



**Teacher and Student Success Plan
2023 - 2024**

Overarching Goal

Improve student achievement in English language arts (ELA), and mathematics, while supporting and strengthening student emotional well-being in and out of the classroom.

School Community Council and Staff Involvement in the TSSP

School Community Councils play an integral part in the development and monitoring of TSSP goals. Please briefly describe the participation of SCC members in the development process of this TSSP:

At the School Community Council (SCC) meeting on 01/17/23, the principal trained the SCC on the TSSP and Land Trust plans detailing what they are and how much money is typically allocated. He also presented current data to the SCC in preparation for the development of the 2023-24 TSSP and Land Trust plans. The principal also presented the three proposed goals (ELA, Math, and School Climate) for the 23-24 school year. Drafts of these goals were initially developed by the Building Leadership Team (BLT), and feedback and input was gathered from the SCC to take back to the BLT on 2/6/23. The BLT then developed a draft of proposed action plans for each of the three goals on 2/6/23. At the SCC meeting on 2/21/23, the principal presented the proposed action plans and asked for feedback. The feedback was then taken back to the BLT on 3/13/23 and adjustments were made. At the BLT meeting on 3/13/23, the BLT proposed adjustments to the goals that were previously approved by the SCC. The adjustments to the goals were emailed out to the SCC in advance of the 3/21/23 meeting for review. The adjusted goals and previously presented action plans were then presented to the SCC for final feedback and approval on 3/21/23.

Enter the dates where the SCC was involved with developing the TSSP

SCC Date 1:

02/21/2023

SCC Date 2:

03/21/2023

Enter the date when school staff was able to provide input for TSSP

Staff Date 1:

03/13/2023

Enter the date when assistant principals were able to provide input for TSSP (If applicable)

AP Date 1:

Not Entered

Academic Goals

Analysis Summary

As of January 2023, 36% of students in Kindergarten through fifth grade did not meet proficiency standards on the Acadience Math Composite Score. Our BLT identified basic math fact fluency as the barrier to improving the math composite results. 67% of students were proficient on the M-Comp in January 2023.

Goal

Math: 68% (stretch goal = 73%) of K-5 Students will be at or above proficiency benchmark scores using the Acadience Composite scores (expected and exceeded growth) by May 2024.

Is this also a Land Trust Goal?



No



Yes

Academic Areas



Language Arts



Reading



Math



Science



Behavior



Other

Action Plan Summary

We will:

1. Begin professional development around and implementation of Number Talks, counting routines, and structured classroom discussions during core instruction to increase students' conceptual and abstract understanding of number sense and math fact fluency.
2. Create grade-level specific goals that support the school-wide TSSP goal, that will be reviewed and adjusted as needed throughout the year, during grade-level Professional Learning Community (PLC) meetings.
3. Teachers will continue to use progress monitoring to measure students' growth. Professional development will be provided for teachers on how to use the data effectively and timely to maximize student growth opportunities.
4. Continue to implement iReady math intervention software for grades K-5.
5. Build capacity within the Building Leadership Team (BLT) to lead and support grade-level PLCs to improve math instruction by regularly meeting to monitor data and create plans for improvement. The BLT will meet nine times a year to monitor data and create on-going plans for improvement.
6. Continue to implement the two-teacher model in non-Dual Language Immersion (DLI) classrooms in order to target and strengthen math instruction.
7. Explore more effective ways to increase student math fact fluency. (\$2,500 Software and \$1,000

Supplies TSSP)

8. Hire and train a Multi-Tiered Systems of Support (MTSS) interventionist to support math intervention. (\$8,000 TSSP)

Measurement

Progress will be measured three times a year, using the Composite Acadience Math benchmark scores for grades K-5. Progress monitoring and other assessment data (iReady, CFAs, DWSBA, etc) will also be collected, analyzed, and used to inform and guide students and teachers toward achieving the goal.

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your TSSP goals. Include how you will monitor implementation progress.

Teams, including the special education team, will plan specific lessons using number talks, counting routines, and structured classroom discussions throughout the year. We will make adjustments to our master schedule and coordinate the alignment of general education and special education instruction in an effort to more fully support the students with disabilities. We will continue to implement an A/B schedule that will be followed by the whole school, to support smaller instructional groups within the resource setting.

Explain how you will increase language development so that English Learners are more likely to meet or exceed your TSSP goals and state requirements for adequate English language progress and proficiency.

Many of our Spanish multilingual learners (MLs) benefit from our Spanish DLI program. We have found that the ILDP process has not been adequately meeting the needs of our MLs. Last year, we developed a push-in/pull-out program to better meet their needs. We will hire and train an ALS assistant who will work with our ML students who score at or below a predetermined proficiency level on the WIDA test. Teachers will also plan specific lessons using number talks, counting routines, and structured classroom discussions that will allow ML students the ability to access and succeed academically across contents.

How and when will progress be communicated with stakeholders?

Progress reports will be shared at parent-teacher conferences, and report cards will be shared twice during the school year. School/grade level data will be shared at the School Community Council (SCC) meetings. Grade-level and classroom-level data will be shared during PLC, BLT, and faculty meetings.

Budget

Expenditure	Cost	Description	Source
Software 670	\$2,500.00	Software to improve Math Fact Fluency (2,500)	TSSP

Expenditure	Cost	Description	Source
General Supplies 610	\$1,000.00	Supplies and materials to improve Math Fact Fluency (1,000)	TSSP
Salaries and Employee Benefits 100 and 200	\$8,000.00	Four Multi-Tiered Systems of Support (MTSS) interventionists to support math intervention (8,000)	TSSP

Academic Goals

Analysis Summary

33% of students in Kindergarten through third grade did not meet proficiency standards on the Acadience Reading Composite Score (RCS) and 43% of students in fourth and fifth grade did not meet proficiency standards on the Reading Inventory (RI) as of January 2023. There is a performance gap between the general population and students identified as special education and multilingual learners. These students need strong tier one instruction and effective tier two skills-based instruction (SBI) using research-based reading programs. It is also important that these students have well-trained teachers.

Goal

Reading: 70% (stretch goal = 75%) of K-5 students will be at or above proficiency benchmark scores using the Acadience Composite Score and Reading Inventory proficiency standards (expected and exceeded growth) by May 2024.

Is this also a Land Trust Goal?



No



Yes

Academic Areas



Language Arts



Reading



Math



Science



Behavior



Other

Action Plan Summary

We will:

1. Continue to implement and provide professional development for new teachers on LETRS, especially as it pertains to instruction and assessment.
2. Create grade-level specific goals that support the school-wide TSSP goal, that will be reviewed and adjusted as needed throughout the year, during grade-level Professional Learning Community (PLC) meetings.
3. Teachers will continue to use progress monitoring to measure students' growth. Professional development will be provided for teachers on how to use the data effectively and timely to maximize student growth opportunities.
4. Hire and train four Multi-Tiered Systems of Support (MTSS) interventionists to support reading intervention. (\$67,000 LT)
5. Continue to use iReady reading intervention software for grades K-5.
6. Continue to use 95% Group intervention materials with students who are below proficiency standards in grades K-5. (\$1,000 LT)
7. Continue to implement the Wonders Reading Program K-5 and the 95% Core Phonics Program K-5,

which is being used district-wide.

8. Build capacity within the Building Leadership Team (BLT) to lead and support grade-level PLCs to improve reading instruction by regularly meeting to monitor data and create plans for improvement. Hire substitutes for the BLT to meet nine times a year to monitor data and create on-going plans for improvement. (\$10,000 LT)
9. Continue to implement the two-teacher model in non-Dual Language Immersion (DLI) classrooms in order to target and strengthen ELA instruction. Provide pay or substitutes for both teachers to conduct parent/teacher conferences together. (\$4,000 LT)
10. Reading materials to strengthen instruction in the classroom. (\$2,000 LT)
11. Hire and train an ALS assistant to support multilingual learners. This person will work with our ML students who score at or below a predetermined proficiency level on the WIDA test. (\$18,000 TSSP)

Measurement

Progress will be measured three times a year, using the Acadience benchmark test for grades K-3 and Reading Inventory benchmark tests for grades 4-5. Progress monitoring and other assessment data (iReady, CFAs, DWSBA, etc) will also be collected, analyzed, and used to inform and guide students and teachers toward achieving the goal.

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your TSSP goals. Include how you will monitor implementation progress.

With the continued full-implementation of the new Wonders Reading program, including the Wonderworks component, and the 95% Group reading programs, we will make adjustments to our master schedule and coordinate the alignment of general education and special education instruction in an effort to more fully support the students with disabilities. We will continue to implement an A/B schedule that will be followed by the whole school, to support smaller instructional groups within the resource setting.

Explain how you will increase language development so that English Learners are more likely to meet or exceed your TSSP goals and state requirements for adequate English language progress and proficiency.

Many of our Spanish multilingual learners (MLs) benefit from our Spanish DLI program. We have found that the ILDP process has not been adequately meeting the needs of our MLs. Last year, we developed a push-in/pull-out program to better meet their needs. We will hire and train an ALS assistant who will work with our ML students who score at or below a predetermined proficiency level on the WIDA test.

How and when will progress be communicated with stakeholders?

Progress reports will be shared at parent-teacher conferences, and report cards will be shared twice during the school year. School/grade level data will be shared at the School Community Council (SCC) meetings. Grade-level and classroom-level data will be shared during PLC, BLT, and faculty meetings.

Budget			
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Expenditure	Cost	Description	Source
Salaries and Employee Benefits 100 and 200	\$81,000.00	Four Multi-Tiered Systems of Support (MTSS) interventionists to support reading intervention (67,000), Substitutes for the BLT to meet seven times a year (10,000), Substitutes for parent/teacher conferences (4,000)	Landtrust
General Supplies 610	\$3,000.00	Reading materials to strengthen instruction in the classroom (2,000)	Landtrust
Salaries and Employee Benefits 100 and 200	\$18,000.00	ALS Assistant to work with multilingual learners	TSSP

School Climate Goals

Analysis Summary

Alta View Elementary has been implementing the Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) survey three times a year to identify students who exhibit high levels of internalizing and/or externalizing behaviors in the school setting. We see a higher level of externalizing behaviors, specifically aggression during recess, as per our office discipline referrals (majors) and teacher-handled incidents that require parent contact (minors). We have also seen a higher level of both internalizing and externalizing behaviors in students who are entering school for the first time or returning to school, due to the COVID pandemic.

Goal

School Climate: We will decrease, by 10% (stretch goal = 15%), the number of students who exhibit moderate or high ratings (both internalizing and externalizing behaviors) on the SRSS-IE from fall 2023 to spring 2024. We will only measure students who attended Alta View all year.

Is this also a Land Trust Goal?



No



Yes

Action Plan Summary

We will:

1. Maintain a full-time Social Worker to better meet the social-emotional needs of our students (the district provides .5 already). (\$49,000 TSSP)
2. Continue to fund two MTSS Behavior Interventionists in addition to the one the district provides for a total of three. Continue to fund an additional three hours/week for the district-funded behavior interventionist (\$38,000 TSSP).
 - a. One of the behavior interventionist will continue to be a Playworks Co-coach, be on the playground every day, train and support our Jr. Coaches, and ensure the Playworks program is being implemented successfully.
 - b. One behavior interventionist will facilitate the Wellness Room and collect data on its usage.
3. Ensure our Playworks program continues to be implemented effectively by maintaining adult supervision with three adults during the lunchtime recess and making sure our Jr. Coaches are trained and functioning well.
4. Focus on restorative practices to provide students the ability to problem solve and restore relationships across multiple settings.
5. Administer behavioral consequences based on restorative practices.
 - a. Consequences for major incidents will include Citizenship Classes that reteach necessary skills based on the offense and are taught by the Behavior Interventionist(s), include parent communication and input, as well as any natural consequences that will help change student behavior.
 - b. Consequences for minor incidents will include reteaching of social skills/routines/expectations, verbal warning, parent contact, and any natural consequences that will help change student behavior, identified through classroom If/Then Charts.
6. Continue to use KEYS cards/Positive Points and Principal Pride Slips. Students will be eligible for Pride Slip drawings weekly for the book vending machine and an additional

drawing at the end of each quarter for a larger prize. (\$3,000 TSSP)

7. Continue to implement Morning Meetings/Circles with consistency and regularity in order to build teacher-student and student-student relationships within the school using Thrive Time.

8. Continue to administer the SRSS-IE survey three times during the school year. Identify trends by submitting a school-wide form for students who exhibit moderate and high behaviors on the SRSS-IE to be analyzed during PLCs.

9. Continue to implement and fund calming corners within classrooms and a wellness room to provide a preventative resource to all students to regulate feelings and re-engage in classroom expectations. (\$1,000 TSSP)

10. Implement Lunch Bunch groups run by the MINDful Room Behavior Interventionist and supported by the Instructional Coach and Social Worker/School Psychologist and interventionists targeting specific skills as identified through the SRSS-IE data. (\$500 TSSP)

Measurement

SRSS-IE survey data will be collected three times to identify students who exhibit internalizing and/or externalizing behaviors in the school setting. Major and minor discipline incidents will be logged and tracked using the data dashboard system. We will monitor discipline data monthly and the SRSS-IE data three times a year. We will use the BLT meetings to track progress, plan appropriate interventions, including morning meeting/circle topics and specific behavior needs. We will also track KEYS cards and Principal Pride Slips to ensure that all students are receiving sufficient positive reinforcement.

How and when will progress be communicated with stakeholders?

Progress reports will be shared at parent-teacher conferences, and report cards will be shared twice during the school year. School/grade level data will be shared at the School Community Council (SCC) meetings. Grade-level and classroom-level data will be shared during PLC, BLT, and faculty meetings.

Budget

Expenditure	Cost	Description	Source
Salaries and Employee Benefits 100 and 200	\$87,000.00	Half of a full-time social worker (49,000), Two MTSS Behavior Interventionists plus extra hours for the third Interventionist (38,000),	TSSP
General Supplies 610	\$4,500.00	PBIS/Principal Pride materials (3,000), Calming Corners/Wellness Room materials (1,000), Lunch Bunch materials (\$500)	TSSP

Summary of Expenditures for all Goals						
Goal Type	Goal	Landtrust	TSSP	Other	Total Cost	
▼ Academic Items:3	Math: 68% (stretch goal = 73%) of K-5 Students will be at or above proficiency benchmark scores using the Acadience Composite scores (expected and exceeded growth) by May 2024.	\$0	\$11,500	\$0	\$11,500	
▼ Academic Items:3	Reading: 70% (stretch goal = 75%) of K-5 students will be at or above proficiency benchmark scores using the Acadience Composite Score and Reading Inventory proficiency standards (expected and exceeded growth) by May 2024.	\$84,000	\$18,000	\$0	\$102,000	
▼ School Climate Items:2	School Climate: We will decrease, by 10% (stretch goal = 15%), the number of students who exhibit moderate or high ratings (both internalizing and externalizing behaviors) on the SRSS-IE from fall 2023 to spring 2024. We will only measure students who attended Alta View all year.	\$0	\$91,500	\$0	\$91,500	
Total		\$84,000	\$121,000	\$0	\$205,000	

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?

Any additional funding will be spent on reading, math, and behavioral interventions, technology and software for the interventions, supplies, or increased hours for our reading, math, and behavioral interventionists.