



BOARD REPORT

Teacher Student Success Plan TSSA and LAND Trust

Creekside Elementary - SY 2022

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.

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 Davis Essential Skills and Knowledge (DESK) standards in reading, math, social, and physical sciences. Additionally, Creekside uses strategies from the Ron Clark Academy to prepare students and encourage them to develop learning and life skills. Thus preparing them for success in education, social situations, and their chosen career.

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 family shelter.

Student Body

The Creekside student body consists of 642 students in Pre-School through sixth grade. The student body breakdown is as follows:

Enrollment Counts

Total students - 642

Economically disadvantaged - 141

- Preschool – 46
- Kindergarten – 77
- K-2 Social behavioral classroom - 11
- 1st – 64
- 2nd – 88
- 3rd- 82
- 4th – 82
- 5th – 93
- 6th – 100

Enrollment by Ethnicity

- American Indian or Alaskan- 0
- Asian - 1
- Black or African American - 5
- Hispanic/Latino - 66
- Multiple Races - 19
- Native Hawaiian or Other Pacific Islander - 2
- White - 549

Staff

The Creekside staff consists of 77 certified and classified employees. 6.5% of the employees are male and 93.5% are female. 57% of our certified staff are ESL endorsed. 21% have a master's degree or higher.

School Culture

Creekside Faculty and staff believe in our students ability to be successful. Having a growth mindset and understanding the power of YET we encourage students to do their best, try again if they are not successful at something (YET), and they need to keep trying.

We have created a school house system, based on the system developed at the Ron Clark Academy, to encourage positive behavior and unite groups of students who typically would not interact with each other.

Opportunities for students to participate in the arts, helps give students a wide array of learning experiences. This year, due to Covid-19 restrictions we scaled back for a music review instead of a full production.

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. Principles adopted from the Ron Clark Academy, provide 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, it is our hope that they become more vested in their education. As students adopt a Growth Mindset they can increase their self-confidence, and responsibility, and initiative grows. When children understand and internalize the concept of "The Power of Yet" They are more willing to take risks and increase their potential for growth.

The 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 37 students for whom English is a second language. Our percentage of economically disadvantaged is 22%, Ethnic Minority 14.5%, and SPED is 15%.

Additional Information

During a normal school year, 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 community works together and focuses on reading and math improvement. Students in all grades benefit from the SPIRE reading intervention program that further allows students to receive one on one instruction with professionals trained to help struggling 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, 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 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 Language Arts and Math (I ready, Reflex Math, IXL, Brain Pop, Lexia,)

Creekside Elementary continues to grow in the robotics program. Six Teams from Creekside will be competing at the state VEX competition this year.

Teachers devoted a lot of their time this year to learning the Canvas system and then creating and delivering educational resources through this leaning platform.

Areas of Recent Improvement

According to Acadience testing data, from the beginning of year to middle of year we had an increase of 11.1% of our students, in K - 3, who were who were reading at or above benchmark.

4th - 6th grade had 22.9% of our students who increased their lexile reading level by 100 points or more based on BOY to MOY Reading Inventory data.

Areas of Needed Improvement

Reading is an area in which Creekside needs to continue to improve. While we were pleased with the 4th - 6th grade improvement mentioned in the previous item, we also had 16.3% of students in 4th - 6th grades who decreased their Lexile level and are not reading at grade level.

Teachers have also expressed a concern about a high percentage of our students who are not learning their math facts.

Prior Year Status Report

Report progress on PRIOR YEAR 2020 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 DIBELS composite score 75% in 2019 to 78% in 2020.</p> <p>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.</p>	<p>Did not meet goal</p>	<p>Middle of year, K-3, Acadience proficiency was 75.3% reflecting an 8.4 percent increase in the # of students reading at benchmark from beginning of year to middle of year.</p> <p>4-6 increase was 76.7%</p>
<p>Teachers will offer informed, rigorous, quality instruction for their students.</p>	<p>Met goal</p>	
<p>Students in “blended learning” classrooms will establish individualized learning targets and 80% of students will make sufficient progress to reach those targets.</p>	<p>Did not meet goal</p>	<p>No end of year data to measure success.</p>

Current Year Progress Report

Report progress on CURRENT YEAR 2021 Composite School Plan

Goal description	Progress toward goal	Comments
<p>Increase % of K - 3 students reading at or above benchmark by 10% from beginning of year (BOY) to middle of year (MOY)</p> <p>Increase % of 4 - 6 grade students reading at or above benchmark by 4% from BOY to MOY. If the state provides Acadience to 4 - 6 grade students. If not, RI will be used and 5% of students will show and increase in their Lexile score by 100 points.</p>	<p>Progressing according to plan</p>	<p>Due to the shut down at the end of the previous school year, our beginning of year Acadiences scores were much lower than the previous years. The increase from BOY to MOY scores was still good, at 11.1%.</p> <p>22.9 % of 4th - 6th grade students increased their BOY to MOY Lexile scores by 100 points or more.</p>
<p>Improve student and staff relationships and improve school climate by implementing social emotional learning strategies. Research shows (Ron Clark Academy -RCA) that safe climate and social emotional learning improves student academic performance.</p>	<p>Progressing according to plan</p>	<p>The SEL walk through showed areas of needed improvement but with unique circumstances this year, the data does not hold a high degree of confidence. We will revise the SEL walk through for the coming year, if needed.</p>
<p>Students will demonstrate adequate growth in the areas of science, math, and language arts.</p>	<p>Progressing according to plan</p>	<p>Progressing according to plan. Many of our students in the SPIRE program are making progress and small group teacher assistants have helped many of our students to understand concepts and complete assignments.</p>

TSSA Funding Projections

TSSA SY19-20 Carryover	\$ 0.00
TSSA SY20-21 New Funding	\$ 76,856.00
TSSA Total funding for SY20-21	\$ 76,856.00
TSSA SY20-21 Anticipated Spending	\$ 76,500.00
TSSA Expected balance carried over into SY21-22	\$ 356.00
TSSA Anticipated new funding for SY21-22	\$ 82,152.00
TSSA Total funding available for SY21-22	\$ 82,508.00

Describe your school's SY20-21 Progress for TSSA Spending

We did pay teachers some extra duty and stipends. We also purchased technology and digital learning tools to supplement classroom instruction. One of our budget items, teachers visiting the Ron Clark Academy, could not be completed due to Pandemic shutdowns. We could not hold our faculty activity for the same reason.

LAND Trust Funding Projections

A - Carryover funds from SY19-20	\$ 3,288.86
B - Allocated new funds for SY20-21	\$ 84,193.00
C - Total Budget for SY20-21	\$ 87,481.86
D - Projected spending during SY20-21	\$ 78,681.00
E - Expected carryover from SY20-21	\$ 8,800.86
F - Projected new funding for SY21-22	\$ 72,385.11
G - Total projected funding for SY21-22	\$ 81,185.97

Goals and Planned Actions / Resources

<i>Goal Short Title</i>	Reading								
<i>Goal Statement</i>	<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 BOY to MOY by 10% with no more than 3% of students scoring lower on midyear assessment than beginning of year assessment.</p>								
<i>Measures to determine progress</i>	Acadience and Reading Inventory assessments.								
<i>Action Plan</i>	<p>Tier 1 and tier 2 instruction in the classroom. Tier 3 instruction by trained Spire interventionists, for select students, using the Spire reading program. We will also have a certified teacher with three assistants, funded with LAND Trust monies, working with students on an accelerated learning program. 17 teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS), reading, training. Supplies for SPIRE and Accelerated learning will be funded with LAND Trust funds.</p> <p>Focus on healthy student behaviors using Social Emotional Learning(SEL) and restorative practices to decrease learning disruptions and created a more positive and productive learning environment.</p>								
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement								
<i>Academic area(s) addressed by the goal</i>	Reading								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>									
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total -</p> <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>				
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<i>Will LANDTrust funds be used to support the</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$79,000.00</p>								

implementation of this goal?

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
LAND Trust Academic	Salaries & Benefits	Salaries for SPIRE tutors, Accelerated learning teacher assistants, and LETRS training teacher stipends.	\$ 75,000.00
LAND Trust Academic	General Supplies, Other	Supplies for SPIRE and Accelerated learning	\$ 4,000.00

<i>Goal Short Title</i>	Learning mastery								
<i>Goal Statement</i>	Students in “blended learning” classrooms will establish individualized learning targets and 80% of students will make sufficient progress to reach those targets.								
<i>Measures to determine progress</i>	Teachers will record student mastery level scores at the beginning of the year and again mid year using grade level team created classroom based assessments.								
<i>Action Plan</i>	Teachers will use teaching strategies learned at the Ron Clark Academy, Students not demonstrating master will be referred to school Tier 3 intervention strategies such as SPIRE tutoring and accelerated learning groups.								
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL								
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement								
<i>Academic area(s) addressed by the goal</i>	Mathematics Reading								
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	Yes								
<i>Will TSSA funds be used to support this goal?</i>	<p>Goal TSSA Expense Total - \$41,801.40</p> <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> <tr> <td>TSSA</td> <td>Salaries & Benefits</td> <td>Accelerated learning teacher</td> <td>\$ 41,801.40</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	TSSA	Salaries & Benefits	Accelerated learning teacher	\$ 41,801.40
<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>						
TSSA	Salaries & Benefits	Accelerated learning teacher	\$ 41,801.40						
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>No</p> <p>Goal LAND Trust Expense Total -</p> <table border="1"> <thead> <tr> <th><u>Funding Source</u></th> <th><u>Expense Category</u></th> <th><u>Description</u></th> <th><u>Item Cost</u></th> </tr> </thead> <tbody> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>				
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<i>Goal Short Title</i>	English Language Learners			
<i>Goal Statement</i>	Eighty percent of English Language Learners will increase their WIDA score by at least one point.			
<i>Measures to determine progress</i>	WIDA assessment.			
<i>Action Plan</i>	The school will provide an after school learning program on Monday through Thursday. The program supervisor will monitor students on the Imagine learning program and assist students with incomplete class assignments and homework questions. The assistant will also coordinate with teachers and parents			
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL			
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement			
<i>Academic area(s) addressed by the goal</i>	Reading Writing Mathematics Social Studies			
<i>Does this action plan include behavioral / character education / leadership efforts?</i>	No			
<i>Will TSSA funds be used to support this goal?</i>	Goal TSSA Expense Total - \$18,000.00			
	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
	TSSA	General Supplies, Other	Student awards, parent and student activities.	\$ 7,000.00
	TSSA	Salaries & Benefits	ESL student and parent liason	\$ 11,000.00
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	No			
	Goal LAND Trust Expense Total -			
	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>

Additional TSSA Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
English Language Learners	TSSA	General Supplies, Other	Student awards, parent and student activities.	\$7,000.00
English Language Learners	TSSA	Salaries & Benefits	ESL student and parent liason	\$11,000.00
Learning mastery	TSSA	Salaries & Benefits	Accelerated learning teacher	\$41,801.40

Summary of Planned Expenditures

1. Projected new TSSA funding for SY21-22	\$ 82,152.00
2. Total projected TSSA funding for SY21-22	\$ 82,508.00
Does the school plan to add a contract day for teachers with TSSA funds?	Yes
Cost of contract day for teachers with TSSA funds	\$ 9,480.60
3. Total planned TSSA expenditures for SY21-22	\$ 69,282.00
4. Planned TSSA carryover into the SY22-23	\$ 13,226.00
Does the school plan to fund teacher leadership opportunities with TSSA funds?	Yes

Additional LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Reading	LAND Trust Academic	Salaries & Benefits	Salaries for SPIRE tutors, Accelerated learning teacher assistants, and LETRS training teacher stipends.	\$75,000.00
Reading	LAND Trust Academic	General Supplies, Other	Supplies for SPIRE and Accelerated learning	\$4,000.00

Summary of Planned Expenditures

F - Projected new funding for next year SY21-22	\$ 72,385.11
G - Total projected funding for next year SY21-22	\$ 81,185.97
H - Total planned expenditures for next year SY21-22	\$ 79,000.00
I - Planned carryover into the following year SY22-23	\$ 2,185.97
J - Is planned carryover more than 10% of projected new funds?	No
Plan for carryover in excess of 10%	If there is a carry over, funds will be used to enhance existing goals.
Plan for sharing the school LANDTrust plan with the community	School newsletter School website School marquee
Additional plan for sharing the school LAND Trust plan with the community.	Out reach to ELL families to explain the program in goal #3.

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	04/15/2021
Number who approved	8
Number who did not approve	0
Number who were absent or abstained	1