

**Fillmore Elementary School  
Teacher and Student Success Plan  
2021-2022**



**Prepared by:**

**Fillmore Elementary School Community Council**

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## **Fillmore Elementary School**

### *Review of 2020-2021 Teacher Student and Success Plan*

The Community Council and faculty at Fillmore Elementary have been focused on goals centered around intervention, enrichment, and professional development. We believe that these goals have provided and continue to provide interventions and supports to help differentiate instruction to meet the needs of all FES learners.

#### **Academic Areas Include:**

- Reading
- Math
- ELA

#### **Measurement:**

- Acadience
  - Fluency
  - Accuracy
  - Comprehension
- RISE
  - ELA
  - Math

#### **Action Plan Steps:**

- ReFocus Center
- Social Emotional Learning Curriculum
- Educational Software
- Leveled Readers
- Leveled Classroom Library Resources
- Beverly Taylor Sorenson Art Specialist
- Professional Learning Community Training
- Teacher Graduate Studies

## **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 invest in general teacher supplies, books, and other resources to facilitate Power Hour and other tiered interventions.
- 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 and take home/classroom library materials 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.
- FES would like to supplement our current math program (IReady) with the Reflex Math software. This program will provide students the opportunity to practice and develop automaticity with math facts.

### ***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, books, and other resources to facilitate Power Hour and other enrichment activities.
- FES would like to supplement curriculum with software that will enhance and extend student learning.
  - We would like to purchase A-Z memberships and take home/classroom library materials 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 supplement our current math program (IReady) with the Reflex Math software. This program will provide students the opportunity to practice and develop automaticity with math facts.
  - We would like to purchase the Accelerated Reader program to motivate and encourage students to read appropriate, yet challenging books. This program will also support comprehension and enrich student vocabulary.
- 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.
- We would also like to provide opportunities for teachers to attend professional development outside of contract time to support effective instructional strategies, best practices, and instructional agility.

**Proposed Budget:**

We are projected to receive \$70,793.00 in funding. Below is a cost breakdown.

<b>Goal</b>	<b>Intervention/Enrichment/PD</b>	<b>Anticipated Cost</b>
1	Acadience	\$1500.00
1	ESGI	\$1000.00
1 & 2	Leveled Readers	\$2,000.00
1 & 2	A to Z Memberships/Class & Take-Home Library Materials	\$2,400.00
1 & 2	Reflex Math	\$3,300.00
1 & 2	Accelerated Reader	\$4,000.00
1 & 2	Teacher Supplies	\$6,000.00
2	Beverly Taylor Sorenson Art Specialist	\$9,000.00
1, 2, & 3	Professional Development and Instructional Leadership	\$41,593.00
		<b>Total Anticipated Cost: \$70,793.00</b>

\*\* 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 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 weekly training/support 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.
- BARK 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:

- **C**hoose Safety
- **H**elp Others
- **I**'m a Learner
- **P**ractise Respect

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

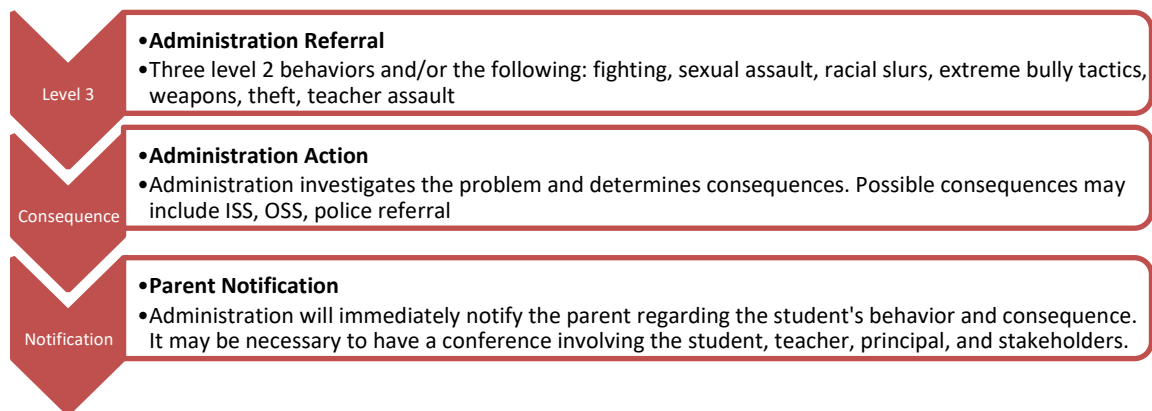
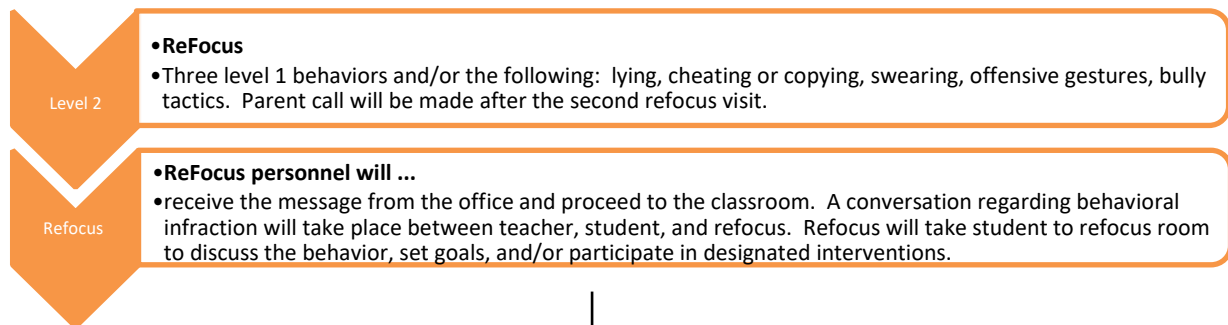
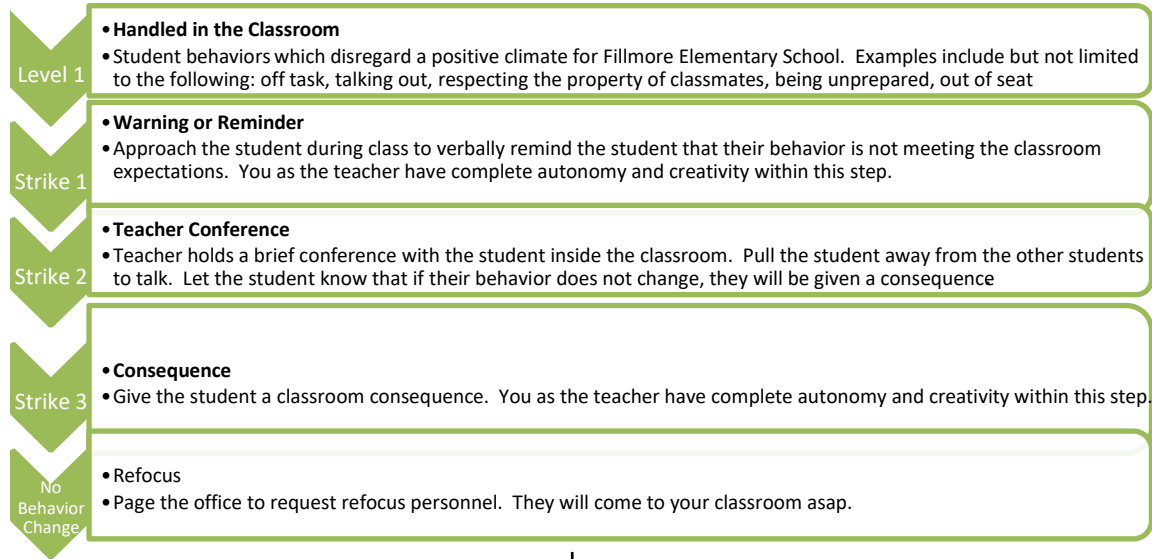
- Consistent and impartial application of both school and district rules
- Positive behavioral intervention supports
- ReFocus center
- Calm room
- School Counselor

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, I 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 follow Chip's expectations:**

- Choose Safety
  - On the bus
  - On the playground
  - In all school areas
- Help Others
  - Listen and follow directions
  - Look for ways to be kind and courteous
- I'm a Learner
  - Enter the school ready to learn
  - Read at home nightly
  - Ask for help when needed
  - Turn in quality work on time
- Practice Respect
  - Respect myself
  - Respect others
  - Respect property

Member Name	Role	Status	Signature
Whitney Swallow	Chair	I participated  Member is unavailable	
Ben Coray	Co-Chair	I participated  Member is unavailable	
Karilyn Shields	Parent	I participated  Member is unavailable	
Ian Adams	Parent	I participated  Member is unavailable	
Hailey Roper	Parent	I participated  Member is unavailable	
Natalie Ralphs	Parent	I participated  Member is unavailable	
Malorie Stott	Teacher	I participated  Member is unavailable	
Emily King	Teacher	I participated  Member is unavailable	
Sheila Sheriff	Principal	I participated  Member is unavailable	

\*\* Signature is verification of participation in the Teacher and Student Success Plan