p>We also paid for computers and library books.</p>

SEL Goals and Planned Actions / Resources

<i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i>	Promote SEL for Students.
<i>Building school SEL foundational support, commitment, and ownership</i>	School Community SEL Events

<i>SEL with faculty and staff:</i>	SEL School Team Support & Training
<i>Promoting SEL for students -- Explicit Instruction</i>	Learning to Breathe (6th and 10th Grade)
<i>The summarized SEL goal</i>	
<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus. Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead.
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Positive Behavior Supports Classroom Management
<i>SEL Goal Statement</i>	Crestview Elementary will create and foster an environment that is welcoming, safe, and positive for students and adults by promoting strong positive relationships among staff and with students. This will be accomplished by: 1. Teaching and reinforcing life/social skills to students 2. Providing professional Development for teachers to enhance classroom management and develop more rigor in their academic and behavior expectations. 3. Providing opportunities and expectations for students to be involved in rigorous lessons with the expectation of engaged learning.
<i>This school SEL goal and implementation plan will be measured by using</i>	School Data
<i>Our school needs professional learning in</i>	Attendance Practices
<i>SEL Action Plan (please number steps)</i>	1. Sixth grade students and teachers will participate in 12 weeks of Learning to Breathe instruction delivered by DBH 2. K-6 students will participate in weekly Social Skills classes.

3. School will promote positive behaviors daily.
4. Teachers will receive professional development throughout the year on increasing behavior and academic expectations.

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$7,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Transportation, Admission, Per Diem	Professional Development for teachers, out of state	\$ 7,000.00

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	K-3 reading
<i>Goal Statement</i>	Sixty percent of students in grades K-3 will demonstrate typical or higher growth in MOY Acadience assessment, as compared to 58% of students who achieved this growth during the 22-23 school year.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	MOY Acadience assessment will be used to measure our students identified as having the most critical academic needs.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Students will focus during instruction and read daily, using books from library purchased through LAND TRUST FUNDS). 2. Tutors, under the direction of classroom teachers, will supervise proficient students while the certified teacher implements interventions for non-proficient students. (LAND TRUST FUNDS) 3. Teachers will continue with Tier I instruction based on Best Practice and district routines. Teachers will provide interventions as needed. Teachers will receive LETRS (Language Essentials for Teachers of Reading and Spelling) training to build knowledge and skills in tier one and tier two instructions. Teachers will participate in weekly PLCs (Professional Learning Community). 4. Administration will support instruction by keeping interruptions to a minimum and providing Local Case Management weekly to assist in Tier two instruction and Tier three instructions as needed. 5. Faculty and staff will focus on healthy student behaviors and SEL strategies that

decrease learning disruptions, build a positive learning climate, and support increased learning outcomes in the classroom.

6. Learning to Breath curriculum will be implemented in 6th grade.

7. Trust land funds will be used to purchase tutors and Salaries and Benefits. (LAND TRUST FUNDS)

8. Computers and Programs will be funded by LAND TRUST FUNDS

9. Land Trust funds will be used to promote Professional Development for teachers in grades K-3 to Attend the Ron Clark Academy.. (LAND TRUST)

This goal can be categorized as... (choose all that apply)

#PD|#TSISubGroups|

District Strategic Plan Area(s)

Student Growth & Achievement|Empowered Employees|

If you selected 'School Identified Area', please describe

Academic area(s) addressed by the goal

Reading|Writing|

Does this action plan include behavioral / character education / leadership efforts?

If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$0.00

Goal Short Title

4-6 writing

Goal Statement

Students in grades 4-6 will see a one point increase on the MOY RISE Writing Benchmark from 2023 to 2024. The average score from 2023 was 4/10 on the rubric scale. Our goal is to increase the average score to 5/10 on the MOY grades 4-6 RISE writing Benchmark for 2024.

TSI SCHOOL QUESTION: Will this

<p><i>goal focus on TSI student populations; on changing your TSI status?</i></p>	
<p><i>Measures</i></p>	<p>The MOY RISE writing Benchmark will be used to provide the data of academic achievement.</p>
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1. Students will write daily. 2. Tutors, working directly under the supervision of teachers, will provide additional support for students academically. (LAND TRUST FUNDS) 3. Teachers will provide necessary technology for students to practice writing daily. Teachers will explicitly teach writing skills and progress monitor at a minimum of once a month. Refresh computers/programs/Professional Learning Communities 4-6. 4. Administrators will supply support with LCMT (Local Case Management Team) to assist in interventions as needed in Tier II and/or Tier III. Professional Development will be offered as needed. Teachers will participate in weekly Professional Learning Communities (PLC). (LAND TRUST FUNDS) 5. Land Trust funds will be used to hire tutors to assist with reading and writing proficiency. 6. Land Trust funds will be used to promote Professional Development for teachers in grades 4-6 to attend the Ron Clark Academy. (LAND TRUST FUNDS) 7. Infini-D will be purchased with (LAND Trust funds). 8. Library books will be purchased for grades 4-6. 9. Computers will be updated for student use.
<p><i>This goal can be categorized as... (choose all that apply)</i></p>	<p>#PD #TSISubGroups #Tech #TeacherLeaders </p>
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement Empowered Employees </p>
<p><i>If you selected 'School Identified Area', please describe</i></p>	
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading Technology Writing </p>
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	
<p><i>If your goal includes behavioral, character</i></p>	

education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.

Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$0.00

Additional TSSA Questions

Budget Item List

Goal Title	Funding Source	Expense Category	Description	Item Cost
Promote SEL for Students.	TSSA	Transportation, Admission, Per Diem	Professional Development for teachers, out of state	\$7,000.00

Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24	\$ 68,658.00
2. Total projected TSSA funding for Next Year SY23-24	\$ 85,793.56
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 5,530.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 12,530.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 73,263.56
Does the school plan to fund teacher leadership opportunities with TSSA funds?	Yes

Additional Items for Title I Schools

1. Comprehensive Needs Assessment See 'Needs Analysis' section above.

Comprehensive Needs Assessment: What data (academic and non-academic) is analyzed to create the Title I Plan (TSSP)?

District-wide assessment practices include the following:

- Acadience Reading and Math*
- PASS Assessment*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
- RISE*
- DLM*
- WIDA*
- District assessments*
- Kindergarten Readiness Inventory*
- Kindergarten Inventory of Skills*
- 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 to identify or develop assessments to evaluate effective instruction and identify low performing students.*

Additional schoolwide practices for assessment include the following:

Crestview will follow all district -wide assessment practices to gain academic and non academic data for our students.

2a. Which of the following schoolwide reform strategies are in use at the school?

Choose all that apply

Comprehensive Needs Assessment: How will you share a summary of the comprehensive needs assessment (CNA) available to the public?

Website|

2a. Other school reformsto be implemented

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Language Arts?

Both of our goals focus on student improvement in Language arts.

Sixty percent of K-3 students will demonstrate typical or higher growth on MOY Acadience reading assessment.

Crestview students in grades 4-6 will see a one point increase in average rubric score on MOY RISE benchmark score from 4/10 to 5/10.

2b. Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

Title I Plan / TSSP: Which of your school plan goals focus on student improvement in Mathematics?

Through the goals of increasing reading and writing proficiencies, along with the action steps included in those goals, we believe we will also increase our mathematic proficiencies.

3. Instruction by highly qualified teachers. The school will provide this information to Federal Programs by October 1.

Title I Plan / TSSP: Which evidence-based methods, instructional strategies and programs are used to strengthen the school-wide program?

Professional Learning Communities/Davis Collaborative Teams|

4. Professional Development Plan

Title I Plan / TSSP: Other evidence-based methods used by your school

SIPPS|Spire|MTSS|PBIS|Heggerty

Crestview is implementing SIPPS to improve our reading proficiency.

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:

Title I Plan / TSSP: How does the plan improve academics for all students while supporting those most at-risk?

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:

Crestview will follow all districtwide practices for helping struggling students succeed.

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:

Plan Evaluation and Stakeholder Involvement: How is stakeholder input solicited?

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.*
- 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.*
- Parents are invited to attend a planning meeting in spring to review the Title I Parent Compact and Community Engagement Plans which are distributed every fall.*
- 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 school-wide practices for parental involvement include the following:

Crestview follows all districtwide practices for parent involvement and works closely with our Community Council and our PTA, seeking their input on what our students need in order to succeed.

7. Transition from early childhood programs to elementary, and from elementary to junior 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:

Plan Evaluation and Stakeholder Involvement: How does your school share the Family Policy/Compact with stakeholders?

Back to School|

8. Decisions regarding the use of assessments

Districtwide assessment practices include the following:

- Acadience Reading*
- McGraw-Hill assessments*
- Grade level assessments*
- State assessments*
 - RISE*
 - DLM*
 - WIDA*
- District assessments*
 - Kindergarten Readiness Inventory*
 - Kindergarten Inventory of Skills*
 - 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:

Budget & Student Outcomes: What evidence do you have the Title I Plan (TSSP) and designation of funds improve student learning and achievement?

Our data shows improved student learning and achievement.

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:

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

How the school hires Highly Qualified paraprofessionals will be provided to DSD Federal Programs by October 1 including Evidence of how the Title I plan and designation of funds impact student learning and achievement.

Crestview works closely with the district Human Resources department and hires only Highly Qualified paraprofessionals.

10. Coordination of Budgets

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

Budget & Student Outcomes: How does the school coordinate funds from federal, state and local sources to improve the Title I Plan (TSSP)?

Schools will provide evidence and examples of highly qualified paraprofessionals to DSD Federal Programs by October 1, including for examples#58; Associate degree, 48 hrs., of passing tests

Crestview works closely with Davis District Federal Programs to coordinate Title One funding to insure we are using the funds appropriately and for the success of our students.