



# Teacher Student Success Act TSSA Budget 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.

## TSSA Funding Projections

TSSA Prior Year SY21-22 Carryover	\$ 13,746.54
TSSA Current Year SY22-23 New Funding	\$ 101,139.00
TSSA Total funding for Current Year SY22-23	\$ 114,885.54

TSSA Current Year SY22-23 Anticipated Spending	\$ 110,006.81
TSSA Expected balance carried over into Next Year SY23-24	\$ 4,878.73
TSSA Anticipated new funding for Next Year SY23-24	\$ 116,098.00
TSSA Total funding available for Next Year SY23-24	\$ 120,976.73
Describe your school's Current Year SY22-23 Progress for TSSA Spending	We have used TSSA for a .5 FTE 5th/6th grade math funnel teacher, .5 FTE for school counselor, digital learning software, tutors and TAs, including support for Multi Lingual Learners. Our 5th and 6th grade students have benefitted from smaller math classes and targeted instruction. Our counselor has been able to offer more individual and small-group support. Tutors and TAs have provided targeted interventions to students in reading and math groups as well as to Multi Lingual Learners.

## SEL Goals and Planned Actions / Resources

<i>Choose the focus of this SEL goal then select all applicable programs from the dropdown boxes</i>	<b>Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.</b>
<i>Building school SEL foundational support, commitment, and ownership</i>	PTA/PTO Collaborative Events & Activities Parent Outreach
<i>SEL with faculty and staff:</i>	Mindful Space for Faculty

	Mindfulness and SEL Skill Building
<i>Promoting SEL for students -- Explicit Instruction</i>	Counselor Developed Lessons Learning to Breathe (6th and 10th Grade) Harmony
<i>The summarized SEL goal</i>	
<i>Promoting SEL for students -- Daily practices integrated in classroom instruction</i>	Welcoming Routines: : Start the school day or class period, to build community and connect to the work ahead. Strategies for Engaged Learning: Embed engaging strategies throughout the school day or class period to anchor learning, provide processing time, or re-focus. Intentional Closures: Intentionally close each day or class period with an activity to support forward-thinking and provide a sense of accomplishment.
<i>Promoting SEL for students -- Schoolwide and Classroom Learning Environments</i>	Positive Behavior Supports Attendance Practices Bullying Prevention Restorative Practices
<i>SEL Goal Statement</i>	Creekside Elementary School will provide a safe and supportive learning environment by strengthening student and staff SEL skills in self-awareness and self-management.
<i>This school SEL goal and implementation plan will be measured by using</i>	DSD SEL Walkthrough School Data
<i>Our school needs professional learning in</i>	Restorative Practices Attendance Practices SEL 3 Daily Practices Integrated in Classroom Instruction
<i>SEL Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. Administration and School PBIS/SEL Team will model and train all faculty to use the 3 SEL Daily Practices.</li> <li>2. Administrators will encourage use of the 3 SEL Daily Practices in classrooms through both formal and informal observations. and send recognition notes to teachers who are using the SEL Daily practices.</li> <li>3. K-6 Teachers will be expected to deliver weekly SEL lessons in their class using Harmony resources.</li> <li>4. School Counselor will use classroom lessons to support SEL strategies.</li> <li>5. 6th Grade classes and teachers will participate in 12 weeks of Learning to Breathe Instruction delivered by DBH.</li> <li>6. Restorative Practices strategies will be implemented school-wide.</li> <li>7. PBIS/SEL team will collaborate with the school counselor and administrators to implement a school-wide attendance improvement program.</li> <li>8. Student Council and Jr. Hope Squad will collaborate with advisors, counselor, and administrators to support SEL needs of students.</li> </ol>

SEL Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$53,000.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Salaries & Benefits	Fund the other .5 of school counselor contract	\$ 53,000.00

## Goals and Planned Actions / Resources

<i>Goal Short Title</i>	<b>Reading</b>
<i>Goal Statement</i>	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.
<i>TSI SCHOOL QUESTION: Will this goal focus on TSI student populations; on changing your TSI status?</i>	
<i>Measures</i>	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.
<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> <li>1. SIPPS will be purchased for targeted student interventions.</li> <li>2. Tutors will be hired and trained in SIPPS implementation. (LAND Trust)</li> <li>3. TAs will be hired to support student reading proficiency in large classes. (TSSA and LAND Trust)</li> <li>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.</li> <li>5. Multi-lingual Learners will receive targeted interventions by the ESL tutor and receive reading intervention supports as needed. (LAND Trust Funds)</li> <li>6. Teachers will meet in PLCs to analyze data and make appropriate instructional adjustments.</li> </ol>

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?*

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

*Will TSSA funds be used to support this goal?*

Goal TSSA Expense Total - \$38,885.00

<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>
TSSA	Professional and Technical Services	PLC Conference fee and teacher stipends #6, #7	\$ 10,000.00
TSSA	General Supplies, Other	SIPPS Materials and Training #1, #2	\$ 3,000.00
TSSA	Salaries & Benefits	Intervention Tutors and TAs #3	\$ 25,885.00

*Goal Short Title*

**Math**

*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)*

1. Math software will be purchased to support student learning in math. (TSSA Funds)
2. Student devices will be purchased as part of the refresh plan to increase student access to technology and improve math outcomes.
3. Teachers will analyze math data from software, math benchmarks, and common assessments to determine areas of student need.
4. Tutors will work with students on areas of need as identified by teachers.
5. Multi-Lingual Learners will work with ESL tutor, TAs, and tutors to improve math growth and proficiency.

*This goal can be categorized as... (choose all that apply)*

#Tech|#TSISubGroups|

*District Strategic Plan Area(s)*

Student Growth & Achievement|

*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

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



Will TSSA funds be used to support this goal?

Goal TSSA Expense Total - \$28,000.00

<b>Funding Source</b>	<b>Expense Category</b>	<b>Description</b>	<b>Item Cost</b>
TSSA	Online Curriculum or Subscriptions	Online Software #1	\$ 5,000.00
TSSA	Software or Technology Hardware (each item < \$5000)	Student and Teacher Devices #2	\$ 23,000.00

## Additional TSSA Questions

### Budget Item List

<b>GoalTitle</b>	<b>Funding Source</b>	<b>Expense Category</b>	<b>Description</b>	<b>Item Cost</b>
Building Foundational Knowledge and Capacity Strengthen Adult SEL Promote SEL for Students.	TSSA	Salaries & Benefits	Fund the other .5 of school counselor contract	\$53,000.00
Math	TSSA	Online Curriculum or Subscriptions	Online Software #1	\$5,000.00
Math	TSSA	Software or Technology Hardware (each item < \$5000)	Student and Teacher Devices #2	\$23,000.00
Reading	TSSA	Professional and Technical Services	PLC Conference fee and teacher stipends #6, #7	\$10,000.00
Reading	TSSA	General Supplies, Other	SIPPS Materials and Training #1, #2	\$3,000.00
Reading	TSSA	Salaries & Benefits	Intervention Tutors and TAs #3	\$25,885.00

### Summary of Planned Expenditures

1. Projected new TSSA funding for Next Year SY23-24

\$ 116,098.00

2. Total projected TSSA funding for Next Year SY23-24	\$ 120,976.73
Does the school plan to add a contract day for teachers with TSSA funds?	No
Cost of ADDITIONAL contract day for teachers using TSSA funds	\$ 0.00
3. Total planned TSSA expenditures for Next Year SY23-24	\$ 119,885.00
4. Planned TSSA carryover into the Following Year SY25-26	\$ 1,091.73
Does the school plan to fund teacher leadership opportunities with TSSA funds?	No