



# Teacher Student Success Plan LAND Trust Goals only

**Creekside Elementary - SY 2024**

Principal Jenny Schow

## 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 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. We work with students to meet Davis Essential Skills and Knowledge (DESK) standards in reading, math, social, and physical sciences. Additionally, Creekside uses Schoolwide Positive Behavioral Interventions and Supports (PBIS) strategies to create a safe and supportive learning environment for our students and staff. Teachers prepare students for success academically and socially as students learn to become leaders. Creekside Comets love to learn and learn to lead!

## 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 diverse socio-economic levels. Creekside boundaries encompass single family homes, several large apartment complexes, a low-income housing complex, and transitional housing including a family shelter.

### Student Body

The Creekside student body consists of 571 students in Kindergarten through Sixth Grade. Our demographics by subgroup are 77.4% Caucasian, 15.4% Hispanic/Latinex, 5.4% Multiple Races, 1.1% African American/Black, 0.5% Asian, and 0.5% Pacific Islander. 7.3% of our students are Multi Lingual Learners, and 15.9% of our students receive Special Education services.

# Staff

The Creekside faculty and staff consist of 84 certified and classified employees. 3% of the employees are male and 97% are female. 67% of our certified general education teachers are ESL endorsed. Certified teachers all have Bachelor Degrees. All teachers have been trained or are in the process of being trained in the science of reading through LETRS.

# School Culture

Creekside faculty and staff believe in our students' ability to be successful. At Creekside we value a culture centered around dignity, respect, and inclusion. Students learn the four school rules: Be Respectful, Be Responsible, Be Safe, and Be Kind. These expectations establish the foundation for student and staff behavior throughout all areas of the building.

Creekside has an award-winning Robotics Team and an outstanding extracurricular drama program that produces an annual school play.

Creekside is fortunate to have an active and supportive PTA and Community Council. They provide support and participate in a variety of school activities that enhance the educational experiences of Creekside students.

Teachers work together in Professional Learning Communities (PLC) to create meaningful learning experiences centered around student data. As a school we are continuing to build and strengthen these PLCs to enhance student learning.

# Unique Features & Challenges

Creekside is well-known in the community for its long-standing traditions, family-like environment, and a variety of unique opportunities and challenges that make us who we are. More than 75% of our teachers have greater than ten years of experience, and some of our teachers have taught at Creekside since it opened in 1999. Through strong support from our parents, teachers and whole school community, Creekside produces and performs a highly anticipated annual school play.

Another unique aspect of Creekside is the inclusion of Special Education classrooms that offer support to students with more significant needs, and our Creekside team works to provide an inclusive environment in which all students can learn and thrive. We also host an SEM (Schoolwide Enrichment Model) program led by our DEEP (Davis Enhanced Education Programs) Specialist that provides an enriched curriculum designed to challenge our high ability learners.

Our school boundaries include housing options for those seeking shelter from abusive situations, and we also have students who live in government subsidized low-income housing. We are fortunate to have a Family Advocate who works with many families to ensure they have access to resources within the school and the community. We have been happy to see an increase in ethnic and racial diversity at Creekside, which has brought more students coming to us as Multi-Lingual Learners. Our ESL Tutor, along with ESL-endorsed teachers, use strategies and teaching practices to build upon our MLL students' knowledge and help them increase their English proficiency. Helping our MLL students increase their proficiency on State Core Standards is an area of challenge and focus at Creekside.

# Additional Information

Creekside has a wonderful community of parent volunteers. Our volunteers work closely with teachers to assist with student learning. Students needing additional support in reading participate in the SPIRE reading intervention program. This is a research based and intensive intervention carried out by trained tutors. Students in grades K-3 benefit from senior volunteers (Grandma Tutors) from Weber Human Services. Creekside is also known for its support of the arts and provides opportunities for students to participate in music, theater productions, and the Reflections program. “Latinos in Action” is a group of approximately 20 junior high students who come to Creekside each week to work with

students in all grade levels, giving individual help in the content areas. This group of students works closely with our students to help build confidence while working on academic skills as directed by their teachers. We have a strong and active Student Council, and this year Creekside introduced the Jr. Hope Squad comprised of 5th and 6th grade students. These student leaders are wonderful role models to their peers.

## Needs Analysis

### Notable Achievements

Creekside added a Jr. Hope Squad this year, and this has been an area of excitement for our upper grade students. The Robotics Team is growing and excelling at competitions. Teachers are effectively implementing the science of reading in their classrooms based on their LETRS instruction.

### Areas of Recent Improvement

Creekside implemented a clear and concise Schoolwide Positive Behavioral Intervention Support (PBIS) model. It is centered around 4 school rules: Be Respectful, Be Responsible, Be Safe, and Be Kind. Teachers taught and modeled the expected behavior throughout different environments in the school. A matrix was formed to help decide which behaviors are managed at the classroom level and which behaviors are managed in the office with administration.

Another area of great improvement is our Kindergarten students showed tremendous growth on the Acadience Reading Composite scores from Beginning of Year to Middle of Year assessments. The percentage of kindergarten students scoring at or above benchmark improved from 53% to 79%.

### Areas of Needed Improvement

A three-year trend in Acadience data from 2020 to present indicate a 5% percent decrease per year in student growth. The 2023 MOY Pathways to Progress data indicate 59% of students in K-3 are making typical or above typical growth. The goal for the 2023-2024 school year is designed to address the need and change the trajectory of the data.

## Prior Year Status Report

### Report progress on PRIOR YEAR 2022 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
<p>Increase the percentage of K-3 students scoring “at or above benchmark” on middle of year (MOY) Acadience composite score. Increase by 8% from beginning of year to middle of year (MOY).</p> <p>Increase the Lexile level, measured by reading inventory, for 4-6 grade students by 100 points, or more, from</p>	Did not meet goal	<p>Overall school proficiency increased by two percent. Kindergarten raised proficiency scores by four percent. 1st grade decreased in student proficiency by four percent as did 2nd grade by 10%. 3rd grade remained the same at 66%.</p> <p>Tier I Instruction may need to be strengthened. We will work closely with our Literacy Coach and ensure teachers are being trained in the science of reading by completing their LETRS requirements. Tier III interventions may not have been fluid</p>

BOY to MOY by 10% with no more than 3% of students scoring lower on midyear assessment than beginning of year assessment.

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

Eighty percent of English Language Learners will increase their WIDA score by at least one point.

Met goal

Did not meet goal

and responding to data. We will implement data meetings with our intervention tutors to allow us to better respond to student data and adjust interventions accordingly.

Teachers worked in grade level teams to set individual learning targets. Students who were not progressing towards the goal were referred to Tier II and Tier III interventions such as SPIRE, Latinos in Action, Grandma Tutors, Small group tutoring with the teacher, and Accelerated Learning Tutors.

Only one out of 23 students increased their WIDA score by a full point. This goal may have been unrealistic as increasing a full point does not indicate typical growth. We did find that students did not receive SPIRE interventions, as TAs felt these students were receiving similar interventions from their MLL tutor. In the future we will have students receive SPIRE or similar reading interventions if needed.

## Current Year Progress Report

### Report progress on CURRENT YEAR 2023 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Increase the percentage of K-3 students scoring “at or above benchmark” on middle of year (MOY) Acadience composite score. Increase by eight percent from beginning of year to middle of year (MOY).</p> <p>Increase the Lexile level, measured by reading inventory, for 4-6 grade students by 100 points, or more, from BOY to MOY by 10% with no more than three percent of students scoring lower on midyear assessment than beginning of year assessment.</p> <p>Tracking progress for all students receiving tutor services through SPIRE and accelerated learning tutor services.</p>	Not progressing according to plan	<p>Students in Kindergarten increased the percentage of students scoring at or above benchmark on MOY Acadience composite score from 53% to 79% (an increase of 16%). 1st-3rd grade did not make the same gains, and the overall increase in percentage of K-3 students scoring “at or above benchmark” on middle of year (MOY) Acadience composite score was two percent, falling short of the goal by six percent. Moving forward, Creekside will consider growth on Pathways to Progress from MOY to MOY to allow teachers time to analyze and respond to data.</p>
Teachers and students in “blended learning” classrooms will establish individualized learning targets and 80% of	Progressing according to plan	Common assessments and online software benchmarks indicate students are progressing toward the goal. Students who scored at or above grade level on i-

students will make sufficient progress to reach those targets. Grade level teachers will create and administer common classroom- based assessments at the beginning of the year, mid-year and end of the year. These assessments will be used to measure progress.

Fifty percent of English Language Learners will increase their WIDA score by at least one point.

Progressing according to plan

Ready Math Diagnostic improved from 29% to 52% from Diagnostic #1 to #2. Students who scored at or above grade level on i-Ready Reading Diagnostic improved from 37% to 56% from Diagnostic #1 to #2.

The WIDA test was given at the school by the MLL tutor and the assistant principal. WIDA scores will not be available until the end of the year, but we anticipate positive results. We believe this goal may be a bit unrealistic as past data indicate it is difficult to raise WIDA scores a full point.

# LAND Trust Funding Projections

A - Carryover funds from Prior Year SY21-22	\$ 0.00
B - Allocated new funds for Current Year SY22-23	\$ 79,041.84
C - Total Budget for Current Year SY22-23	\$ 79,041.84
D - Projected spending during Current Year SY22-23	\$ 67,618.00
E - Expected carryover from Current Year SY22-23	\$ 11,423.84
F - Projected new funding for Next Year SY23-24	\$ 80,218.03
G - Total projected funding for Next Year SY23-24	\$ 91,641.87

# Goals and Planned Actions / Resources

Goal Short Title	Reading
Goal Statement	Sixty-four percent of K-3 students will make typical or above typical growth as measured by MOY Acadience Composite Pathways to Progress. In addition, fifty-six percent of K-6 students in our TSI identified subgroup will make typical or above typical growth as measured by MOY Acadience Composite Pathways to Progress.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing	

your TSI status?	
Measures	A three-year trend in Acadience data from 2020 to present indicate a five percent decrease per year in student growth. The 2023 MOY Composite Pathways to Progress data indicate 59% of students in K-3, and 51% of our TSI identified subgroup K-6, are making typical or above typical growth. 2024 Acadience MOY Composite Pathways to Progress data (K-3) will be used to measure progress.
Action Plan (please number steps)	1. SIPPS will be purchased for targeted student interventions. 2. Tutors will be hired and trained in SIPPS implementation. (LAND Trust) 3. TAs will be hired to support student reading proficiency in large classes. (TSSA and LAND Trust) 4. Students will participate in Acadience benchmark testing. Identified students scoring below or well below will be given additional assessments to determine specific areas of need. Students will be placed into appropriate intervention groups and progress monitored to measure effectiveness of interventions. Adjustments will be made as necessary. 5. Multi-lingual Learners will receive targeted interventions by the ESL tutor and receive reading intervention supports as needed. (LAND Trust Funds) 6. Teachers will meet in PLCs to analyze data and make appropriate instructional adjustments. 7. A PLC Guiding Coalition will be formed, and members of the Guiding Coalition will attend a PLC conference to support the PLC work and implement effective strategies in their grade levels.
This goal can be categorized as... (choose all that apply)	#PD #TSISubGroups
District Strategic Plan Area(s)	Student Growth & Achievement
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Reading
Does this action plan include behavioral / character education / leadership efforts?	
Will LANDTrust funds be used to support the implementation of this goal?	Yes  Goal LAND Trust Expense Total - \$80,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	#2, #3, Intervention Tutors and TAs	\$ 80,000.00

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

Goal Short Title	<b>Math</b>
Goal Statement	Fifty-four percent of 3rd-6th grade students will score at or above proficient on EOY math assessments. In addition, fifty-three percent of our TSI identified subgroup of students will have a Median Growth Percentile (MGP) of 53 on EOY math assessments.
TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?	
Measures	In 2021 forty-four percent of 3-6 grade students were proficient in math. This increased to forty-nine percent in 2022. End of year math assessments will be used to measure proficiency. In 2021, RISE data indicate our TSI subgroup of ESL/ELL students had a Median Growth Percentile (MGP) of 43, and 2022 data indicate a MGP of 48. RISE benchmarks and math common assessments will be used throughout the year to determine progress towards the goal and identify areas for targeted intervention.
Action Plan (please number steps)	<ol style="list-style-type: none"> <li>1. Math software will be purchased to support student learning in math. (TSSA Funds)</li> <li>2. Student devices will be purchased as part of the refresh plan to increase student access to technology and improve math outcomes.</li> <li>3. Teachers will analyze math data from software, math benchmarks, and common assessments to determine areas of student need.</li> <li>4. Tutors will work with students on areas of need as identified by teachers.</li> <li>5. Multi-Lingual Learners will work with ESL tutor, TAs, and tutors to improve math growth and proficiency.</li> </ol>
This goal can be categorized as... (choose all that apply)	#Tech #TSISubGroups
District Strategic Plan	Student Growth & Achievement

Area(s)	
If you selected 'School Identified Area', please describe	
Academic area(s) addressed by the goal	Mathematics Technology
Does this action plan include behavioral / character education / leadership efforts?	No
Will LANDTrust funds be used to support the implementation of this goal?	No
If your goal includes behavioral, character education, leadership, or SEL efforts, explain how it will directly affect student academic achievement.	Goal LAND Trust Expense Total - \$0.00

# Additonal LAND Trust Questions

## Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Reading	LAND Trust Academic	Salaries & Benefits	#2, #3, Intervention Tutors and TAs	\$80,000.00

## Summary of Planned Expenditures

F - Projected new funding for Next Year SY23-24	\$ 80,218.03
G - Total projected funding for Next Year SY23-24	\$ 91,641.87
H - Total planned expenditures for Next Year SY23-24	\$ 80,000.00
I - Planned carryover into the Following Year SY25-26	\$ 11,641.87
J - Is planned carryover more than 10% of projected new funds?	Yes
Plan for carryover in excess of 10%	If there is a carry over, funds will be used to address



Plan for sharing the school LANDTrust plan with the community
Additional plan for sharing the school LAND Trust plan with the community.

existing goals.

School newsletter|School website|

# SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/29/2023
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	0