



**Teacher and Student Success Plan  
2024 - 2025**

## 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 01/16/24, the principal trained the SCC on the TSSP and Land Trust plans detailing what they are and how much money is typically allocated. At the Building Leadership Team (BLT) meeting on 2/12/24, the BLT reviewed the school's current data and developed a draft of the 24-25 goals. At the School Community Council (SCC) meeting on 02/20/24, the principal presented the current data and the three proposed goals (ELA, Math, and School Climate) for the 24-25 school year to the SCC. The SCC reviewed, discussed, and approved the 24-25 goals. The BLT then developed a draft of proposed action plans for each of the three goals on 3/11/24. At the SCC meeting on 3/19/23, the principal presented the proposed action plans. The SCC reviewed, discussed, and approved the Action Plans for each goal as well as the final draft of the 24-25 TSSP.

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

**SCC Date 1:**

02/20/2024

**SCC Date 2:**

03/19/2024

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

**Staff Date 1:**

03/11/2024

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

**AP Date 1:**

Not Entered



## Academic Goals

### Analysis Summary

A combined 31% of our students in grades K-5 did not meet the reading proficiency standards as of January 2024. 23% of students in Kindergarten through third grade did not meet proficiency standards on the Acadience Reading Composite Score (RCS) and 46% of students in fourth and fifth grade did not meet proficiency standards on the Reading Inventory (RI) as of January 2024. 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: We will have 70% of K-5 students achieving at or above proficiency benchmark scores using the Acadience Composite Score by May 2025.

### Is this also a Land Trust Goal?

No

Yes

### Academic Areas

Language Arts

Reading

Math

Science

Behavior

Other

### Action Plan Summary

We will:

1. 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.
2. 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.

3. Hire and train four Multi-Tiered Systems of Support (MTSS) interventionists to support reading intervention. (\$84,000 LT)

4. Continue to use iReady reading intervention software for grades K-5.

5. Continue to use 95% Group intervention materials with students who are below proficiency standards in grades K-5.

6. 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. (\$11,500 TSSP)

7. 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)

### Measurement

Progress will be measured three times a year, using the Acadience benchmark test for grades K-5. Progress monitoring and other assessment data (iReady, CFAs, 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 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 (ML) benefit from our Spanish DLI program. We have found that the ILDP process has not been adequately meeting the needs of our ML students. 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. This ALS assistant position will now be funded by the district.

### 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	\$88,000.00	Four Multi-Tiered Systems of Support (MTSS) interventionists to support reading intervention (\$84,000), Substitutes for parent/teacher conferences (\$4,000).	Landtrust
Salaries and Employee Benefits 100 and 200	\$11,500.00	Substitutes for the BLT to meet nine times a year.	TSSP

## Academic Goals

### Analysis Summary

As of January 2024, 32% 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. 63% of students first through fifth grade were proficient on the M-Comp in January 2024.

### Goal

MATH: We will have 70% of K-5 Students achieving at or above proficiency benchmark scores using the Acadience Composite scores by May 2025.

### Is this also a Land Trust Goal?



### Academic Areas

- Language Arts
- Reading
- Math
- Science
- Behavior
- Other

### Action Plan Summary

We will:

1. 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.
2. 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.
3. Continue to implement iReady math intervention software for grades K-5.
4. 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.

5. Continue to implement the two-teacher model in non-Dual Language Immersion (DLI) classrooms in order to target and strengthen math instruction.

6. Explore more effective ways to increase student math fact fluency.

7. Apply for Spanish Assistant to partially support math instruction.

8. One of the Multi-Tiered Systems of Support (MTSS) interventionists will also support math instruction when needed.

## 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 (ML) benefit from our Spanish DLI program. We have found that the ILDP process has not been adequately meeting the needs of our ML students. 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. This ALS assistant will now be funded through the district.

## 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
No Dollar Amount Entered			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. According to the SRSS-IE from January 2024, we have 15.3% of students in grades K-5 showing moderate or high externalizing behaviors and 16% showing moderate or high internalizing behaviors. We also see a higher level of externalizing behaviors, specifically aggression in both the classroom and on the playground, as per our office discipline referrals (majors) and teacher-handled incidents that require parent contact (minors). As of the end of March 2024, we have 123 office referrals and are likely to exceed the 156 in 2021-22 and 151 in 2022-23. The most common office referrals are chronic minors and aggression in the classroom and on the playground.

### Goal

SCHOOL CLIMATE: We will decrease the number of students who exhibit moderate or high ratings (both internalizing and externalizing behaviors) by 10% on the SRSS-IE from fall 2024 to spring 2025. We will only measure students who attended Alta View all year.

### Is this also a Land Trust Goal?



### 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). (\$51,000 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 (\$46,000 TSSP).
  - a. One of the behavior interventionists will be on the playground every day, supporting our Jr. Coaches, and supporting students with ODRs.
  - b. One behavior interventionist will facilitate the Wellness Room and collect data on its usage.
3. 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.
4. Continue to administer the SRSS-IE survey three times during the school year and develop a framework to better improve the data. Identify trends for students who exhibit moderate and high behaviors on the SRSS-IE to be analyzed during PLCs and plans developed to improve the data. The social worker will take the lead on this.

5. 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)

### Measurement

SRRS-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 SRRS-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	\$97,000.00	Half of a full-time social worker (\$51,000), Two MTSS Behavior Interventionists plus extra hours for the third Interventionist (\$46,000).	TSSP
General Supplies 610	\$1,000.00	Calming Corners/Wellness Room materials (\$1,000).	TSSP

Summary of Expenditures for all Goals

Goal Type	Goal	Landtrust	TSSP	Other	Total Cost
▼ Academic Items:2	READING: We will have 70% of K-5 students achieving at or above proficiency benchmark scores using the Acadience Composite Score by May 2025.	\$88,000	\$11,500	\$0	\$99,500
▼ Academic Items:0	MATH: We will have 70% of K-5 Students achieving at or above proficiency benchmark scores using the Acadience Composite scores by May 2025.	\$0	\$0	\$0	\$0
▼ School Climate Items:2	SCHOOL CLIMATE: We will decrease the number of students who exhibit moderate or high ratings (both internalizing and externalizing behaviors) by 10% on the SRSS-IE from fall 2024 to spring 2025. We will only measure students who attended Alta View all year.	\$0	\$98,000	\$0	\$98,000
Total		\$88,000	\$109,500	\$0	\$197,500

**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 (ie. iReady), supplies, or increased hours for our reading, math, and behavioral interventionists.