



## Part I – Eligibility Certification

---

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 31 Elementary schools (includes K-8)
  - 7 Middle/Junior high schools
  - 6 High schools
  - 0 K-12 schools
- 44 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	50	39	89
1	52	41	93
2	55	48	103
3	59	57	116
4	62	59	121
5	74	54	128
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	352	298	650

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 95 % White
  - 0 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 7%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	50
(4) Total number of students in the school as of October 1, 2017	681
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 1%  
8 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Spanish, Amharic, Oromiffa

7. Students eligible for free/reduced-priced meals: 13%  
Total number students who qualify: 87

8. Students receiving special education services: 10 %  
65 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>7</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>13</u> Developmental Delay    | <u>22</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>23</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	94%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

At Crimson View Elementary we focus on teacher knowledge, student innovation, and creating technology rich classrooms. We create opportunities for students to EXPLORE-CREATE-DISCOVER.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SUMMARY**

---

The nature and context of our school community is summarized in our vision statement, “As a Crimson View community we inspire creative, confident leaders of tomorrow who live life to EXPLORE, CREATE, and DISCOVER.” Our school is located in southern Utah. When we opened in 2013 our enrollment quickly increased as students from all over the district wanted to come to a STEM school. Our school culture is built around STEM ideas and practices. We celebrate student success and encourage innovation. Students in our school are well supported by parents, teachers, and the community. We have incredible volunteer and financial support from parents and community.

Some milestones at our school include a platinum STEM designation in 2015. Our school was one of two schools in Utah to be awarded. This consisted of a lengthy application highlighting every aspect of our school. Our school has received thousands of dollars in grant money from the state of Utah to promote and incorporate STEM ideas, careers, and solving real-world problems. We were recently awarded the Solution Tree Model PLC School Award. In 2016, we were in the top four schools in the state for proficient students and student growth on our end-of-level assessment.

Crimson View has many traditions. Every year our PTO holds an egg drop fundraiser competition. Each class donates money toward earning supplies to build a protective container for their egg. The more money donated, the more supplies the class receives. We raise more than \$15,000 yearly at this event. We have an annual science fair and Invention Faire for grades K–5 students to participate. We hold annual spelling and geography bees. As a faculty, we make an annual video to play for the students at the year-end assembly. This video celebrates the year and the students leave with a positive memory. We have an annual teacher talent show which adds to our positive culture. We hold an annual STEM night for families to have fun with STEM. Our school participates in an annual Internet Safety Week. These week-long lessons and activities promote Internet safety awareness, teacher-guided lessons, and parent-child communication. Students sign a power statement poster in their classroom and take home a copy to encourage discussion about the Internet safety guidelines with their families.

Strategies we focus on include teacher knowledge, student projects, and creating a technology rich environment for the 21st-century learner. We believe students need hands-on opportunities in science and engineering to understand the concepts and how to apply them. We train our students to think and solve problems, not regurgitate information. We prepare our students to enter STEM careers by discovering their talents, developing their passions, and deepen their understanding to provide a better world for us all. Our students learn and become proficient in the scientific practices (asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information). Our students understand and apply the engineering design cycle. Our students are comfortable making mistakes and learning how to solve problems.

A big part of our philosophy at Crimson View is Professional Learning Communities (PLC). Teams meet weekly to discuss student learning, teaching practices, and struggling students. We review data and progress and monitor students weekly, bi-weekly, and monthly. Teachers meet with special education teachers, the school principal, the school learning coach, the school counselor, and the reading intervention teachers weekly to track and monitor student progress and to adjust instruction. We have grade level Guaranteed and Viable Curriculum (GVC) standards that all students must meet. We assess each student on each GVC and provide intervention or extensions for each student. We work with parents to ensure success for every student. We challenge our high ability students by pulling them out of class three days a week for forty-five minutes for an extended learning class. These students build and program robots, design a windmill that produces electricity, design and print 3D name plates, race solar powered cars, and launch rockets. We support struggling students by providing small group instruction based on each student’s needs. We have reading intervention teachers who pull out struggling students for more instruction and practice.

We have a student leadership team consisting of fourth and fifth grade students. These students promote

school spirit, lead service projects, and help with safety concerns before and after school. We have an amazing faculty and leadership team. Our principal and learning coach model effective leadership and innovation. Our Parent Teacher Organization supports the school with financial and volunteer support. Our community participates in education whenever they are asked. They donate items, give financial support, and provide role models and expertise for our students.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

Crimson View Elementary uses Reach for Reading as our core language arts curriculum. The curriculum includes content vocabulary, phonics, spelling, writing, grammar, and comprehension instruction. The program focuses on the use of cooperative learning strategies to engage all students. The rich literature and informational texts are scaffolded with on-page supports, frequent comprehension checks, and pre- and post-reading activities that build skills, strategies, background knowledge, and vocabulary to support all learners.

A range of leveled reading options are available for small group reading. These leveled libraries include various genres of authentic texts. Activities grounded in content develop students' abilities to produce analytical writing. Students construct responses to text and integrate sources into multiple modes of writing, including argument and informative pieces, narratives, and research reports.

Each unit promotes inquiry with a science- or social studies-based content BIG QUESTION. Students learn domain-specific science and social studies vocabulary in order to engage with the BIG QUESTION on an expert level. Students have academic conversations on science and social studies through their explorations of the BIG QUESTION. Lessons provide students with rigorous texts, instructional activities, and practice in analyzing those texts.

Integrated technology helps to extend and enrich learning and content knowledge and provides teachers with easier-to-use digital support tools and time-saving resources. Both on- and off-line experiences are necessary for students to become thoroughly literate in the 21st century.

Assessments are used to monitor progress and inform instruction in real time throughout the year with a variety of diagnostic, formative, and summative assessment tools. Embedded assessment informs instruction at point of use. We use Acadience Reading Assessment (formerly DIBELS) as benchmark LA indicators of grade level achievement. Teachers use the data from weekly, unit, and benchmark assessments to improve reading instruction, help struggling readers, and extend learning for advanced readers.

#### **1b. Mathematics:**

Crimson View Elementary uses My Math from McGraw Hill as the math core curriculum. My Math was developed to meet the new common core state standards (CCSS). My Math ensures we are teaching the appropriate concepts at the right time. Teachers provide a rigorous learning environment by giving students opportunities to strengthen basic skills. Students are given the opportunity to strengthen their understanding of math concepts through written communication. Differentiated instruction is included in each chapter and provides the teacher with strategies and resources to help unlock every student's success.

Throughout each chapter, Check My Progress assessments allow the teacher to monitor student understanding or where students have gaps in their learning. Based on the results of these assessments, teachers customize their remediation using the Multi-Tiered System of Support (MTSS). Aligned with the MTSS model, each chapter concludes with leveled assessment options. Based on mid-chapter and the final Review and Reflect assessment data, teachers assign activities to meet specific needs of their students.

Students interact with learning materials through Problem Based Learning (PBL). They relate the concept they are studying with everyday activities and enhance their knowledge and understanding. For example, we have students research prices of various products at different stores around our area. They analyze the prices and determine which store would be most economical for families. They create charts, graphs, and a written explanation of why families should shop at specific stores. They present their findings to the class.

Technology helps teachers differentiate instruction by the use of virtual manipulatives to demonstrate

concepts, animations to show concepts in action, and step-by-step tutorials for problem solving. Teachers use math-related videos, graphic models, and student-created tutorials to help students understand each math concept. We have students record and narrate their process of completing a math problem. Teachers can then show different ways to arrive at the same conclusion.

### **1c. Science:**

Crimson View Elementary uses science education built around three major dimensions. These are science and engineering practices; cross-cutting concepts; and core ideas in physical science, life science, earth science, engineering, technology, and applications of science. Classroom instruction is predominantly student-centered and all students are asked to think in complex ways and apply the knowledge and skills they have learned. Our science instruction provides depth of knowledge (DOK) levels 2, 3, and 4 questioning and problem based learning.

Our Engineering is Elementary (EiE) and Full Option Science System (FOSS) kits require students to create hands-on projects, such as fifth grade students studying magnets and creating maglev (magnetic levitation) cars. Fourth grade students design a water filter for countries who have contaminated water. Third grade students learn about the human body and engineer a knee brace for an injured knee. Second grade students learn about plants and engineer a package that protects a plant during shipping. First graders learn about the life cycle and hatch baby chicks. As kindergarten students learn about the plant cycle, they grow carrots in the greenhouse to eat at their Thanksgiving feast.

Students are given opportunities to solve science-related problems during our monthly STEM day. For example, during our solar energy STEM day, students worked in groups on a solution for cooking without using electricity. STEM day activities are differentiated according to grade level. Science extensions and remediation are integrated into language arts small group instruction and increase writing opportunities. Technology is integrated into science by student-created videos, slides, and projects. Our fifth grade students presented their maglev car projects to fourth grade students as a pre-teach for fifth grade. Common assessments are given at the end of each science unit to assess content knowledge. We also use a rigorous rubric to assess student projects. We have a science fair and Invention Faire annually. This is available for all students K–5 to participate.

### **1d. Social studies/history/civic learning and engagement**

Crimson View Elementary integrates social studies into the core language arts program. Social studies lessons incorporate many opportunities for students to learn and practice social studies content through discussions, sketches, writing, role plays, and hands-on activities.

Technology supports learning with resources, including online photographs, video clips, and a student's personal vocabulary notebook. Kindergarten students learn how to work together by doing group work and learning to share and how to be a friend. First grade students learn about the role of people in the neighborhood. Community members and parents are invited to share about their careers and how they benefit the community. Second grade students learn about American symbols by researching a symbol and creating a project to present to the class. Third grade students learn about mapping and participate in a GPS scavenger hunt around the surrounding neighborhood. Fourth grade students study about the history of Utah. Their culminating activity is to perform a history program for parents about the different time periods in Utah. Fifth grade students learn about the Revolutionary War and reenact a battle using marshmallows for the different military tactics. They also encourage students to complete the Give Me Liberty program. This includes understanding the US Constitution, explaining the significance of the Bill of Rights, learning states and capitals, writing the Pledge of Allegiance, and much more.

Every year we have an Internet safety week. We encourage students to be safe online by protecting their username and passwords, not giving out personal information online, being kind online, and knowing who they are talking to. Our PTO does lunchtime activities with our students to encourage online safety. Parents and families are encouraged to emphasize and review Internet safety with students each night. Teachers implement the strategies and safety measures during every school day.

**1e. For secondary schools:**

**1f. For schools that offer preschool for three- and four-year old students:**

**2. Other Curriculum Areas:**

Crimson View teachers use current and emerging technologies in instruction of all classes. Teachers use interactive whiteboards, iPads, Chromebooks, web cameras, desktop computers and sound systems to engage learners in curriculum areas. Students use various applications including Schoology, Google Classroom, and SeeSaw, as well as Unified Classroom as their digital learning management system (LMS). Students using 21st century learning products are visible throughout the school in all grade levels. All students at Crimson View have a device. Students learn to think critically, collaborate, and communicate when creating presentations using iPads, Chromebooks, a 3D printer, Makey Makey boards, Meccano robots, LEGO robotics, the Maker Space cart, LilyPad Arduinos and conductive thread, solar powered cars, and windmills. All students at Crimson View participate in the Hour of Code program in December.

Crimson View Elementary provides music instruction through the Beverly Taylor Sorenson Arts Learning Program. It is an arts instructional program that focuses on integrating music and the core curriculum. Students, through musical activities, have learned to analyze, generate, and develop techniques to understand musical compositions. Our students spend thirty minutes per week in music classes. We also have a school choir that performs at schoolwide and district events.

The parent teacher organization (PTO) provides tiered art curriculum and projects through the program Meet the Masters for all grade levels. The art common core concepts build in complexity each year. Meet the Masters provides three levels of instruction to go deeper in to the study of each artist as the child advances through the grades. Students learn about artists from all time periods and then create similar works of art.

Our school works to provide equitable access to rigorous, high level courses. Students who have qualified as high ability learners (HAL) grades 1–5, and students who are high achievers, attend an extension course emphasizing STEM and rigor. The students participate every Tuesday, Wednesday, and Thursday for forty-five minutes while the other students in the school are participating in inventions. We have a before-school LEGO league program for students first through fifth grade.

Physical education is taught weekly to each grade level by a certified physical education teacher. Students achieve a level of competency in motor skills and movement patterns. Students understand the components necessary to maintain a healthy level of fitness. Students demonstrate cooperative skills and positive personal behavior through communication and respect for self and others.

All students visit the library weekly and other times that are seen necessary to receive skills in finding information and to explore literature. Our library has a large collection of nonfiction and fiction texts. Our librarian models fluent reading and comprehension as she shares stories and conducts library-related activities with our students each week. Our students participate in the Dewey Decimal Bowl, March Madness (they vote on books), and author studies. Our students also have an online book system where they can virtually check out books to read on their device.

The school counselor visits all classrooms on a regular basis to teach the Seven Habits of Healthy Kids curriculum by Sean Covey. Individual and small groups are held to intervene with students who are struggling with the habits. Our school counselor works on bully prevention by providing lessons in each classroom. She also provides opportunities for students to participate in friendship groups.

Our school's Positive Behavioral Interventions and Supports (PBIS) Committee has created

and posted expectation posters in the classrooms and hallways and posted an interactive bulletin board in the main entrance hallway. These posters highlight students who follow the schoolwide expectations. Students receive Cool Cat Cards for following the expectations throughout the year. A drawing is held and Cool Cat students receive a reward from the principal.

The student leadership team, Wildcat Counsel, is made up of fourth and fifth grade students. They promote school spirit, organize service projects, read weekly announcements, and conduct assemblies. Some of our service projects include collecting coats for the homeless, hosting a food drive, and hosting a Christmas toy drive for the local women's shelter.

### **3. Special Populations:**

Our school tailors instruction, interventions, and assessments to meet the diverse and individual needs of special student populations in many ways. All teachers use multiple indicators of success. For example, there are common formative assessments (CFA) given with every guaranteed and viable curriculum (GVC) standard. After giving a common assessment, teachers divide students into intervention groups. Every Tuesday, Wednesday, and Thursday our school goes into a schoolwide intervention from 2:45 to 3:30. Students attend the class they need to better understand the GVC concept. Students who have mastered the GVC are given the opportunities to extend their learning. Crimson View has two reading intervention teachers and two reading aides for students who read below grade level. Special Education provides small reading and math groups to for qualifying students. We have volunteer grandparents who read with below-grade level students daily.

We use Lexia, an adaptive language arts program that all students use daily. It provides differentiated literacy instruction for students for all abilities in grades K–5. It provides teachers with the data and student specific resources they need for individual or small group instruction.

Imagine Math is a rigorous standards-aligned math program that personalizes learning for each student in fourth and fifth grade. Students are immersed daily in a language-rich curriculum that uses data to scaffold concepts for each learner, leading to deep understanding and college and career readiness. Students learn in their zone of proximal development with the right degree of challenge.

ST Math is a comprehensive, blended learning program used daily for grades 2–3. Students develop problem solving and critical thinking skills and an intrinsic motivation for math learning. The animated math games guides students through an optimal cognitive learning path and exposes them to five key learning domains. The teacher has access to skill reports that show strengths and weaknesses of each student. The teacher can then intervene on concepts students are struggling with.

Teachers consistently observe and monitor students to assess student learning. They share their data in teacher teams at least once a week in Professional Learning Community (PLC). During PLC's teachers discuss what they want their students to know, how will they know when they have, what will they do if they didn't learn it, and what teachers will do if they already know it. Teachers share data, regroup students, improve teaching strategies, and compare successes. A teacher can intervene with a student who is not understanding the concept before further misconceptions occur. Our principal meets with teachers three times a year to review and discuss student growth to ensure that we are closing the achievement gap. He also meets with teams regularly during PLC to check up on student growth.

Our lowest achieving subgroup are our English language learner (ELL) students. We have hired an ELL aide that works specifically with these students. She includes instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. She also provides math help when needed. Teachers provide additional instruction in the regular classroom for these students. Our core reading program, Reach For Reading, has additional helps and materials for ELL students.

## PART V – SCHOOL SUPPORTS

---

### 1. School Climate/Culture:

Crimson View Elementary provides students with a positive environment that supports their academic, social, and emotional growth. Our mission statement is, “As a Crimson View community we inspire creative, confident leaders of tomorrow who live life to explore, create, and discover.” Our mission influences instruction in a way that creates opportunities for students to grow. The teachers look at every lesson as an opportunity to promote engagement and success in each child. Grade level teams meet together to plan concepts and about how they can take each lesson to a greater depth of knowledge. The result is students are becoming more involved in the learning process; their engagement and motivation are increased. Students take ownership of their learning and see the value in working hard. They are given opportunities to work in groups and to problem solve. While learning to work cooperatively, students are also gaining social skills that will help them in all areas of life.

Education is no longer about listening to the teacher talk and absorbing the information. In order to contribute to society, students will need to be able to acquire new information as problems arise. Then they will need to connect the new information with the knowledge they already have and apply it to solving the problem at hand. At Crimson View, we encourage a culture of acquiring new information through research and innovation. For example, third grade students learned about the human body systems and then went into the engineering lab to create knee braces. Students worked in small groups to research, design, and create the braces. They needed to work cooperatively and take ownership of their project. The result was many students felt successful and understood that success may take several trial and errors.

Teachers feel appreciated, valued, and supported through our positive school culture and administrative support. Admin always asks input with decision making. Teacher time is respected and honored. We do a Coke and a compliment at every faculty meeting. Teachers nominate other teacher by sharing something positive they noticed, that teacher is given a Coke.

### 2. Engaging Families and Community:

Crimson View Elementary uses many different strategies to engage families and the community. We have a school website, Twitter, and Facebook accounts. We post pictures of school activities, event dates and times, and science and engineering projects. All teachers use a platform called Seesaw. It is a class Facebook-type account that can post pictures, projects, scores, and more. Parents sign up for the account and the teacher approves each post. Teachers also use Powerschool to post grades and assignments. Parents can check test scores and grades through Powerschool. We can send mass emails to all families. Teachers hold parent teacher conferences three times a year. Teachers meet with individual students and parents to inform them of their student’s progress and struggles. We like students to be responsible for their own learning, so each student conducts his or her own conference. Students keep track of their scores in a data binder and share those with their parents.

We invite community members to participate in our STEM day activities. We invite STEM-related career experts to speak to the students each month. For example, we have a local high school student who created and programmed a game and is selling it in the App Store. She came and talked to our students about how she did this. We invited a local bird sanctuary volunteer to speak to our students. He brought an eagle, falcon, and hawk to show the students. We brought in a local Sub Zero business (ice cream that is flash-frozen with liquid nitrogen) to show students the different states of matter. We have partnered with Dixie State University. They have been instrumental in teaching our high ability students. Dixie State University brings telescopes during a family evening Star Party. Families can view the moon and many different stars through the telescopes. Families learn about the galaxy, stars, and other things we find in the night sky.

Every year we have a family and community STEM night. Families come and play STEM-related games. They can win prizes, enter drawings, and eat dinner provided by our PTO. While there, students showcase their engineering and science projects created throughout the year.

We hold an annual Internet safety week. Students are taught Internet safety rules throughout the week and are encouraged to share these with families at home. Families receive video links to encourage discussion about Internet safety.

### **3. Professional Development:**

Professional development and learning are accomplished in several ways for Crimson View Elementary teachers. Crimson View Elementary has a professional development calendar for the whole year. We plan early morning professional development three times per month. We have five professional development days set aside each year where the students are excused early. Our professional development meets all of the criteria established in professional learning standards in the Utah Code 53A-3-701. We have prioritized professional learning by setting schoolwide goals and then aligning professional development to achieve those goals. We set school goals based on our summative assessments, teacher surveys, and individual teacher needs. Our learning coach coordinates professional development and follows up in each classroom. She is available to answer questions, model instruction, observe teaching strategies, and offer suggestions. Most of our professional development has been focused on STEM-related subjects like technology. We also focus on improving tier one instruction through technology and good teaching practices. Staff members regularly try new strategies. When our school opened six years ago, we all took the technology endorsement together. Many of our teachers recently received their STEM endorsements. Our staff consistently shares the practices they learn with other schools. Our staff participates in learning walks, weekly meetings, professional development, and trainings to share STEM practices and strategies being used and taught throughout our school. For example, schools from around the state come to observe the 5 E lesson plan in action, the engineering design process being implemented, and the scientific process woven throughout the curriculum. Teachers and administrators from our school have also presented to the Washington County School Board and attended or presented to the Utah Coalition for Educational Technology (UCET), Southern Utah Educators Conference (SUECON), and the International Society for Technology in Education.

### **4. School Leadership:**

School leaders model and demonstrate instructional practice and support staff development in high quality instruction. The school leadership team engages all staff in strategic planning. The school leadership has an articulated process for staff members to give input and responds to feedback in an open setting. Our school leadership sends Google Surveys or Google Form for teachers to fill out to receive feedback on many issues. Our principal meets with each teacher individually at the beginning, middle, and end of each school year to set goals, address specific needs, and receive feedback. Our school learning coach helps first-year teachers develop good teaching strategies and gives them support. She plans professional development that aligns with our school goals. She models effective instruction in all classrooms and coordinates state testing.

A STEM leadership team defines, monitors, and evaluates the entire school. This team meets at least once a month to plan schoolwide STEM activities, organize community speakers, and plan STEM-related assemblies. This team has a representative from each grade level.

We also have a technology leadership team. This team meets once a month to discuss technology issues, plan professional development, and monitor the technology needs of the school. This team helps make technology-related decisions and relays information back to the grade level teams.

We have team leaders (representatives from each grade level) who meet with our principal and learning coach monthly. The team leaders discuss goals the school has, the next steps in achieving those goals, and how to involve teachers and the community. We discuss positive things we have seen around the school. For example, we discuss great lessons, teachers using helpful strategies, success around the school, and positive feedback from parents. We have a community council. Three of our teachers, along with our principal, meet with community members monthly to discuss our school's needs and progress.

We have a Multi-Tiered System of Support (MTSS) group of teachers, leadership, and counselors who meet weekly to discuss struggling students. Teachers bring data to support their concerns. We discuss each student's needs and how we can support them as a school. We follow up each week to see if progress is being made. For example, through data the teacher notices a student is struggling after many weeks of intervention. The teacher schedules a time to meet with the school's MTSS committee. They address the concerns, look at the data, and make a plan for that student.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

---

Providing effective, impactful, differentiated professional development is vital to the well-being of the teaching profession. At Crimson View Elementary the one practice that has been the most instrumental to our school's success is professional development. Through professional development we have given teachers the confidence they need to implement technology, provided hands-on science and engineering opportunities for students, and set high expectations for teachers and students. We have learned to integrate science and engineering into math and language arts. This saves time and deepens students understanding of core concepts. We have partnered with Dixie State University, Brigham Young University (BYU), district experts, and school experts to bring effective, impactful professional development to the teachers. We have learned how to use the engineering design cycle, science process skills, technology to enhance learning, engagement strategies, writing strategies, hands-on science, classroom management strategies, and more.

We have differentiated professional development by having teachers sign up for trainings they need. We have lunchtime trainings teachers can attend. We have study groups for teachers to participate in if they choose. We have ongoing professional development by a professor from BYU. He leads a three-day training with teachers. The teachers build maglev cars, build a water filter, design and launch straw rockets, and more. This gives teachers the confidence they need to do the activities with their students.

We have professional development three Friday mornings every month. During this time we train teachers on new technology that needs to be incorporated into their classroom instruction. We learn how to implement the engineering design cycle. We learn how to engage and include all learners. We focus on John Hattie's practices to accelerate learning. Our learning coach or principal follows up in each classroom to answer teachers' questions and help implement each strategy. During our next professional development meeting, we review what we learned last time and discuss concerns and success we've had with the last strategy we learned.

Putting a high emphasis on professional development has created high expectations for our teachers, which has filtered down to high expectations for our students. We expect our teachers to implement the most beneficial teaching strategies, use technology effectively, and integrate content throughout the core instruction. We have accountability measures in place for teachers and students. We have high support from our principal and learning coach to help teachers through the struggles and questions.