



Teacher Student Success Plan LAND Trust only

Crestview Elementary - SY 2023

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.

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 three Social Behavioral classes serving special education students in grades one through four and an all-day Head Start preschool. Our community is made up of families that love their students and care about their school experience. These families strive to provide their students with basic needs, but many of them need support or assistance to do this. Our community also watches out for one another and will let us know when someone is struggling or could use some help.

Student Body

Crestview Elementary has about 371 students enrolled in preschool through sixth grade. The information below describes the current demographic make-up of the school: Caucasian 59%; Hispanic/Latino 28%; Multiple Races 6%; Native Hawaiian or Other Pacific Islander 3%; Black or African American 1%; Asian 1%; American Indian or Alaskan Native 2%. About 62% of the student body is low income. About 32% of the students are English Language Learners.

Staff

Crestview Elementary has two sessions of 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 and three 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. With students missing so much instruction, it 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.

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

Our ESL student population has shown great growth at our last reporting period. 56% of them are making adequate progress which is a 1.7% increase from the previous year and well above State (44%) and District (41%) averages.

Areas of Needed Improvement

Our math progress and proficiency has been declining. We hope to stop the decline and raise both progress and proficiency for our students. Language arts scores are starting on a downward trend as well. Our students with disabilities have also 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.

Prior Year Status Report

Report progress on PRIOR YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Seventy percent of K-6 students will show at least 1-point rubric growth from beginning of year writing benchmark to end of year writing benchmark in the area of informative/explanatory writing.	Met goal	Mid year report indicated 72% of students had made at least one point of growth.
Seventy percent of K-6 students will show typical or above typical growth in Acadience Pathways to Progress from Beginning of year measure to end of year measure.	Did not meet goal	58% of students showed typical or above growth on Pathways of Progress. at the end of the year.

Students in grades four through six will earn a school-wide median growth percentile (MGP) of 60 in mathematics.

Did not meet goal

No data available

Improve student access to curriculum and improve academic performance, as outlined in goals 1-3, by reducing office referrals 10% from first quarter to third quarter and increasing Evaluate Davis indicator E3 from 3.0 to 3.09.

Met goal

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments
Seventy-five percent of K-6 students will show at least one point rubric growth from beginning of year writing benchmark to end of year writing benchmark in the area of opinion writing.	Progressing according to plan	English Language Arts coordinator provides help and instruction to teachers to increase their knowledge of the writing process and interventions for struggling writers.
Seventy-three percent of K-6 students will show typical or above growth in Acadience Pathways to Progress from beginning of year benchmark measure to end of year benchmark measure.	Progressing according to plan	All teachers will participate in LETRS training.
Students in grades 4-6 will earn a school-wide median growth percentile (MGP) of 54 in math.	Progressing according to plan	Utilize tutors during math instruction and enrichment for small groups and interventions.
Increase positive student behavior through SEL measures including wellness space and incentives.	Progressing according to plan	

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 1,187.67
B - Allocated new funds for current year SY21-22	\$ 43,175.00
C - Total Budget for current year SY21-22	\$ 44,362.67
D - Projected spending during current year SY21-22	\$ 6,631.00

E - Expected carryover from current year SY21-22	\$ 37,731.67
F - Projected new funding for next year SY22-23	\$ 45,430.00
G - Total projected funding for next year SY22-23	\$ 83,161.67

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	K-3 Acadience
<i>Goal Statement</i>	K-3 MOY Acadience score for SY (School Year) 2022 is 41% proficient. Forty-five percent of students grade K-3 will demonstrate typical or higher growth on MOY Acadience score for SY 2023.
<i>Measures</i>	MOY Acadience K-3 assessment
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Students will focus during instruction and read daily. 2. Tutors, under the directions of classroom teachers, will supervise proficient students while the certified teacher implements interventions for non-proficient students. 3. Teachers will continue with Tier One 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 instruction. Teachers will participate in weekly PLCs. 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 instruction 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. Mindfulness SEL curriculum will be implemented in all grade levels. 7. Trust land funds will be used to purchase tutors and Salaries and Benefits. 8. Computers and Programs will be funded by Land Trust.
<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#TeacherLeaders #GraduationRates
<i>District Strategic Plan Area(s)</i>	Empowered Employees Fiscal Responsibility Student Growth & Achievement
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics
<i>Does this action plan</i>	No

include behavioral / character education / leadership efforts?

Will LANDTrust funds be used to support the implementation of this goal?

Yes

Goal LAND Trust Expense Total - \$40,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#2 Tutors	\$ 15,000.00
LAND Trust Academic	Salaries & Benefits	#3 PLCs teachers grades k-3	\$ 5,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 computers/programs K-3	\$ 10,000.00
LAND Trust Academic	General Supplies, Other	#6 SEL supplies	\$ 10,000.00

Goal Short Title

4-6 Writing

Goal Statement

Forty-five percent of of grades 4-6 students will demonstrate writing proficiency on the MOY RISE benchmark during the 2023 SY.

Measures

Teachers will administer monthly writing assessments before assessing for proficiency mid year using the RISE benchmark.

Action Plan (please number steps)

1. Students will write daily.
2. 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 Community (PLC) 4-6.
3. Administrators will supply support with LCMT (Local Case Management Team) to assist in interventions as needed in Tier two and/or Tier three. Professional Development will be offered as needed.
4. Land Trust funds will be used to hire tutors to assist with reading and writing proficiency.
5. TSSA funds will be used to promote Professional Development for teachers in grades 4-6.
6. Infini-D will be purchased with Land Trust funds.
7. Library Books K-6.

<i>This goal can be categorized as... (choose all that apply)</i>	#PDI#TeacherLeaders #GraduationRates
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement Empowered Employees
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	Goal LAND Trust Expense Total - \$43,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#4 Tutors	\$ 15,000.00
LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 computers/programs	\$ 10,000.00
LAND Trust Academic	Salaries & Benefits	#2 PLCs 4-6	\$ 5,000.00
LAND Trust Academic	Online Curriculum or Subscriptions	#6 Infini-d k-6	\$ 8,000.00
LAND Trust Academic	Library Books	#7 library books k-6	\$ 5,000.00

Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost

K-3 Acadience	LAND Trust Academic	General Supplies, Other	#6 SEL supplies	\$10,000.00
K-3 Acadience	LAND Trust Academic	Salaries & Benefits	#2 Tutors	\$15,000.00
K-3 Acadience	LAND Trust Academic	Salaries & Benefits	#3 PLCs teachers grades k-3	\$5,000.00
K-3 Acadience	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#8 computers/programs K-3	\$10,000.00
4-6 Writing	LAND Trust Academic	Salaries & Benefits	#4 Tutors	\$15,000.00
4-6 Writing	LAND Trust Academic	Software or Technology Hardware (each item < \$5000)	#2 computers/programs	\$10,000.00
4-6 Writing	LAND Trust Academic	Salaries & Benefits	#2 PLCs 4-6	\$5,000.00
4-6 Writing	LAND Trust Academic	Online Curriculum or Subscriptions	#6 Infini-d k-6	\$8,000.00
4-6 Writing	LAND Trust Academic	Library Books	#7 library books k-6	\$5,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 45,430.00
G - Total projected funding for next year SY22-23	\$ 83,161.67
H - Total planned expenditures for next year SY22-23	\$ 83,000.00
I - Planned carryover into the following year SY23-24	\$ 161.67
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	
Plan for sharing the school LANDTrust plan with the community	School website
Additional plan for sharing the school LAND Trust plan with the community.	

Additional Items for Title I Schools

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*
- 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:

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

Website

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

Goals 1 and 2 focus on student improvement in Language Arts and Writing.

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

Teachers, staff, and administrators will work together to intentionally promote an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected using competencies, indicators and developmental goals. We expect student centered goals to support learner and learner proficiency as outlined in goals one and two to improve student learning in all academic areas.

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

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

LETRS training

Local Case Management Team

Professional Learning Communities

Mindfulness curriculum will be implemented throughout the school

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 implements the following practices to help struggling students:

Administration meets with teachers to review data

During weekly PLCs teachers review data to identify student performance

Language Arts and Math coach meet with teachers to identify students who are struggling and create interventions and monitor progress

Low performing students receive additional instruction from teachers, tutors, and technology aides.

Teachers meet with LCMT to review data, discuss interventions, and monitor progress of low performing students.

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.*
- 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:

Community Council reviews, plans, and implements the School Improvement Plan.

JSSC reviews School Improvement plan

Faculty reviews data and determines next year's school goals based on data.

All School Improvement Plans in Davis School District follow the same format and are made publicly available online.

Programs and activities are scheduled throughout the year to involve parents and guardians.

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

ILP Conferences|Website|Back to School

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

Data provided from Acadience testing and End of Year RISE testing in addition to teacher assessments given weekly provide evidence of increased learning and achievement.

Budget & Student Outcomes: Highly qualified paraprofessionals in the school

Evidence of how the Title I plan and designation of funds impact student learning and achievement. The school will provide this information to Federal Programs by October 1

All paraprofessionals are Highly Qualified.

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

Examples: Associate degree, 48 hrs., of pass test The school will provide this information to Federal Programs by October 1

Crestview Elementary works closely with the District Title One director, who works closely with the state and federal Title One Directors to ensure funds are coordinated.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/14/2022
Number who approved	3
Number who did not approve	0
Number who were absent or abstained	1