



Teacher Student Success Plan LAND Trust only

Creekside Elementary - SY 2023

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 655 students in Pre-School through sixth grade. The student body breakdown is as follows: Enrollment Counts Total students - 655, Economically disadvantaged - 134, Preschool - 55, Kindergarten - 79, K-2 Social behavioral classrooms - 16, 1st - 87, 2nd - 79, 3rd- 95, 4th - 81, 5th - 87, 6th - 92 Enrollment by Ethnicity American Indian or Alaskan- 1, Asian - 3, Black or African American - 6, Hispanic/Latinex - 81, Multiple Races - 23, Native Hawaiian or Other Pacific Islander - 1, White - 540

Staff

The Creekside staff consists of 83 certified and classified employees. 6% of the employees are male and 94% are female. 65% of our certified general education teachers are ESL endorsed.

School Culture

Creekside Faculty and staff believe in our student's ability to be successful. Having a growth mindset, we encourage students to do their best, try again if they are not successful at something, and keep trying. We have created a schoolhouse 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. Creekside has a school choir, robotics team, an extracurricular drama program.

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. 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. We will continue our after-school program for our ELL students. 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 and accelerated learning tutors that further allow 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, and Canvas) Creekside Elementary continues to grow in the robotics program.

Areas of Recent Improvement

According to Acadience testing data, for grades k-6, from the beginning of year to middle of year 67% of our students are at benchmark or above and 60% have made typical or better growth.

Areas of Needed Improvement

Reading is an area in which Creekside needs to continue to improve. While we were pleased with Acadience results, we would like to do better. 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 2021 Composite School Plan

Goal description	Progress toward goal	Comments (required if 'Did not meet goal')
Increase % of K - 3 students reading at or above benchmark by 10% from beginning of year (BOY) to middle of year (MOY)	Did not meet goal	Acadience data for Beginning of year to middle of year assessment. Kindergarten +11%, 1st grade +19%, 2nd grade -4%, 3rd grade 0%, 4th grade -2%, 5th grade +5%, 6th grade -3%. Whole school growth was 6%.
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.	Did not meet goal	
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.	Met goal	
Students will demonstrate adequate growth in the areas of science, math, and language arts.	Met goal	

Current Year Progress Report

Report progress on CURRENT YEAR 2022 Composite School Plan

Goal description	Progress toward	Comments
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	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 BOY to MOY by 10% with no more than 3% of students scoring lower on midyear assessment than beginning of year assessment.</p>	Progressing according to plan	Need RI data
<p>Students in “blended learning” classrooms will establish individualized learning targets and 80% of students will make sufficient progress to reach those targets.</p>	Progressing according to plan	Teachers are turning in their MOY scores.
<p>Eighty percent of English Language Learners will increase their WIDA score by at least one point.</p>	Progressing according to plan	A high percentage of our students participate in the after school program and ELL tutors are working with students during the school day. WIDA scores will not be available until later in the school year.

LAND Trust Funding Projections

A - Carryover funds from prior year SY20-21	\$ 17,175.40
B - Allocated new funds for current year SY21-22	\$ 72,385.00
C - Total Budget for current year SY21-22	\$ 89,560.40
D - Projected spending during current year SY21-22	\$ 87,000.00
E - Expected carryover from current year SY21-22	\$ 2,560.40
F - Projected new funding for next year SY22-23	\$ 79,111.00
G - Total projected funding for next year SY22-23	\$ 81,671.40

Goals and Planned Actions / Resources

Goal Short Title	Reading

<p><i>Goal Statement</i></p>	<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>								
<p><i>Measures</i></p>	<p>Acadience data, Reading inventory(RI) reports, tutor's progress monitoring monitoring data.</p>								
<p><i>Action Plan (please number steps)</i></p>	<ol style="list-style-type: none"> 1. Tier 1 and tier 2 instruction in the classroom. 2. Tier 3 instruction by trained Spire interventionists, for select students, using the Spire reading program. 3. We will also have trained academic interventionists, funded with LAND Trust monies, working with students on an accelerated learning program. 4. Classroom teachers will participate in Language Essentials for Teachers of Reading and Spelling (LETRS), reading, training. 5. Supplies for SPIRE and Accelerated learning will be funded with LAND Trust funds. 6. 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></p>	<p>#PCBL</p>								
<p><i>District Strategic Plan Area(s)</i></p>	<p>Student Growth & Achievement</p>								
<p><i>Academic area(s) addressed by the goal</i></p>	<p>Reading</p>								
<p><i>Does this action plan include behavioral / character education / leadership efforts?</i></p>	<p>Yes</p>								
<p><i>Will LANDTrust funds be used to support the implementation of this goal?</i></p>	<p>Goal LAND Trust Expense Total - \$42,500.00</p> <table border="1" data-bbox="457 1770 1484 1961"> <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>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#3 Academic interventionists</td> <td>\$ 42,500.00</td> </tr> </tbody> </table>	<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#3 Academic interventionists	\$ 42,500.00
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LAND Trust Academic	Salaries & Benefits	#3 Academic interventionists	\$ 42,500.00						

<i>Goal Short Title</i>	Learning mastery										
<i>Goal Statement</i>	Teachers and students in “blended learning” classrooms will establish individualized learning targets and 80% of 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.										
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<i>Action Plan (please number steps)</i>	<ol style="list-style-type: none"> 1. Teachers will use effective teaching practices such as: Ron Clark Academy engagement strategies, the science of reading best practices, strategies found in the book "Teach Like a Champion," Heggerty reading, and Scientific Inquiry. Students not demonstrating mastery will be referred to school Tier 3 intervention strategies such as SPIRE tutoring and accelerated learning groups. 2. School social emotional learning committee will support learning through (SEL) strategies for peer interactions, calming methods, and appropriate ways to show respect for all students, faculty, and staff. Learning educational time and learning will increase as students distractions and disruptions decrease. 										
<i>This goal can be categorized as... (choose all that apply)</i>	#PCBL #SEL										
<i>District Strategic Plan Area(s)</i>	Student Growth & Achievement										
<i>Academic area(s) addressed by the goal</i>	Reading Mathematics Science										
<i>Does this action plan include behavioral / character education / leadership efforts?</i>											
<i>Will LANDTrust funds be used to support the implementation of this goal?</i>	<p>Yes</p> <p>Goal LAND Trust Expense Total - \$39,171.40</p> <table border="1" data-bbox="459 1745 1484 1902"> <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>LAND Trust Academic</td> <td>Salaries & Benefits</td> <td>#1 SPIRE tutors</td> <td>\$ 39,171.40</td> </tr> </tbody> </table>			<u>Funding Source</u>	<u>Expense Category</u>	<u>Description</u>	<u>Item Cost</u>	LAND Trust Academic	Salaries & Benefits	#1 SPIRE tutors	\$ 39,171.40
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Additonal LAND Trust Questions

Budget Item List

GoalTitle	Funding Source	Expense Category	Description	Item Cost
Learning mastery	LAND Trust Academic	Salaries & Benefits	#1 SPIRE tutors	\$39,171.40
Reading	LAND Trust Academic	Salaries & Benefits	#3 Academic interventionists	\$42,500.00

Summary of Planned Expenditures

F - Projected new funding for next year SY22-23	\$ 79,111.00
G - Total projected funding for next year SY22-23	\$ 81,671.40
H - Total planned expenditures for next year SY22-23	\$ 81,671.40
I - Planned carryover into the following year SY23-24	\$ 0.00
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
Additional plan for sharing the school LAND Trust plan with the community.	

This school is not a Title I school.

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of community council approval vote	03/29/2022
Number who approved	10
Number who did not approve	0
Number who were absent or abstained	0