



Creekside Elementary

Composite School Plan
2019-2020

Principal Steve Hammer

PURPOSE

DISTRICT VISION

Davis School District provides an environment where growth and learning flourish.

DISTRICT MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

A copy of Davis School District's Strategic Plan is included at the end of this document.

SCHOOL PURPOSE

The purpose of Creekside Elementary is to promote the mission of learning first for all. To accomplish our purpose, we collaborate to create a safe environment that promotes academic excellence meeting DESK standards in reading, math, social and physical sciences. With a connection to the arts and using technology, we are facilitating optimal growth for each student in preparing for college and career readiness.

Beginning the 2017-2018 school year Creekside Elementary began the implementation of "The Leader in Me". During the 2016-2017 school year, the Creekside School Community determined that it would be extremely beneficial if Creekside faculty, staff and students learned and implemented the "7 Habits of Highly Effective People". Creekside became a "Leader in Me" school.



DESCRIPTION OF THE SCHOOL

COMMUNITY

Creekside Elementary is located at 275 West Mutton Hollow Rd serving residents of both Kaysville and Layton cities. The majority of the families live in single-family homes with a diversity of socio-economic levels. Creekside boundaries encompass single housing, several large apartment complexes and transitional housing including a women's shelter.

STUDENT BODY

The Creekside student body consists of 765 students in Pre-School through sixth grade. The student body breakdown is as follows:

Enrollment Counts

Total students - 791

Economically disadvantaged - 195

- Preschool – 67
- Kindergarten – 102
- 1st – 94
- 2nd – 88
- 3rd- 102
- 4th – 113
- 5th – 118
- 6th – 107

Enrollment by Ethnicity

- American Indian or Alaskan- 4
- Asian - 2
- Black or African American - 7
- Hispanic/Latino - 103
- Multiple Races - 20

- Native Hawaiian or Other Pacific Islander - 2
- White - 653

STAFF

The Creekside staff consists of 67 certified and classified employees. 6% of the employees are male and 93% are female. 68% of our certified staff are ESL endorsed. 24% have a master's degree or higher.

SCHOOL CULTURE

The culture at Creekside Elementary is one that focuses first upon teaching the DESK standards in such a way that all can succeed. Our teachers use district adopted curriculum, technology and blended learning to help students master the DESK standards. Teachers work collaboratively to teach writing across the curriculum and help students see connections between different subject areas.

Beginning the 2017-2018 school year Creekside pressed forward on a new path, which supports student learning and preparing students for life. Creekside became a "Leader in Me" school. Content from The 7 Habits of Highly Effective People is a key component of the "The Leader in Me" process. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures. Creekside students are learning and practicing these habits in an effort to improve leadership, academic and interpersonal skills, which ultimately helps each student to experience more success at school and at home.

Opportunities for students to participate in the arts help give students a wide array of learning experiences. Each spring 110-115, 5th and 6th graders participate in a school play. (This is over 50% participation from these two grade levels). Students, parents and faculty work together for 2 ½ months to prepare our students to perform five performances for over 2,000 people! Those involved always say what they do "is not about building a show, it is about building students".

UNIQUE FEATURES & CHALLENGES

Each new school year brings opportunities for academic growth and growth in all areas of development. Although children must be knowledgeable when they graduate, they must also be healthy, engaged, responsible, and caring people. The Leader in Me provides our school with the vision and language to lead the school in a way that addresses all areas of development. As each child discovers and develops his or her

unique gifts and talents, they have opportunities to lead. As leaders, they become active, engaged partners in their own education and their self-confidence, responsibility, and initiative grows. The children quickly understand the benefits of different gifts and talents; they learn to listen to new ideas, work together to achieve results, and motivate one another to be their best. Together, we watch each child grow throughout the year.

The Women's Shelter located within our boundaries creates a need for accommodating students on short notice for a limited time. Our faculty and staff work hard to make even this short period of time, a positive one for these students. We also work in conjunction with subsidized housing communities within our boundaries to help them apply for continued grants to fund a homework assistance and tutoring program. We have 38 students for whom English is a second language. Our percentage of economically disadvantaged is 24.6%, ELL 4.9 %, Ethnic Minority 17.4%, and SPED is 21.1%.

ADDITIONAL INFORMATION

Parent volunteers are often found working side by side with our teachers to help each student receive the individual and small group instruction that is needed to progress. Our school offers an early morning class, "Imagine Learning". This class allows 38 ESL students the opportunity to use computers to help them learn to read and understand English. Our school community works together and focuses on reading and math improvement. Students in all grades benefit from a reading tutoring program that further allows students to receive one-on-one instruction with professionals trained to help all students rise to higher levels of proficiency in reading. Students in the lower grades benefit from senior volunteers from Weber Human Services. Creekside is also known for its support of the arts and provides opportunities for students to participate in music, theatre productions, and the Reflections program. "Latinos in Action" is a group of 25 junior high students who come to Creekside each week to work with students of all grade levels, giving individual help, in the content areas. This group of students also serve as wonderful role models for our students.

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Teachers are continuing to implement Blended Learning at Creekside. Some examples of this include the following: Adaptive software for LA and Math (I ready, Reflex Math, IXL, Brain Pop, Teach Me). Coding (Scratch and “An Hour of Code” to enhance our coding initiative, Sphero, Dash and Dot, Osmos, Ozbots and Minecraft Coding).

Successful implementation of “Leader in Me” and Leadership Day held on April 19, 2019.

Creekside had 83 students participated in Reflections contest.

The Lion King School play with 113 students participating. Four performances allowed over 2,000 audience members to see the production.

Creekside has a student choir with 107 members. These students meet in the mornings before school for 2 months. In addition to programs for the student body and parents, this year these students sang at a local care center for senior citizens as well as at The Festival of Trees in SLC.

Creekside Elementary began it's first Robotics this school year. With funding from a STEM Action Center Competition grant (\$2330), 12 robots were purchased. 24 students have participated with 8 students going to a regional competition and 4 students moving on to a state competition.

AREAS OF RECENT IMPROVEMENT

Creekside Teachers participated in “Data Dives” with ELA Coordinator and District Assessment Coordinator for K-3 grades. LCMT (Local Case Management Team) met on a weekly basis, meeting with grade level teams in order to help teachers implement needed interventions. As these classroom interventions were implemented, individual student success climbed resulting in a reduction of Special Education referrals.

According to DIBELS benchmark data the follow groups of students increased their proficiency percentage:

Kindergarten: +17 points

K-3rd: +13 points

4th-6th: +5 points

Overall student growth: +9 points

Teachers are providing targeted instruction by using “I can” statements.

AREAS OF NEEDED IMPROVEMENT

Reading is an area in which Creekside needs to continue to improve. We will continue to work on increasing student proficiency within the school by continuing the use of collaborative grade level teams to better instruction as we improve student learning.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

Prior Year Goal #1:

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 68% in 2017 to 71% in 2018 (3% increase or approximately 15 students.)

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

Comments:

Goal was not met but focused interventions and instruction show great improvement and progress in the 2018/19 middle of year Dibels results.

Prior Year Goal #2:

Reduce the percentage of student who are chronically absent (10 or more school days per year) from 9.1% to 7.1%.

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

Comments:

Full year chronic absenteeism dropped to 6.9%

Prior Year Goal #3:

The percent of “evident” (or higher) ratings related to technology and learning will increase from 2.21% to 2.31%.

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

Comments:

T.2 technology observation average was at 2.62 for the 2018 school year.

CURRENT YEAR PROGRESS REPORT

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

Current Year Goal #1:

Increase the percentage of K-3 students scoring “at or above benchmark” on middle of year DIBELS composite score 65% in 2018 to 67% in 2019.

Increase the percentage of 4-6 grade students scoring “at or above benchmark” on middle of year DIBELS composite score 77% in 2018 to 78% in 2019.

Progressing according to plan

Not progressing according to plan

Comments (optional):

K-3 - 75%

4th-6th - 76%

Current Year Goal #2:

Reduce the percentage of student who are chronically absent (10 or more school days per year) by .5%.

Progressing according to plan

Not progressing according to plan

Comments (optional):

Currently, this is 8.6%

Current Year Goal #3:

The percent of “evident” (or higher) ratings related to technology use in the classroom will increase from 2.54% to 2.6%. This goal will continue to stress the importance

of use of technology in blended learning activities in each classroom.

Progressing according to plan

Not progressing according to plan

Comments (optional):

LAND TRUST FUNDING PROJECTIONS

CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$7,890.00
B – Allocated new funds for 2018-2019	\$74,039.00
C – Total Budget for 2018-2019.....	\$81,929.00
D – Projected spending during 2018-2019.....	\$81,929.00
E – Expected carryover from 2018-2019 to 2019-2020	\$0.00
F – Projected new funding for 2019-2020	\$82,743.00
G – Total projected funding for 2019-2020	\$82,743.00

GOALS AND PLANNED ACTIONS/RESOURCES

GOAL #1:

Increase the percentage of K-3 students scoring “at or above benchmark” on middle of year DIBELS composite score 75% in 2019 to 78% in 2020.

Increase the percentage of 4-6 grade students scoring “at or above benchmark” on middle of year DIBELS composite score 76% in 2019 to 79% in 2020.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Middle-of-year DIBELS (MOY) composite scores from the previous 2018 school year will be compared with the current Middle-of-year (MOY) 2019 school year for both K-3 grades and 4-6 grades.

Action Plan:

Under the direction of our English Language Arts Leader and School Administration, Instructional Assistants, Attendance Tracker and Student Lighthouse Leader will work with students, teachers and parents to improve DIBELS scores from Beginning-of-year (BOY) to Middle-of-year (MOY). We will also implement the use of Amplify (Mclass) software to test and track students DIBELS results for grades 4-6.

A schedule will be implemented in which either the instructional assistant, using the SPIRE program, or the teacher will be working with small groups and individual students on a regular basis in order to give students needed support. Progress monitoring will also be used to target individual student needs. Our Student Lighthouse

Leader will help all students implement the 7 habits in order to improve their attendance and all academic areas.

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

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

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

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$40000.00	6 Instructional Assistants, 1 Student Lighthouse Advisor.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$7000.00	SPIRE reading tutor kits
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$47000.00	

GOAL #2:

Increase student achievement in Reading, Mathematics, Writing, Technology, Science, and Social Studies -content areas- by supporting teacher development and expertise throughout academic areas listed. Teachers will implement informed, rigorous, quality instruction for their students.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input checked="" type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Common formative assessment data and DCT improvement strategies will be shared with administration.

Action Plan:

Teachers will write common formative assessments and collaborate during Davis Collaborative Team meetings to identify ways to improve instruction.

The Leader in Me professional development will focus on quality instruction this school year.

Teachers will attend professional development at the Ron Clark Academy to increase their ability to provide rigorous, quality instruction to enhance and improve student academic achievements.

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

- Yes *(complete the budget sections below)*
- No *(skip the budget sections below)*

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

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$4800.00	Substitutes for teachers during professional development.
Prof. Services	\$	\$3000.00	Ron Clark Academy registration.
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$2000.00	Ron Clark Academy travel.
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
Total	\$	\$9800.00	

GOAL #3:

Students in “blended learning” classrooms will establish individualized learning targets and 80% of students will make sufficient progress to reach those targets.

District Strategic Plan Area:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture |

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal

Initial assessments will be given for each digital learning program, students will set individual progress goals. Mid year and end of year reports will be used to determine successful completion of student targets.

Action Plan:

Teachers will use student Leadership Binders to track and reflect on performance and progress. Data from digital programs will provide information for the reflection.

We will increase the number of devices in 5th and 6th grade to reach a one to one technology goal.

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

- Yes (*complete the budget sections below*)
- No (*skip the budget sections below*)

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

- Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

The Leader In Me program encourages the use of leadership binders for every student. Students set goals (WIGs) and track their progress toward those goals.

Planned LAND Trust Expenses for Goal #3

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$3000.00	Infini D lab flight manager
Prof. Services	\$	\$5000.00	Leader In Me
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$2,000.00	printed materials for Leader in Me
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$13943.00	Student technology devices (ipads and laptops) toward school 1:1 goal
Total	\$	\$23,943.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

H – Projected new funding for 2019-2020 \$82,743.00

I – Total projected funding for 2019-2020\$82743.00

J – Total planned expenditures for 2019-2020\$80,743.00

K – Planned carryover into 2020-2021 \$2,000.00

L – Is planned carryover more than 10% of projected new funds?

Yes

No

PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was “No”)*

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

Letters to policy makers

School newsletter

Labels to identify LAND Trust purchases

School website

School assembly

School marquee

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote: 4/25/2019

Number who approved: 6

Number who did not approve: 0

Number who were absent or abstained: 0

Davis School District – Strategic Plan

LEARNING FIRST!

VISION

Davis School District provides an environment where growth and learning flourish.

MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

OUR PLAN

CULTURE

Davis School District promotes a healthy, respectful, and collaborative culture.

- Teach and model personal accountability
 - Promote a growth mindset
 - Create an environment of respect
- Demonstrate exemplary customer service from all employees

STUDENT GROWTH & ACHIEVEMENT

Davis School District provides an innovative, relevant, well-rounded education for each student.

- Focus on individual student growth and achievement
 - Provide well-rounded curriculum including character and life skills
 - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

PARENT & COMMUNITY CONNECTIONS

Davis School District develops connections with parents and community.

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

PARENT & COMMUNITY CONNECTIONS



EMPOWERED EMPLOYEES

Davis School District employees are valued, supported, and appreciated.

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning

EMPOWERED EMPLOYEES

FISCAL RESPONSIBILITY

Davis School District provides for oversight and efficient use of public and private funds.

- Provide internal and external oversight
- Provide ongoing training in fiscal management
 - Operate finances with transparency
 - Align fiscal resources with Board goals.

FISCAL RESPONSIBILITY

SAFETY & SECURITY

Davis School District creates an environment where physical and emotional safety are paramount.

- Provide safe and secure physical spaces
- Value stakeholder voices
 - Foster a welcoming environment
- Establish and communicate safety protocols

SAFETY & SECURITY