

Student Success Plan 2019-2020

School Name: Liberty Elementary
School Year: 2019-2020

Goal 1 Language Arts Goal

Based upon the significant findings, list the school's most critical need related to student learning: Reading			
Actions	Persons Responsible	Funding Costs/Source	Timeline
<p>Goal established to meet the above listed need: School will increase RISE Language Arts scores in 4th grade from (57%) proficient to (61% predicted) proficient for the 2019-2020 school year. 5th grade will move from (56%) to (60% predicted) proficient for the 2019-2020 school year. 6th grade will move from (56%) to (63% predicted) proficient for the 2018-19 school year. Overall, all grade levels will have 85% of their students scoring Benchmark on the DIBELS Next Reading Assessment by the End of the Year. In order to achieve this outcome, the following grades need to show growth in their composite scores in the following manner:</p> <ul style="list-style-type: none"> • Kindergarten will increase from 63% MOY at benchmark 2018 to 85% at EOY benchmark; a total of 22% growth • First grade will increase from 72% at benchmark MOY to 85% at EOY benchmark; a total of 13% growth by end of year • Second grade will increase from 77% at benchmark to 85% at EOY benchmark; a total of 8% growth by end of year • Third grade will increase from 61% at benchmark to 85% at EOY benchmark; a total of 24% growth by end of year 			
<p><i>Provide targeted training in reading foundation skills for teachers in grades K-3</i></p>	<p><i>Principal Literacy Specialist Classroom Teachers</i></p>	<p><i>District</i></p>	<p><i>August-May</i></p>
<p><i>Explicit Vocabulary Instruction in classroom</i></p>	<p><i>Literacy Specialist Principal</i></p>	<p><i>District</i></p>	<p><i>August-May</i></p>
<p>Explicit Comprehension Focus in grades 3-6</p>	<p><i>Literacy Specialist Principal</i></p>	<p>District</p>	<p>August-May</p>
<p>Schoolwide 95% Phonics Blitz for students in grades 1-3</p>	<p><i>Classroom Teachers, Intervention Teachers, Reading Paras, Computer Aide, PE Aide</i></p>	<p>TSSA, Title I, Reading Funds, Trustlands, and Instructional Aide Funds</p>	<p>September-April</p>
<p>Targeted Reading Interventions for Struggling Readers in grades K-4. Interventions in Kindergarten will be ERI. First grade will be Early Steps. Second and Third Grade will Next steps and 4th graders will receive Higher steps</p>	<p>Reading Paras/Title I Paras Classroom Teacher Literacy Specialist University of Utah Students</p>	<p>29,000 Reading Budget 9,000 Trustlands</p>	<p>September-April</p>
<p>Targeted Reading Interventions and or Extension in Essential Reading Standards as identified by Illuminate for students in grades 1-3</p>	<p>Reading Specialist/Principal Delivery by Interventionist and Classroom Teachers</p>	<p>35,000 Title I</p>	<p>August-May</p>
<p>Targeted Reading Interventions and or Extension in Essential Reading Standards as identified by Illuminate for students in grades 4-6</p>	<p>Reading Specialist/Principal Delivery by Interventionist and Classroom Teachers</p>	<p>35,000 TSSA</p>	<p>August-May</p>

Professional Development/Support with Core Standards and use of Reading program as related to state and district standards & essential standards, grades K-6 (Data Dives)	Classroom Teachers Principal Literacy Specialist	2,000 Trustlands	September-April Quarterly
Time for Teacher Collaboration (PLCs) around ELA Standards- Paras to cover special rotations	Principal Classroom teacher	10,000 Trustlands	Weekly- August-May
Audio Enhancement Systems for each classroom to project stories, videos, technologies	Principal Classroom Teacher	18,700 Trustlands	August
Purchase High Quality Informational Text for Students to Read and Discuss including Scope grades 4-6 and National Geographic, grades 2-3. Instruction on teaching informational text tied to writing	Principal Literacy Specialist Classroom Teachers	2,500 Trustlands	September-April
Software and Technology training for teachers and students to access ELA content, to increase student engagement and levels of understanding and ways for students to demonstrate learning	Teachers, District Tech Specialist, Principal	5,000 Trustlands,	August-May
DoK and Questioning Training for Teachers	Title I Coach, Lit Specialist, Principal	None Needed	August-May
Engagement Strategies	Title I Coach, Lit Specialist, Principal	None Needed	August-May
Learning Targets	Title I Coach, Lit Specialist, Principal	District	August-May
Purchase Class Sets of Trade Books Grades 3-5	Principal Literacy Specialist Classroom Teachers	2,000 Trustlands	September-April
Focus on opinion writing for semester one and informational writing semester two school wide, using the same writing frames throughout the school and discussing progress in PLCs and faculty meetings	Principal Literacy Specialist Title I Specialist Classroom Teachers	None Needed	August-May

Professional Learning Plan Goal 1

	<p>Student Scaffolded Supports What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</p>	<p>Learning Goal(s) What skills do your teachers need to implement the scaffolded supports?</p>	<p>Actions How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</p>	<p>Evaluation How will progress towards goals be measured?</p>
<p>What strategies will be implemented during core instruction to meet the performance goal?</p>	<ul style="list-style-type: none"> -Student Discourse -Timely Teacher Feedback -Varied Grouping Strategies -Engagement Strategies -Manipulatives -Learning Targets -Reteaching built into unit -Gradual release of responsibility -Use of Graphic Organizers -Questioning Strategies 	<p>Teachers will teach...</p> <ul style="list-style-type: none"> -Explicit Phonics and phonemic awareness instruction K-3 -Explicit Vocabulary Instruction 4-6 -Explicit Comprehension Instruction 3-6 -DYAD Reading 3-6 -Guided Reading K-2 <p>Teachers will need training in...</p> <ul style="list-style-type: none"> -Engagement strategies -DoK -Phonics -Phonemic Awareness -Vocabulary -Comprehension -DYAD reading -Questioning -Technology -Understanding Core Standards <p>Teachers will need support in...</p> <ul style="list-style-type: none"> -Behavior Management -Analyzing Data -Grouping Students -Pacing -Writing/Informational Text Support 	<ul style="list-style-type: none"> -The School will create a master schedule that includes time for intervention. -The school will provide time for teachers to collaborate through the use of paras to cover classrooms during "special" rotations. -Para Support will be provided to assist with targeted interventions. -The school will provide subs to cover classrooms understand content and align curriculum to standards and to gain understanding of DoK. -The school will provide the technology and training for teachers and students to utilize technology effectively. -Coaches and principal will observe and provide on engagement. At monthly faculty meetings writing strategies will be taught and discussed to be implemented within 2 weeks to be discussed at next meeting. 	<ul style="list-style-type: none"> • Disaggregated RISE data • DIBELS • District Benchmarks • Classroom CFAs • PASI/PSI • Classroom Observation/Feedback • ERI/RLA • PLC Agendas/Action Plans • Data of Use of Technology in classrooms • Surveys • Utah Compose Scores • Coaching Data • Questioning Observations • Time on Task • Feedback on use of Learning Targets • Monitor Fidelity of ELA Programs and interventions
<p>What will be implemented to promote continued growth for proficient students?</p>	<ul style="list-style-type: none"> -Inquiry Based Learning Projects integrated with Technology -Debate -Group Projects 			
<p>What will be implemented to accelerate learning of students who are not proficient?</p>	<ul style="list-style-type: none"> -Phonemic Awareness and Phonic Interventions in Small Groups -REWARDS -PHONICS for all Readers -Small Group Reading Intervention at point of need with para and teacher support -Small Group Early Step Groups -ERI Interventions -All Day Kindergarten 			

	<ul style="list-style-type: none"> -Sentence Stems -Writing Frames -Visual Aids -Repetition -Error Correction -Extended Time 	<ul style="list-style-type: none"> -using Learning Targets with students -PLCs 	<p>-Ongoing support will be given to teachers by coaches and principal on how to use learning targets with students.</p>	
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Programs, practices, materials, or equipment that the school will need to secure to implement the action plan: *The school will include Target Time (Tier II Instruction) to reteach skills in LA at each grade. During Tier III time students will work with classroom teachers, Title I paras, ELL, and sped Paras in a small group, pull-out setting, if needed, while on and above level students extend learning with technology. The school administrator will meet with teachers regularly throughout the year in PLC meetings to discuss student progress. The BLT will review DIBELS and formative assessments to determine PD and/or ongoing training. The school administrator will observe lessons being taught and provide feedback to the teachers. The literacy specialist will oversee and implement reading and writing intervention programs and will be responsible for the training and mentoring of teachers and reading aides. Additional texts and audio equipment will need to be purchased.*

<p>PLC Conference- Train Teachers around PLC model and school vision</p>	<p>Principal Teachers</p>	<p>4,000 Trustlands</p>	<p>October</p>
<p>Parent Involvement to understand conceptual models and reasoning strategies in grades K-6, related to essential standards</p>	<p>Principal Title I Coach Teachers</p>	<p>3,000 Title I</p>	<p>October</p>
<p>Increase connection between math and science technology and engineering (materials for inquiry based stem lessons)</p>	<p>Principal Title I Coach 3-6 Teachers</p>	<p>2,000 Trustlands</p>	<p>August-May</p>

Goal 2 Math Goal

Based upon the significant findings, list the school's most critical need related to student learning: **Math**

Goal established to meet the above listed need: School will increase RISE Math scores in 4th grade from (55%) proficient to **(60% predicted) proficient** for the 2018-2019 school year. 5th grade will move from (60%) to **(63% predicted) proficient** for the 2018-2019 school year. 6th grade will move from 49% to **(64% predicted) proficient** for the 2018-19 school year.

Actions	Persons Responsible	Funding Costs/Source	Timeline
Teach specific academic Vocabulary related to math	Classroom teachers Title I coach Principal	None	August-May
Targeted Reading Interventions and or Extension in Essential Math Standards as identified by Illuminate for students in grades 1-3	Reading Specialist/Principal Delivery by Interventionist and Classroom Teachers	35,000 Title I	August-May
Targeted Reading Interventions and or Extension in Essential Math Standards as identified by Illuminate for students in grades 4-6	Reading Specialist/Principal Delivery by Interventionist and Classroom Teachers	35,000 TSSA	August-May
Software and Technology training for teachers and students to access Math content, and to create student directed learning opportunities (moving toward Digital Student Data Notebooks)	Teachers, District Tech Specialist, Principal	5,000 Trustlands,	August-May
DoK and Questioning Training for Teachers	Title I Coach, Lit Specialist, Principal	None Needed	August-May
Engagement Strategies	Title I Coach, Lit Specialist, Principal	None Needed	August-May
Learning Targets – How to unpack with students	Title I Coach, Lit Specialist, Principal	District	August-May
Time for Teacher Collaboration (PLCs) around Math Standards- Paras to cover special rotations	Principal Classroom teacher	No additional money needed	Weekly- August-May

Professional Learning Plan Goal 2

	<p>Student Scaffolds What scaffolding will be provided in order to support students in order to reach performance goal? (MTSS)</p>	<p>Learning Goal(s) What skills do your teachers need to implement the scaffolded supports?</p>	<p>Actions How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</p>	<p>Evaluation How will progress towards goals be measured?</p>
<p>What strategies and structures will be implemented during core instruction to meet the performance goal?</p>	<ul style="list-style-type: none"> -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 -Math Olympiads -Technology training for students - Coding or other STEM related activities -Inquiry Based Learning Projects -Zearn -Math Manipulatives & models -Extended time and support -Error Correction and feedback 	<p>Teachers will teach...</p> <ul style="list-style-type: none"> -Explicit Math Vocabulary Grades K-6 -Engage NY grades K-5 <p>Teachers will need training in...</p> <ul style="list-style-type: none"> -NCTMs Principals to Actions 8 Mathematical Teaching Practices -8 Mathematical Practices for Students -Tiered supports for mathematics (UMTSS) -Engagement strategies -Student Discourse strategies -DoK -Vocabulary instruction -Questioning to promote higher level thinking -Technology – effective use -Understanding Core Standards and progressions across grade levels -Number Talk routines -Fact strategy routines to increase fluency -Engage NY pacing -Digital Data Binders -Math Interventions -STEM <p>Teachers will need support in...</p>	<ul style="list-style-type: none"> -The School will create a master schedule that includes time for intervention. -The school will provide time for teachers to collaborate through the use of paras to cover classrooms during "special" rotations. -Para Support will be provided to assist with targeted interventions. -The school will provide subs for teachers to have time & support with aligning curriculum material to content standards and representing all DoK levels within planned instruction. -The school will provide the technology and training for teachers and students to leverage learning through technology. -Teachers will attend the PLC Conference to gain understanding of school PLC process and vision. -Coaches and principal will observe and provide professional learning on engagement. -Ongoing support will be given to teachers by coaches and principal on 	<ul style="list-style-type: none"> • Disaggregated RISE data • District 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 use of Learning Targets • Monitor Fidelity of selected math
<p>What will be implemented to promote continued growth for proficient students?</p>				
<p>What will be implemented to accelerate learning of students who are not proficient?</p>				

	<ul style="list-style-type: none"> -Teacher Toolbox Lessons from Ready Math -Ready Math computer lessons 	<ul style="list-style-type: none"> -Behavior Management -Analyzing Data -Grouping Students -Pacing -STEM focused Informational writing -unpacking Learning Targets -Effective use of PLC time -Scheduling assessments for essential standards in math - Balanced Lesson structures to support incorporation of number talks, fluency, and tasking into core instructional routines 	<p>how to unpack learning targets with students.</p>	<p>programs & routines</p>
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Programs, practices, materials, or equipment that the school will need to secure to implement the action plan:

The school will include Target Time (Tier II Intervention time) to reteach targeted skills and concepts in math at each grade level. During Tier III time students will work with classroom teachers, Title I paras, ELL, and sped Paras in a small group, pull-out settings, if needed, while on and above level students extend learning with content based technology. The school administrator will meet with teachers regularly throughout the year in PLC meetings to discuss student progress. The BLT will review DIBELS and formative assessments to determine PD and/or ongoing training. The school administrator will observe lessons being taught and provide feedback to the teachers. The Title I specialist will oversee and implement math PD and intervention programs and will be responsible for the training and mentoring of teachers and Title I aides. Additional STEM supplies will need to be purchased as well as training and software for math that teachers students to create with technology.

Goal 3 Behavior

Based upon the significant findings, list the school's most critical need related to student learning: **Behavior**

Goal established to meet the above listed need: This year we have started to track our classroom and office referrals through google forms. Through March 1, 2019 we have had 282 different referrals that teachers and staff have documented that have affected the classroom learning environment. Of those referrals, 138 have been minor infractions, 79 have been moderate infractions and 62 have been major infractions. There have been 30 documented incidents in ASPIRE as well. These numbers do not show the students who are on a daily contract and have individual spreadsheets where behaviors are documented unless they need to be documented in ASPIRE. Our goal is to decrease the number of incident referrals in the coming year by 25% through restorative circles and conferencing.

Actions		Persons Responsible	Funding Costs/Source	Timeline
Restorative Circles		Classroom teachers School Psychologist School Advocate Principal	None	Daily
Student Advocate		Principal Title One Coach	26,500 Title I	August-May
Staggered Lunches and Recesses		Principal Recess Committee School Psychologist	None	August-May
Play Works		Principal PE Teacher School Psychologist	None	August-May
Junior Coaches		Principal Recess Committee School Psychologist 5 th Grade Teachers	None	August-May
Restorative Conferencing		Classroom teachers School Psychologist School Advocate Principal	None	August-May
VMH Counseling		School Psychologist Principal	None	August-May

Student Council	Principal PTA 6 th Grade Teachers	None	August-May
PBIS -- Rallies, Golden Tickets, Paws Tickets, Yes Day, Student Recognitions	Principal School Staff Teachers	2,000 School Funds	August-May

Professional Learning Plan Goal 3

	<p>Student Scaffolded Supports What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</p>	<p>Learning Goal(s) What skills do your teachers need to implement the scaffolded supports?</p>	<p>Actions How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</p>	<p>Evaluation How will progress towards goals be measured?</p>
<p>What strategies and structures will be implemented during core instruction to meet the performance goal?</p>	<ul style="list-style-type: none"> -Second Steps -Social Skills taught in rallies -Daily Class Circles -Restorative Conferencing -Rallies -PBIS school and class model 	<p>Teachers will teach...</p> <ul style="list-style-type: none"> -Classroom expectations -School expectations -Social Skills <p>Teachers will need training in...</p> <ul style="list-style-type: none"> -Restorative Justice -Classroom Circles -Restorative Conferencing <p>Teachers will need support in...</p> <ul style="list-style-type: none"> -classroom management -how to restore justice -balancing conferencing and teaching curriculum -building meaningful student relationships -with students who have difficult behaviors that jeopardize other students safety or learning 	<ul style="list-style-type: none"> - 85% of school staff will attend a restorative justice training this summer and then meet and revise policies based on this training. -The student advocate, principal, and school psychologist will be utilized to help with restorative conferencing whenever possible. -Every morning after breakfast classrooms will be required to begin their day with a class circle. -Teachers will begin their day by greeting students at the door. -The behavior committee will develop classroom rules that are standardized throughout the school. -School expectations will be taught the first week of school to all students and reviewed weekly during rallies. -PAWS tickets will be used to reinforce good behavior and students following school and classroom rules 	<ul style="list-style-type: none"> • Number of incident forms collected • Number of office referrals • Effectiveness of restorative circles in resolving conflict based on the number of students who are having problems with each other more than once • Observations of class circles • Improvement in LA scores • Improvement in math scores • Improvement in Science scores
<p>What will be implemented to promote continued growth for proficient students? What will be implemented to accelerate learning of students who are not proficient?</p>	<ul style="list-style-type: none"> -Junior Coaches -Student Council -Recognition at Rallies -PAWS tickets -Golden Tickets -Practice and reteaching of expected behaviors and skills -Restitution -Conferencing 			

Programs, practices, materials, or equipment that the school will need to secure to implement the action plan:

The school will work with the PTA to ensure that YES days continue monthly. The funding for the activities for these monthly activities will come in part from PTA and mostly from the school fundraisers (school checking). The other big expense for this program comes for student recognitions and that too will come from school checking. In order for our structured recesses to be successful, the school must purchase all PE equipment and that comes out of our Equipment fund. We spend about \$1,000 on recess equipment each year for the students.