

Student Success Plan 2022-2023

School Name: *Liberty*

School Year: *2022-2023*

Estimated FY22 Distribution:

Trustland:	\$53,691
Title I:	\$71,000
TSSA:	\$41,150
Reading:	\$30,500

GOAL #1- ELA

Goal

- **Grades 1-3.** 60% of students or more making typical or better growth as measured by Acadience Reading Pathways of Progress.
- **Grades 4-6.** 75% of students or more achieving proficient or better on Quarterly Benchmark Assessments that measure RI and RL Standards in grade level essentials.

Academic Areas

- *Reading*
- *Writing*
- *Technology*

Measurements

- DIBELS*
- District Benchmarks*
- Classroom CFAs*
- PASI/PSI*
- Classroom Observation/Feedback*
- ERI/RLA as needed for Tier II interventions*
- 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
- ESL Learners Progress

Action Plan Steps

- Tier I time will be maximized as schedule is planned, grades K-6
- Paraprofessional support 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 Trustland funds
 - Targeted Reading Groups for these funds will be provided for Struggling Readers in grades K-3 and 4-6.
 - Reading Groups will be taught four days a week minimum in grades K-3.
- Reading Funds will be used to fund 3 paraprofessionals for grades K-3 who will provide reading interventions
- Trustland Funds will be used to fund 1 paraprofessional for grades K-1 to provide reading reading interventions and support our Take Home Library for families to help with at home reading.
- TSSA Funds will be used to fund 3 paraprofessionals for students in grades K-6- and will be placed at the grade level at 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 for for 90 minutes minimum
- Teachers, alongside 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 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 technology needed and/or 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.
- Trustland funds will supplement funds to ensure PLC rotations happen weekly so teachers can plan and collaborate weekly by funding paraprofessionals to cover classrooms
- Trustland funds will be used for Para Support to help with differentiated interventions. Trustland funds will be used to provide subs to cover classrooms so teachers can understand content and align curriculum to standards and to gain understanding of DoK.
- Trustland funds will be used to provide substitutes for Professional Development and to Support teachers with Core Standards and planning time to better understand new ELA basal reading program
- Teachers will receive stipends to align ELA work with LETRS PD that will be provided throughout the school year.
- Trustland funds will be used to Purchase High Quality Informational Text/Magazines for Students grades K-6 to Read and discuss including Story Works and Scope Magazines. Instruction will then follow on teaching informational text tied to writing.
- Trustland funds will be used to buy decodable texts and texts with sight words for students in grades K-3 to help build automaticity and build on the LETRS training that teachers have received in grades K-3.
- Trustland funds will be used to buy grapheme tiles to help students learn to make build words
- Trustland funds will be used to buy standing mirrors for struggling students so they can see how form sounds correctly.

Teachers will teach-

- Newly adopted ELA program
- 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

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	Reading paraprofessional to help with reading during Tier I instruction/Take Home Library	\$12,000	Trustland
	Paras to help cover PLC/Planning Time for Teachers	\$15,000	Trustland
	Stipends for teachers for Planning and Professional Development	\$5,400	Trustland
	Paraprofessionals to work with students in small groups during Tier I instruction/Teach 95% Group	\$40,000	TSSA
	3, K-3 Reading Aides	\$30,500	Reading
General Supplies	Grapheme Chips, Mirrors, Decodable Texts, Sight Word Texts	\$3500	Trustland
Textbooks-Subscription	Scholastic Magazines- Including Storyworks, and Scope Magazines for grades K-6	\$1500	Trustland

GOAL #2- MATH

Goal

- **Grades 1-3.** 50% of students or more making typical or better growth as measured by Acadience Math Pathways of Progress by the end of the year.
- **Grades 4-6.** 75% of students will have improve 40 growth points on RISE summative assessments at the end of the year.

Academic Areas

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

Measurements

- *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 programs & routines*

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 paras to cover classrooms during special rotations.
- Para Support will be provided to assist with targeted interventions and small group interventions in math.
- Title I funds will be used to purchase paraprofessionals to support Tier I math instruction in grades 1-6.

- Trustland funds will be used to fund 2 aides to provide math tier I instruction and allow for differentiation.
- 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.
- Trustland funds will be used to provide professional development for new teachers in our math curriculum and in math practice standards.
- Trustlands funds will be used to provide substitutes or stipends for teachers to engage in math professional development.
- Teachers will build foundational skills/early numeracy based on Math Acadience.
- Coaches and principal will observe and provide professional learning on engagement.
- Ongoing support will be given to teachers by coaches and principal on how to unpack learning targets with students.
- Zearn has been purchased with district money (a technology math program). Headphones will be purchased for each student to be able to fully use this program and to listen to the lessons it provides at school. Trustland funds will purchase these headphones.
- TSSA money will be used to purchase mice for individual students to use with chromebooks to help with technology programs.
- 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.

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	3-4 Math Aides to work with students in Tier I 1 Math Aides for Grades 1-3, 1 math aide grade 4-6 Substitutes/Stipends for Teachers for Math Professional Development	\$38,000 \$10,000 \$2,000	Title I Trustland Trustland
Professional and Technical Services	Math Professional Development	\$2000	Trustland
Supplies	Math Manipulatives Headphones Mice	\$1500 \$750 \$500	Trustland Trustland TSSA

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*
- *Think Sheet Reports*

Action Plan Steps

We plan to improve behavior in our school by:

- Having daily restorative circles in each classroom
- Hiring a Student Advocate with Title I 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 regularly 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
- Paws Tickets 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	\$26,500	Title I
--------------------------------	------------------	----------	---------

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.