

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

Name of School: Cottonwood Elementary School

School Year: 2022-2023

Principal: John Hughes

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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 continue to promote and heavily engage in teaching our Social-Emotional Learning (SEL) curriculum. Teachers will continue to teach SEL lessons for a 15-20 minute block during the day and all faculty and staff are expected to use the language of the program as part of daily conversation. We believe that this will continue to 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 supporting English Language Arts (ELA), math, and science learning in our upper grade classrooms (grades 3-4-5), we are confident we will enjoy quick successes which will in turn result in gains in student learning in all areas including ELA and Math.

Additionally, we will provide resources and training for teachers such as Global PD On-Demand, professional development, and materials for teachers as a support in meeting these goals.

Lastly, we will extend the learning outside the school day by paying the stipend to run a one-hour weekly STEAM Makers program as well as funds to provide equipment and/or upkeep on current materials. This program will not only provide opportunities for students to use their social skills, reading skills, and writing skills- but a host of other skills that will carry over in the regular classroom increasing student achievement.

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.

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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 continue to track office referrals and student discipline reports to determine if there is a reduction in incidents. We will also use data collected by our social worker in the form of surveys, classroom lessons, and other various data to verify the success of our plan and as a basis for needed changes, should the need arise.

Our criteria of determining success will be to evaluate our students' ELA learning as tracked in ASPIRE 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 20% within our school. This data will include, but not be limited to: RISE and Acadience Reading in grades 3-5. In grades K-2 school-based summative testing and Acadience Reading will be used.

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

Our funds of \$19,562 will be spent in the following manner:

- One four-hour paraprofessional who will focus on supporting ELA and math in our upper grade classrooms and adding an additional one hour to an existing paraprofessional who will also help in focusing on ELA and math in our upper grades. Total cost \$14,382
- Solution Tree's Global PD on Demand, one license per teacher, total cost \$900
- The remaining approximately \$4,100 will be spent in four different categories. These include:
 - 1) Stipend for an after-school STEAM Makers program which will include a heavy emphasis on social skills and reading/writing/communication (approx. \$1000) and a STEAM Equipment Budget to maintain and update equipment (approx. \$500)
 - 2) Continue our focus on updating the non-fiction books in the school library (approx. \$1000)

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- 3) Incentives to motivate and reward students who show growth in local level ELA assessments such as Acadience reading assessments, classroom assessments, and other classroom/school-based assessments (approx. \$600)
- 4) Replace/Add Chromebooks (approx. \$1000)

Rollover or Additional Funds:

Any additional or rollover funds will be used to help provide additional professional development for faculty and/or staff, add additional technology/software, and/or used to provide additional hours to the two paraprofessionals who are funded through the TSSA money, and/or provide incentives for student growth and achievement in our targeted academics areas.

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

This plan was created with input and feedback from teachers, staff members, and the school community council. There was also collaboration with other elementary principals.