

**Fillmore Elementary School
Teacher and Student Success Plan
2020-2021**



Prepared by:

Fillmore Elementary School Community Council

Whitney Swallow, Chair

Karilyn Shields, Co-chair

Mrs. Shannon Blad

Mrs. Alexis Taylor

Mrs. Hailey Roper

Mrs. Mallorie Stott, Teacher

Mrs. Emily King, Teacher

Mrs. Sheila Sheriff, Principal

Fillmore Elementary School

Review of 2019-2020 school improvement plan

The community council and faculty at Fillmore Elementary School have set a goal for the 2019-2020 school year.

Students at Fillmore Elementary School will meet the growth percentages as determined by the Acadience assessment and the end of year RISE assessment.

Academic Areas Include:

- **Reading**
- **ELA**
- **Math**

Measurement:

- **Acadience**
 - **Fluency**
 - **Accuracy**
 - **Comprehension**
- **RISE (grades 3 and 4)**
 - **ELA**
 - **Math**

Action Plan Steps:

- **Take Home Library**
- **Leveled Readers**
- **Reading Interventionist**
- **Technology**
- **Software**
- **Professional Development for Teachers**
- **Skill Center**
- **BTSA**

OVERALL PERFORMANCE (K8)

Parents are critical partners in a school's success. Just as your child's report card shows how your child is performing, this school report card shows you how your child's school is performing in multiple areas. It is designed to show the school's strengths and areas in need of improvement in order to ensure Utah schools are meeting the needs of all students. To learn more, see [Parents' Frequently Asked Questions](#).

HOW IS THE SCHOOL PERFORMING IN EACH COMPONENT?

PARTICIPATION RATE

School Rate 100.0%



ACHIEVEMENT

English Language Arts	45.2%
Mathematics	54.2%
Science	55.9%

[View Details](#)



GROWTH

English Language Arts	58.9%	High
Mathematics	60.6%	High
Science	ND	—
Growth of Lowest 25%	68.8%	Average

[View Details](#)



ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress	27.3%
English Learners' Reaching Proficiency	4.5%

[View Details](#)



EARLY LITERACY

Students Reading on Grade Level	48.6%
Students Making Typical or Better Progress	68.9%

[View Details](#)

HOW IS THE SCHOOL PERFORMING IN EACH COMPONENT?

PARTICIPATION RATE

School Rate 100.0%



ACHIEVEMENT

English Language Arts	45.2%
Mathematics	54.2%
Science	55.9%

[View Details](#)



GROWTH

English Language Arts	58.9%	High
Mathematics	60.6%	High
Science	ND	—
Growth of Lowest 25%	68.8%	Average

[View Details](#)



ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress	27.3%
English Learners Reading Proficiency	4.5%

[View Details](#)



EARLY LITERACY

Students Reading on Grade Level	48.6%
Students Making Typical or Better Progress	68.9%

[View Details](#)

HOW IS THE SCHOOL PERFORMING ON OTHER MEASURES OF SCHOOL QUALITY? (UNSCORED)

SELF REPORTED INDICATORS

School Accountability

[View Details](#)

OTHER MEASURES (UNSCORED)

Consistent Attendance 93.2%

[View Details](#)

HOW IS THE OVERALL SCORE CALCULATED?

POINTS WEIGHTED TO OVERALL SCORE



Achievement	37% (56 points possible)	29 points earned
Growth	37% (56 points possible)	34 points earned
English Learner Progress	9% (13 points possible)	4 points earned
Growth of the Lowest 25%	17% (25 points possible)	17 points earned
Total:	150 points possible	83 points earned

[View more info on the system >](#)

[View more info on the calculation >](#)

Teacher and Student Success Plan

Our TSSP consists of three goals. We believe that these goals will lead to an increase in student achievement. These goals are:

Goal #1 Intervention:

Fillmore Elementary will provide Tier 1, Tier 2, and Tier 3 interventions and programs that will acknowledge and provide differentiated instruction to meet the needs of at-risk students.

Fillmore Elementary will use Land Trust funds to help us reach goal #1.

- FES would like to fund personnel for our ReFocus Center, which will serve the academic and behavioral needs of students.
- FES would like to purchase a social-emotional learning (SEL) curriculum. In order to thrive academically, students must be able to regulate behavior and emotions. This SEL curriculum will be used in the regular classroom and the ReFocus Center.
- FES would like to invest in general teacher supplies to facilitate Power Hour and afternoon Reading Interventions effectively.
- FES would like to supplement curriculum with software that will enhance student learning.
 - We would like to fund the Acadience assessment for fourth-grade students. This assessment will provide teachers with data necessary to track student fluency, accuracy, and comprehension.
 - We would like to purchase ESGI software. ESGI will provide disaggregated data for teachers. This data will be used to improve instruction and increase student learning.
 - We would like to purchase A-Z memberships to assist teachers in leveling classroom libraries. Leveling books will allow students to select books that will be a “good fit” and therefore improve literacy skills.
- FES would like to invest in leveled readers to be used in Power Hour groups.

Goal #2 Enrichment:

Fillmore Elementary will provide programs that will acknowledge and provide differentiated instruction and extension to meet the needs of students who are gifted and talented.

Fillmore Elementary will use Land Trust funds to help us reach goal #2.

- FES would like to fund a part-time Beverly Taylor Sorenson Arts specialist who will offer art instruction to supplement the core curriculum.

- FES would like to invest in general teacher supplies to extend and enrich Power Hour effectively.
- FES would like to supplement curriculum with software that will enhance and extend student learning.
 - We would like to purchase A-Z memberships to assist teachers in leveling classroom libraries. Leveling books will allow students to select books that will be a “good fit” and therefore enhance literacy skills.
- We would like to invest in higher-level novels to be used in enrichment Power Hour groups.

Goal # 3. Professional Development

We believe that ongoing teacher professional development has a direct impact on instruction, promotes best practice, and leads to a positive correlation with student achievement.

Fillmore Elementary will use Land Trust funds to help us reach goal # 3.

- Teachers in our building engage in weekly professional learning communities (PLCs). Educators work collaboratively as teams to identify guaranteed viable curriculum, disaggregate common assessment data, adapt instructional strategies, and identify student academic needs. To ensure effective PLC practice, we would like to send grade-level teams to the summer and fall Solution Tree Professional Learning Communities Conference.
- FES would like to fund ½ the cost of a Master’s Degree for one teacher (technology).

Proposed Budget:

We are projected to receive \$72,143.00 in funding. Below is a cost breakdown.

Goal	Intervention/Enrichment/PD	Anticipated Cost
1	ReFocus Personnel	\$27,550.00
1	SEL Curriculum	\$5,500.00
1	Acadience	\$1,000.00
1	ESGI	\$500.00
1 & 2	Leveled Readers	\$2,000.00
1 & 2	A to Z Memberships	\$500.00
1& 2	Teacher Supplies	\$6,043.00
2	Beverly Taylor Sorenson Art Specialist	\$6,450.00
3	Professional Learning Community Training	\$20,100.00
3	Teacher Graduate Studies	\$2,500.00
		Total Anticipated Cost: \$72,143.00

**** Addendum: Carry over funds, and funds allocated but not used, will be put towards teacher supplies, leveled readers, and professional development. ****

Reading Achievement and Title 1 Plan

We will identify interventions that are research-based and focused on student achievement for all demographics at the school.

- Optional Extended Day Kindergarten (OEK)
- REACH
- Spalding
- Heggerty
- Lexia
- Acadience Progress Monitoring
- Dyad Reading
- STAR Tutoring
- Power Hour

Assessments:

- DIBELS (Dynamic Indicator of Basic Early Literacy Skills): Growth in reading comprehension and fluency is measured three times during the year to identify students who need reading interventions.
- RISE (Readiness, Improvement, Success, Empowerment) benchmark data will identify areas of focus and provide meaningful information for individual student academic growth.
- WIDA (World Class-Instructional Design and Assessment): WIDA is a federal mandated test for students whose native language is other than English. WIDA Access is a summative assessment given annually to monitor ELL students' progress in acquiring academic English. This test assesses comprehension and communication.
- Additional common formative and summative assessments as developed by the classroom teacher will also be used.

Professional Development Plan

We believe that ongoing teacher professional development has a direct impact on instruction, promotes best practice, and leads to a positive correlation with student achievement.

To ensure that we make the most of pd opportunities we will focus on the following:

- We will meet monthly as a faculty to improve upon our professional learning community.
- Grade level teams will meet weekly with administration to improve upon their instruction.
- Opportunities will be provided for teachers to attend local and national conferences.
- We will participate in opportunities provided by the district. (summer workshops and PLC dates throughout the year)
- We will participate in literacy workshops provided by the school, district, and USBE.
- Our teacher technology initiators will provide monthly training focused on technology.

Digital Citizenship Plan

To ensure that our students are adequately prepared to be a productive digital citizen, we will do the following:

- Within the first few weeks of school, annual classroom discussions will be facilitated regarding proper internet use.
- Counselor and technology specialist will provide lessons on proper netiquette and digital footprints.
- During Ribbon Week, one full day will be centered around digital citizenship. Activities and resources will be provided by the committee.

- A NetSmartz assembly, provided by the Attorney General's office, will be held every other year to provide additional training.
- Each classroom teacher will incorporate Nearpod lessons on digital citizenship.
- Iboss network security filtering will be installed on all school computers and chrome books.
- Impero will be used to report inappropriate internet use.
- The state sponsored program Digital Respons A Bility provides access to student modules. These modules will be used during weekly technology time.
- Parents will be provided (social media, school newsletter, school web page) with literature, links, and resources related to digital citizenship.

Discipline Plan

All students are expected to follow the rules and regulations of the Board of Education, the school administration, and the teacher.

It is the parents' obligation, by teaching and by example, to develop the student's good behavior habits as well as proper attitudes toward the school.

It is the school's responsibility to provide learning experiences free from distractions and misbehavior. Administrators and teachers will model good behavior for students to follow.

The following rules have been established in order to facilitate a safe learning environment:

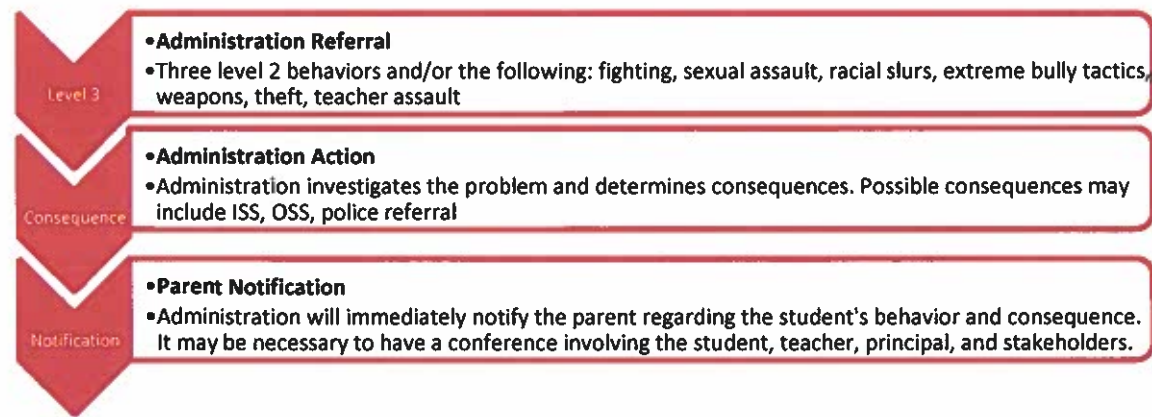
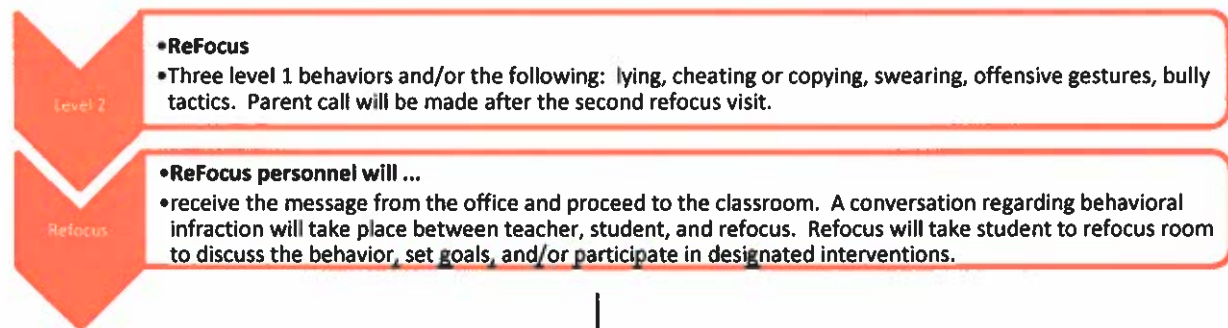
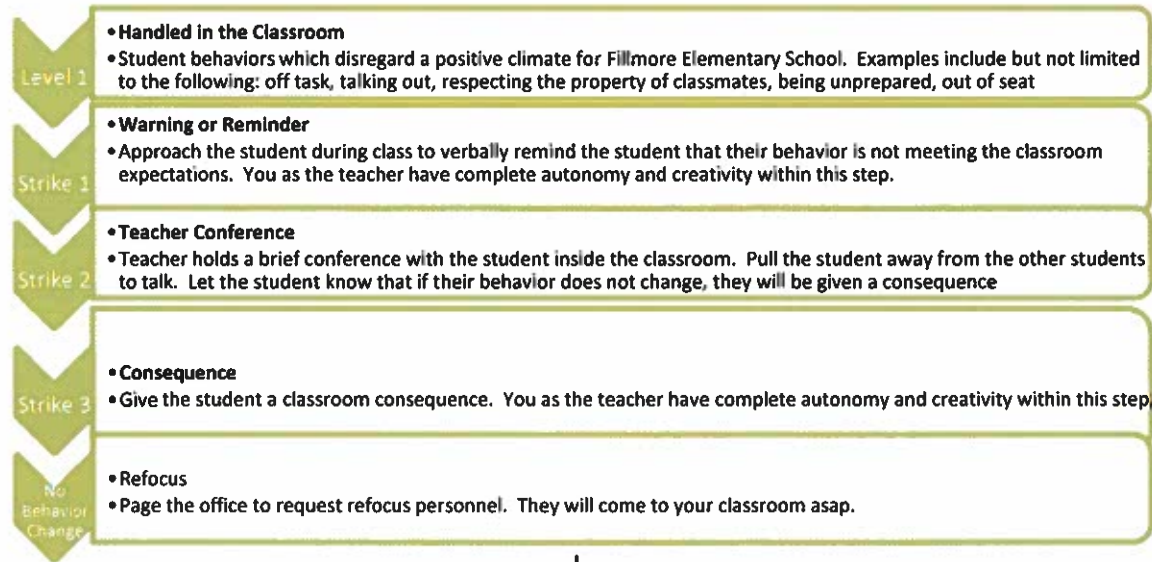
- Be Respectful
- Be Responsible
- Be Ready to Learn

The administration, faculty, and staff of Fillmore Elementary will continue to encourage positive behavior using:

- Consistent and impartial application of both school and district rules
- Positive behavioral intervention supports
- ReFocus center
- Calm room
- School Counselor

We have also established a discipline flow chart with leveled behaviors to create uniformity in disciplinary referrals and consequences.

Discipline Flow Chart



**Counselor will be involved in Level 2 and Level 3. **One week with no infractions moves the student back one level.

School Safety Plan

We believe that safety is a foundational need that must be met before ascending to higher levels of performance. Students and staff must feel safe before they can focus their energy on learning. We will provide a safe environment for students by implementing school safety procedures including:

- Monthly safety training at staff meeting
- Trauma kits in every classroom
- Faculty and staff certification in *Stop the Bleed*
- Monthly emergency drills for teachers and students
- Fire safety day
- Required visitor check in
- School safety committee
- District safety committee
- Student Resource Officer
- Identification badges
- Cameras in school and on busses
- Parent communication – power announcement

Fillmore Elementary School Parent Involvement Policy

Fillmore Elementary School, as a member of the Millard School District Title 1 Team, believes parental involvement is a critical part of each child's educational program

Fillmore Elementary School will:

- Inform all parents of their right and responsibility to be involved in the education of their children.
- Convene parent meetings throughout the year to inform parents of educational (Title 1) services available.
- Involve parents in developing the Teacher Student and Success Plan including the Title 1 school plan.
- Provide parents with information regarding instructional practices and curriculum adopted for core subjects.
- Share and interpret student assessment data with parents.
- Provide parents support and resources to improve academic success.
- Involve parents to participate in school enrichment activities.
- Provide parent communication in multiple languages per request.
- Establish an open-door policy to encourage parent voice.
- Conduct a child find to ensure that all pre-kindergarten students have access to early childhood development opportunities.

**Fillmore Elementary School
School-Parent-Student Compact**

As a school, we will:

- Know your child's needs and try to meet them
- Communicate regularly with families
- Provide a safe and positive learning environment for your child
- Provide meaningful learning opportunities throughout the day
- Assist your child in reaching his/her highest potential

As a parent, you will:

- Attend Back-to-School night and fall/spring PCCRs
- Assist my student in nightly home reading and classroom homework
- Send my child to school with his/her basic needs met
- Send my child to school regularly and on time
- Spend time visiting with my child about their school day

As a student, I will:

- Respect
 - myself,
 - my school
 - others
- Responsible
 - Read at home nightly
 - Ask for help when needed
 - Turn in quality work on time
- Ready
 - Enter the school ready to learn

Millard School District

Emergency Action Plan



Fire



Earthquake



Shelter in Place



Violence

The Millard School District has a safe school policy which is intended to provide each student the opportunity to learn in an environment which is safe, conducive to the learning process, and free from unnecessary distraction. (Please see MSD policy 6090)

In conjunction with the policy, Millard School District has implemented standard operating guidelines for emergency situations for schools within the district. Every school has been given guidelines and a list of procedures to help standardize emergency drills. Drills are practiced throughout the year for incidents concerning Fire, Earthquake, Shelter in Place (hazardous materials, or violence).

Every effort is made to follow these standardized guidelines. Implementation may be slightly different due to school size, location, age of students, etc. The Millard School District continues to update and review its emergency procedures, policies, and materials. Copies of plans are available at each school and at the district office.

Millard School District is working with other agencies to provide each school with the materials and supplies that are needed to successfully manage an incident. Together we are working at coordinating our efforts so that roles and responsibilities, communications, and responses to situations are clearly defined for each agency that may respond to an emergency.

Please contact your local school if you have questions about emergency action plans or to volunteer your services.

What are the Standard Operating Guidelines?

Fire

1. Gather class roster and accountability card packet.
2. Exit the building according to the established fire escape route. Teacher is L.A.S.T.
3. Upon reaching pre-determined "outside" class location, verify student accountability.
4. If all students are present, hold up green card.
5. If all students are not present or you have extra students, hold up red card and write names on post-it notes.
6. Send a designated runner with post-its to the Group Leader. The Group Leader will contact the teacher to determine possible locations of missing students.

Earthquake

1. At the first sign of an earthquake, all room occupants "drop, cover and hold" remaining in a sheltered position for at least 60 seconds. Do NOT automatically rush class into the corridor or outside the building.
2. Account for all students.
3. Gather the roster and accountability card packet for reporting to the Group Leader.
4. Exit the building when it is safe to do so. The teacher LEADS the way out.
5. When leaving the area, take injured students only if moving them will not cause further injury.
6. Assemble in a pre-designated location.
7. If all students are present, hold up green card.
8. If all students are not present or you have extra students, hold up the red card and write names on post-it notes.
9. Send a designated runner with post-its to the Group Leader. The group Leader will contact the teacher to determine possible locations of missing students.

Standard Operating Guidelines pg. 2

Shelter in Place

1. Upon hearing the activation of a shelter in place event, staff will immediately close all doors and windows leading to the outside environment.
2. Close all doors leading to a hallway or common area.
3. Cover all openings with tape, paper, or other materials to prevent outside air from entering the room.
4. Verify student accountability.
5. Wait for contact from Group Leader via the intercom or other means.

Violence or Intruder

1. Upon hearing the activation of a "lock down", staff will immediately close all doors and windows leading to the outside environment.
2. Close all doors leading to a hallway or common area and lock if possible.
3. Move students to a safe place in the room where they will not be targets for people outside of the classroom.
4. Verify student accountability.
5. Wait for contact from Group Leader via the intercom system or other means.
6. Doors are to remain locked until the "all clear" sign is given.

Emergency Closure of School

In the event that schools should be closed or schedules changed for emergency reasons, such as storms, road conditions, unexpected hazards or health precautions, such information will be broadcast over radio stations FM 95.7, 93.7, 97.5 and AM 540, or via Power Announcement which will contact patrons by phone, text, or email. It is important for parents to keep such information current at their local school.

Should school be dismissed early OR have a late start (2 hr delay) due to inclement weather, all parents will be notified. Bus students will be bussed. Non-bus students need to be picked up/dropped off by parent or designated adult.

Answers to Parent Questions

1. *What is my responsibility as a Parent/Guardian during an emergency situation?*

In the event of a serious school or community incident, the school **assumes** responsibility for your children. You will be kept informed about what is happening and given instruction regarding your children through a local radio station and/or Power Announcement which contacts parents through email, phone or text.

Rushing to the school in your car or calling the school will only impede the school's ability to protect your children and will hinder the communication process with other agencies involved. Children will NOT be sent home until parents/guardians have been notified.

2. *What do I do after I have been notified that I can pick up my child?*

Depending on the conditions and emergency, parents should park in the designated areas defined by each school in the child access routing plan.

If indoors, parents should enter the school through the front doors and then proceed to their child's classroom after signing in at the office. **Parents will be required to sign that they are taking custody of their student for security reasons.**

If outdoors, parents should park in designated spots, find their child's teacher and sign them out. Please do not encourage children to run to you or expect that they will come to your vehicle. To keep track of all students, parents MUST sign they have taken custody.

If schools are in a lock down situation (violence or shelter in place) all doors to the school will be locked. Parents will put themselves and others in jeopardy if they try to enter the school. See #1 to see when it would be safe to pick up your child.

Answers to Parent Questions(2)

3. *What will happen if I am not home or I cannot be reached?*

If parents are not at home or cannot be contacted during an emergency incident, the school will continue to assume responsibility of that student until the emergency contact person listed on the registration form has been contacted. It is very important that EVERY parent has an emergency contact person listed with the school who will take responsibility for that child until the parent/guardian is available.

4. *If the school is unsafe, where will my child be?*

Each school will have an alternative site if it is necessary to move from the building. As each emergency is different, you will find out if your student has been moved by listening to the radio or you will be contacted via Power Announcement which uses email, text, and phone.

5. *Is the school prepared with emergency supplies?*

Each school has some preparedness materials that they have gathered. In the case of an emergency, most classrooms have minimal supplies in a bucket that will help provide students with food, water, blankets, vital information about students, games and activities to keep them calm, and materials to help during shelter in place situations.

6. *Is the staff qualified to help during an emergency?*

Staff members are given basic in-service training in first aid and CPR. Some staff members are trained members of CERT (Community Emergency Response Team) and have additional skills. Working in partnership with community agencies, additional training sessions are available throughout the county.

MSD Preparedness Activities

Millard School District continues to work on emergency preparedness by being involved in the following activities:

- Town/City CERT training program
- MSD is part of the Local Emergency Preparedness Committee (LEPC). This committee helps coordinate activities among local, state and federal agencies and updates emergency procedures/policies
- Continue training in first aid and CPR and annual practice drills of all types
- PTA, PTO parental involvement
- Annual updating of the MSD emergency preparedness handbook

Things you can do to help

1. Be involved with the parent organization — volunteer to be on the safety committee
2. Volunteer to coordinate emergency supplies in your local school
3. Donate items needed to your neighborhood school. Following are some suggestions: Emergency blankets, ponchos, hand warmers, hand sanitizer, energy bars, trail mix, granola bars, jolly ranchers or other hard candy, wool blankets, water, duct tape, plastic, buckets, etc. Contact the school to see what is needed most.
4. Donate money to the MSD foundation or PTA for purchase of supplies

Excerpt Millard County Sheriff's Department Website

"Sheriff Dekker urges all individuals and businesses to log onto the Sheriff's Office website, www.millardsheriff.org, and follow the link to the "CodeRED Residential and Business Data Collection" page. Those without Internet access may call the Sheriff's Office 435-743-5302 or 435-864-2755, Monday through Friday (8AM-5PM), to give their information over the phone. Required information includes first and last name, street address (physical address, no P.O. boxes), city, state, zip code, and primary phone number, additional phone numbers (optional)....The information will only be used for emergency notification purposes".