

Student Success Plan 2023-2024

School Name: *Grant Elementary*

School Year: *2023-2024*

School LAND Trust Allocated Amount:	\$ 58,563
Teacher Student Success Allocated Amount:	\$ 47,000
Reading ESPs	\$ 30,500

GOAL #1- ELA

Goal
<p>Grades K-6: By the end of the 2023-2024 school year, at least 65% or more students in each grade level will achieve typical or better growth on the state Acadience Reading assessment.</p> <p>Grades 4-6: At the end of the 2023-2024 school year, at least 75% or more of students in grades 4-6 will score 40 growth points on the RISE end-of-level language art assessments from the previous year.</p>
Academic Areas
<ul style="list-style-type: none">• <i>Reading</i>• <i>Writing</i>• <i>Technology</i>
Measurements
<ul style="list-style-type: none">-<i>Acadience Reading</i>-<i>District Benchmarks</i>-<i>RISE benchmarks</i>-<i>Disaggregated RISE data</i>-<i>Classroom CFAs</i>-<i>PASI/PSI</i>-<i>Classroom Observation/Feedback</i>-<i>ERI/RLA as needed for Tier II interventions</i>-<i>PLC Agendas/Action Plans</i>-<i>Data of Use of Technology in classrooms</i>-<i>Surveys</i>

- Utah Compose Scores
- Coaching Data
- Questioning Observations
- Time on Task
- Feedback on use of Learning Targets
- Monitor Fidelity of ELA Programs and interventions
- ESL Learners Progress
- Special Education Student Progress

We would like each student in grades 3-6 to show individual growth on district benchmarks and see 75% of students reach proficiency on grade level essential standards in order for 75% of students to show 40 growth points on RISE end of year summative assessments.

Action Plan Steps

- Tier I time will be maximized as the schedule is planned, grades K-6
- Educational Support Staff (ESPs) will be provided as indicated by data to push in and differentiate instruction in ELA.
- Small group reading Tier I instruction will be paid for from funds through Reading Budgets, TSSA funds, and Land Trust funds
 - Targeted Reading Groups for these funds will be provided for Struggling Readers in grades K-3 and WIN Walk Time in grades 4-6.
 - Reading Groups will be taught four days a week minimum in grades K-3.
 - Training will be provided and built into the schedule for ESPs based on need.
- Reading Funds will be used to fund ESPs (Educational Support Staff) for grades K-3 who will provide reading interventions
- TSSA Funds will be used to fund ESPs for students in grades K-6 and will be placed at the grade level at the highest need.
- Differentiated Instruction will be fluid and based on need: PASI (Phonemic Awareness Screening Inventory) and PSI (Phonics Screening Inventory) by 95% Group, and DIBELS Acadience Progress Monitoring
- Teachers will continue to provide and improve enrichment experiences for above and on level students.
- Teachers will teach the adopted ELA curriculum.
 - Grades K-2 will teach ELA for 150 minutes
 - Grade 3 ELA block will be for 120 minutes minimum
 - Grades 4-6 ELA block will be for 90 minutes minimum
- Teachers, alongside the principal and instructional coach, will meet in weekly PLC meetings to analyze classroom data (Benchmark Assessments, DIBELS, Exit Tickets, Progress Monitoring, 95% Group, Classroom Assessments, Kindergarten KEEP and Quarterly Assessments, etc.), discuss essential standards and growth or concerns of all students, with a focus on the analysis of high-risk students.
- The School Leadership Team will meet regularly to discuss how our school is doing at meeting our goals and what, if needed, could be adjusted, and as needed.
- Teachers will collect ongoing writing data and participate in the district writing benchmarks in order to effectively adjust instruction and provide necessary interventions.

- Teachers will provide enhanced Tier 1 writing instruction using research-based programs through their ELA program. The school will ensure funds to provide incoming students with the technology needed and replace technology as needed throughout the year.
- Teachers will be provided with licenses to software, or other educational technology materials, to enhance students' use of 21st Century Skills, and use of collaboration, communication, creativity, and critical thinking, such as NearPod, Newsela, and Reading A-Z, etc. and blended learning platforms to assist in their implementation of digital learning resources used to compliment their core instruction.
- Teachers will be provided with access to Parent Square to provide them with the opportunity to communicate with parents frequently on specific information to improve academic achievement.
- Administrator and Instructional Coach will provide ongoing observations, coaching cycles, and feedback to teachers on a regular basis.
- Administration will complete a minimum of 4-6 drop-ins in each classroom.
- Instructional Coaching will take place regularly in all classrooms.
- Land Trust funds will supplement funds to ensure PLC rotations happen weekly so teachers can plan and collaborate weekly by funding ESPs to cover classrooms
- Land Trust funds will be used for ESP Support to help with differentiated interventions.
- Land Trust funds will be used to provide substitutes for professional development and to support teachers with Core Standards and planning time to understand the new ELA basal reading program better.
- Land Trust funds will be used to provide subs to cover classrooms so teachers can collaborate and work together to understand the content, align curriculum to standards, and understand DoK.
- Land Trust funds will be used to purchase additional trade books in grades 2-6 for Wit and Wisdom. Instruction will then follow on teaching informational text tied to writing.
- Land Trust funds will be used to buy text in grades K-1 to teach comprehension and build vocabulary, including non-fiction magazines.
- Land Trust funds will be used to purchase 95% Core Phonics Word Study Kits for 4th and 5th Grade Classrooms. This program will teach both word study and vocabulary.
- Land Trust funds will be used to purchase instructional text to support ELs and Special Education students in their regular education classroom.
- Land Trust funds will be used to purchase technology that has become outdated and no longer works in classrooms.
- Land Trust funds will be used to buy standing mirrors for struggling students so they can see how to form sounds correctly.
- Land Trust funds will be used to purchase UFLI instructional interventions for students in grades K-3 as needed.

Teachers will teach-

- Foundation Skills in Grades K-3
- Wit and Wisdom in Grades 2-6
- 95% Group Grades K-3, others as needed
 - Vocabulary
 - Fluency
 - Phonemic Awareness (Haggerty Tier 1, 95% PA Chip Kit Tier 2)

- Phonics (95% Core Phonics Tier 1, 95% Chip Kits and PLL Tier 2)
- Comprehension
- Writing
- 95% Group Word Study in 4th and 5th Grades

Teachers will use the following strategies to help all students reach these goals-

- Small Group Instruction and Interventions
 - Guided Reading Grades K-3
 - DYAD Reading Grades 2-6
- Differentiated Instruction
- Explicit Comprehension Instruction Grades 3-6
- Explicit Vocabulary Instruction Grades K-6
- Professional Development will be provided to new teachers as needed
- Substitutes to cover teachers classrooms for professional development
- Tasking
- Modeling
- Student Discourse
- PLCs
- Timely Teacher Feedback
- Varied Grouping Strategies
- Engagement Strategies
- Manipulatives & Models
- Clear Learning Targets
- Reteaching built into unit
- Gradual release of responsibility
- Questioning Strategies
- DoK

Category	Action	Funding Amount	Funding Source
Salaries and Employee Benefits	ESPs to cover classrooms for teachers to plan Wit and Wisdom ESPs to work with students in small groups during Tier I instruction/Teach 95% Group K-3 Reading Aides	\$10,000 \$30,000 \$5,000 \$30,500	Land Trust Land Trust TSSA Reading Funds
Textbooks-	Trade books, Reading Interventions, and Word Study Kits for 4th and 5th	\$6000	Land Trust

Subscription	Grades		
Supplies	Supplemental Instructional Resources	\$2500	Land Trust
Technology Related Hardware/Software (<5000 per item)	Technology replacement and addition costs	\$1500	Land Trust

GOAL #2- MATH

Goal

Grades K-6: By the end of the 2023-24 school year, at least 70% or more students in each grade level will achieve typical or better growth on the state Acadience Math assessment.

Grades 4-6: At the end of the 2023-24 school year, at least 75% or more of students in grades 4-6 will score 40 growth points on the RISE end-of-level math assessments from the previous year.

Academic Areas

- *Mathematics*
- *Writing*
- *Technology*

Measurements

- *Disaggregated RISE data*
- *District Benchmarks*
- *IXL data and benchmarks*
- *Classroom CFAs*
- *Classroom Observation & Feedback*
- *PLC Agendas & Action Plans*
- *Data to monitor frequency and quality of Technology use in classrooms*
- *Perception data in the form of Surveys*
- *Coaching Data*

- *Student engagement & Questioning Observations*
- *Feedback on the use of Learning Targets*
- *Monitor Fidelity of selected math programs & routines*
- *ESL learners progress*
- *Special Education students progress*

We would like each student in grades 3-6 to show individual growth on district benchmarks and see 75% of students reach proficiency on grade level essential standards in order for 75% of students to show 40 growth points on RISE end of year summative assessments.

Action Plan Steps

- The School will create a master schedule that supports Tier I instruction
- The school will provide time for teachers to collaborate through the use of ESPs to cover classrooms during special rotations.
- The school will provide the technology and training for teachers and students to leverage learning through technology.
- Teachers will focus on Fact Fluency by using Building Fact Fluency kits each day as part of their math block.
- Teachers will build foundational skills/early numeracy based on Math Acadience.
- The coach and principal will observe and provide professional learning on engagement.
- Ongoing support will be given to teachers by the coach and principal on how to unpack learning targets with students.
- Zearn has been purchased with district money (a technology math program). Headphones will be needed for each student to be able to fully use this program and to listen to the lessons it provides at school.
- Teachers will block out 90 minutes a day for high-quality math instruction.
- Teachers will collaborate in Impact Teams (professional development) for 1st-4th grades.
- Enrichment opportunities will be provided for students who are performing above grade level.
- TSSA money will be used to purchase mice for individual students to use with Chromebooks to help with technology programs.
- TSSA funds will be used to fund ESPs to support Tier I math instruction in grades K-3.
- Land trust funds will be used to provide substitutes or stipends for teachers to engage in math professional development.
- Land Trust funds will purchase these headphones for any student who needs headphones.
- Land Trust funds will be used to replace math manipulatives as needed.
- Land Trust funds will be used to purchase IXL software to remediate, reteach and extend student learning in math.

Teachers will teach/use-

- Explicit Math Vocabulary Grades K-6
- Eureka Math grades K-6
- Building Fact Fluency Toolkits (Addition/Subtraction and Multiplication/Division)

Teachers will use the following strategies to help all students reach these goals-

- Teachers will focus on Math Practice Standards to help increase student proficiency.
- Professional Development will be provided to new teachers as needed

- Substitutes to cover teachers' classrooms for professional development
- Tasking
- Student Discourse
- Reasoning/Justification of mathematical ideas through speaking and writing
- Timely Teacher Feedback
- Varied Grouping Strategies
- Engagement Strategies
- Manipulatives & Models
- Clear Learning Targets
- Reteaching built into unit
- Gradual release of responsibility
- Questioning Strategies
- Understanding of Mathematical Practices
- Number Talk Routines
- Explicit use of math vocabulary
- Grouping Strategies

Coach and principal will be crucial in ensuring teachers have the support they need to be successful.

Category	Action	Funding Amount	Funding Source
Salaries and Employee Benefits	2 Math Aides K-3 Substitutes/Stipends for Teachers for Math Professional Development	\$17,000 \$4,000	TSSA Land Trust
Supplies	Math Manipulatives and Headphones Mice	\$500 \$500	Land Trust TSSA
Software	IXL Software licenses	\$4100	Land Trust

GOAL #3- BEHAVIOR

Goal

Increase core instructional time with students by decreasing the number of incident referrals the school has in one year by 10%.

Academic Areas

- *Reading*
- *Mathematics*
- *Writing*
- *Science*

Measurements

- *RISE Test Scores*
- *District Benchmarks*
- *Reflection Sheets*
- *Aspire Behavior Incidents*

Action Plan Steps

We plan to improve behavior in our school by:

- Having daily circle in each classroom
- Hiring a Student Advocate with TSSA funds to check in with students.
- The student advocate will work alongside the principal, teachers and school social worker to support students in student support plans, positive behavior and interventions support, and school-wide expectations. The student advocate will support a school-wide behavior program that includes systematic procedures for processing behaviors: referral forms, buddy classrooms, and accompanying consequences. They will attend PLCs as needed to check in on the data of their current students in an effort to help students succeed not only behaviourally, but academically by providing additional academic intervention and increasing access to academic content in the classroom.
- Staggering Lunches and Recesses to minimize the number of students outside at one time
- Encourage inclusive healthy play at recess where all children have an activity to participate in
- Use 5th and 6th grade students to teach younger students how to play recess games and play fairly and how to use ro-sham-bo to resolve conflicts or get an adult if there is a larger issue
- Hold Restorative Conferencing when issues arise
- Hopeful Beginnings Counseling for students in crisis
- Check-In and Check-Out Advocate for Tier II Students

Our school-wide PBIS model includes the following:

- Weekly Rallies

- Golden Tickets for Class Recognition
- Bulldog Bucks for Individual Student Recognition
- Monthly Yes Day
- Student Recognition of positive social skills in rallies
- Weekly review of school rules
- Weekly recognition of students who exhibit sportsmanship/fair play
- Class Rules throughout the school that are the same

Category	Action	Funding Amount	Funding Source
Salaries and Employee Benefits	Student Advocate	\$27,000	TSSA

Funding Changes

(There are times when the planned expenditures in the goals of a plan are provided by the district, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?)

We are worried about our reading scores. If there is additional money, we will extend the hours of our reading aides and target our K-3 Tier I reading instruction more systematically to ensure all students are reading at benchmark so we do not have to provide intervention at the upper-grade level in future years.