

Emery School District Teacher and Student Success Plan (SB 149)

Name of School: Cottonwood Elementary School

School Year: 2019-2020

Principal: John Hughes

Explain how the school's plan will work within the Emery School District Board of Education's TSSA framework:

According to the Emery School District Board of Education's framework, each school within the district is expected to demonstrate a minimum of 1% in student growth within the summative assessment relevant to RISE, ACT Aspire, and ACT testing for 11th graders. The School Board approved 40% of the funding to be allocated directly to qualifying salaries and 60% of the funding will go directly toward specific school-level needs.

Based on agreement of involved stakeholders, Cottonwood Elementary will be investing heavily in a social-emotional learning (SEL) curriculum, with an emphasis on needed support and implementation. Teachers will be required to teach SEL lessons for 15 minutes at the beginning of every day and expected to use the language of the program as part of daily conversation. We believe that this will increase our students' ability to manage themselves and their emotions, thus increasing learning opportunities in class.

With the support of a paraprofessional who will focus on intensive English language arts (ELA) interventions and SEL checkpoints with students, we are confident we will enjoy quick successes which will in turn result in gains in student learning in all areas including ELA.

List the school's improvement goals relevant to the Student Success Plan:

-To increase our students' ability to manage and self-regulate their emotions as well as interact appropriately socially in all settings within the school and at home.

-To increase our students ELA skills, especially in writing, by implementing consistent and ongoing writing training and support in each classroom and across all subjects for teachers and students.

List the criteria to be used in measuring the degree of success toward meeting the school's goals:

To determine our degree of success with our SEL program implementation, we will track office referrals and student discipline reports to determine if there is a reduction in incidents. If there is not, we will revisit our SEL implementation to determine where the breakdown in learning and transference is occurring, make needed adjustments, and

implement them. We would then resume tracking and making adjustments as needed until we achieve the desired results.

Our criteria of determining success will be to evaluate our students' ELA learning as tracked in School City at each mid-term (minimum) and determine what interventions are needed to target students/groups that are not showing as proficient. We will then put our plan into action to support our students.

We will also use our end of year summative data to determine our success in raising achievement by 1% within our school. This data will include, but not be limited to: RISE, K-2 school-based summative testing, and Dibels.

Explain how TSSA funds will be used to advance the school goals. In the response, include specific allocated amounts:

Our funds of \$13,963 will be spent in the following manner:

- PATHS SEL Program from Channing Bete, total cost of approximately \$ 2,629
- Conflict Resolution Program, focused on our lower grades, total cost \$399.98
- Solution Tree's Global PD on Demand, one licenses per teacher, total cost \$899.50
- Three Hour Paraprofessional who will focus on high-needs ELA students, total cost approximately \$6,800
- The remaining approximately \$3,200 will be spent on three different categories. These include:
 - 1) ELA resources for the teachers (approx. \$800),
 - 2) ELA Trainings, either on-site or region conferences (approx. \$1,600), and
 - 3) and incentives to motivate and reward students who show growth in local level ELA assessments such as Dibels, classroom assessments, and other classroom/school-based assessments (approx. \$800)

List the stakeholder groups which contributed to the design of the plan:

This plan was created with input and feedback from parents (School Community Council), teachers (all teachers were part of the many discussions that were held and gave final unanimous approval of the current plan), and staff members (paraprofessionals who desired to input). There was also collaboration with other elementary principals in researching and locating possible programs and resources.