

**Teacher and Student Success Plan  
2021/2022**

School: Book Cliff Elementary Principal Gaylene Erwin .

**School Community Council Members: Bailie Newland, Chris Fowler, Mike Thurston, Crosby Hatt, Gaylene Erwin (Approved on October 7, 2021)**

**1) What are the school's most critical academic needs?**

Our school's most critical needs are in the areas of:

Language Art

Vocabulary/Language

Reading Fluency

Reading Comprehension

Writing

Focus

Organization

Support/Elaboration

Conventions

Math

Numbers and Operations/Algebraic Thinking

Measurement and Data

Science

Process and Thinking

Science Concepts

Scientific Communication

**2) List other areas in need of improvement that would enhance or improve academic achievement and community environment for students.**

- Creating an atmosphere where learning and achieving are student goals. (Intrinsic Motivation).
- Character Education
- Art- Increase the level of Arts that are used within the classroom, to help promote growth in this area.
- Communication and Support from the community and stakeholders as well as Communication and Support from the School.

**3) Describe how these needs were determined. Detail the data or other sources of information that were used to determine the school's greatest academic or other needed areas of improvement.**

Needs were determined by:

- Lexia Core 5, DreamBox, SRI, Utah Compose scores and progress
- Beginning, Middle, and End of year DIBELS benchmarks
- Beginning, Middle, and End of Year Acadience Math benchmarks
- Teacher Assessments, (Both Formative and Summative)
- Informal Observations
- Stakeholder Surveys

**4) List and describe what strategies, programs, practices, materials, and other resources the school will use to best address the needed areas of improvement.**

Students will be provided, based on the level of need, either individualized, small group instruction, and whole class instruction within the needed skill area. Instruction may include, but is not limited to:

- Guided Reading Groups
- Guided Math Groups
- Skill-Focus Groups
- Title-1 Assistance
- Resource Services
- Really Great Reading groups
- ELL Services
- Cooperative Learning
- Blended Learning/Instruction
- School Counselor Presentations

Other areas will include, but will not be limited to:

- SRI- Comprehension
- Lexia Core 5 and PowerUp- Fluency, Comprehension, Vocabulary
- Vocabulary City- Word Recognition, Vocabulary, Spelling
- DreamBox
- Utah Compose
- Literacy Fair
- Science Fair
- Art Fair

**5) Describe what financial resources are available and how they will be used to implement the School Improvement Plan.**

- Resources from our school budget will be used to assist in making sure needed materials are available for teachers and students.
- Trust Land funds will continue to be used to support academic programs as well as fairs in order to promote growth in each area of concentration.
- Grants, (such as STEM), will be used to facilitate site licenses for use on such programs like Lexia and DreamBox.

**6) Explain how success will be measured and evaluated. How will results of plan implementation be reported to the School Community Council, parents, School District Administration, and Board of Education?**

Success will be measured by the use of:

- Formative/Summative Assessments
- Teacher Observation
- Reading Assessments
- Skill-Performance Tasks
- DIBELS (progress monitoring BOY, MOY, EOY)
- RISE Testing
- Assessments through previously listed programs

Results will be relayed in the following manner:

- Parent Teacher Conference
- Communication Between Staff and Faculty
- Pre-set Goals for each classroom to monitor progress
- Community Council Meetings
- Administrative Council
- School Board Meeting (@ Book Cliff Elementary)

**7) Describe the school's plan for staff development including what strategies, programs, practices, materials, and other resources the school will use to best address the staff development needs of the school. Also outline how the plan coordinates with the following components outlined in Utah Code 53A-3-701.**

This year, the main focus of Professional Development, or PLCs, is to focus on continued progress on identified priority standards as well as common assessments per grade level. The days provided by the district will be used to discuss the strengths and weaknesses of the common assessment and identify changes that may need to take place. Data from Lexia, DreamBox, Mystery Science, Dibels Reading, and Acadience Math is used to measure growth and identify student need. Both grade-level PLC's and collaborative teams in our building will focus on

student achievement and identifying needs and well as creating plans to facilitate the needs of our school.

Book Cliff Elementary is dedicated to focusing on all grades within this process and will work with other principals and leaders to facilitate scheduled meetings, team meetings, planning, and specific PLCs to facilitate this growth within the district.

Specific Professional Development/PLCs that pertain to Book Cliff Elementary solely, will be scheduled at the necessary time as to facilitate all individuals that will be required to attend.

### **8) Outline the timetable and/or schedule for plan implementation.**

**August:** Meet as District administrators and Grade-Level meetings to identify level and progress of last year's implementation of PLCs and the focus on priority standards and common data.

**Grade-Level PLC's:** District grade level PLC's will meet on the second Monday of every month. Each grade level will meet as a district to continue to work on student achievement. Each term, the results of the common assessment will be discussed and strengths and weaknesses will be identified. Through discussion, best practice will be identified and taught and teams will work together to problem-solve weaknesses.

**School-based PLC:** Once a month the teachers of Book Cliff will meet together as a whole to discuss strengths and weaknesses of programs and overall school progress. We will review data and place students in Reading Chain groups based on need. Math groups will be formed using teacher data and Mighty Math. Teachers will then break into K-3 and 4-6 grade bands to have more focused team meetings to foster improvement in all areas.

### **9) Describe what financial resources are available and how they will be used to implement the school Staff Development Plan.**

District level PLCs have been pre-established and have been scheduled after school on Mondays. Keeping our early out Friday schedule.

School-based PLCs will be funded with Book Cliff's funding sources such as, Teacher Supply and Trust Land funds that has been designated to facilitate Professional Learning, Trainings, PLCs, Instruction, supplies, books, or materials for classrooms.

### **10) Explain how success will be measured and evaluated. How will results of plan implementation be reported to the School Community Council, parents, School District Administration, and Board of Education?**

Ultimately, success will be based on a minimum of 2% increase from RISE within each grade level, which would translate to a goal of 8% increase school-wide.

The success of an individual concept or program will be measured by how effective or ineffective the implementation was. Each program or activity should demonstrate monitored growth from beginning, middle, and end of term evaluations (whether formative or summative).

Implementation of Professional Development, PLCs, and team-level meetings will be evaluated and measured by the progress and growth that has been made throughout the year. Adjustments and changes, if needed, will be addressed at that time. The faculty/staff will determine its worth within the school and relay this information through the appropriate avenues: School Community Council Meetings, parent-teacher conferences, School board meetings, or through Faculty/Staff meetings.

Positive growth and progress will be recognized within the school throughout the year as deemed appropriate by the faculty and staff of Book Cliff Elementary. Student recognition should be frequent.