Fillmore Elementary School

Teacher and Student Success Plan

2022-2023

Prepared by:

Fillmore Elementary School Community Council

Ben Coray, Chair

Whitney Swallow

Ian Adams

Karilyn Shields

Natalie Ralphs

Autumn Barney

Jenene Monroe, Teacher

Cathy Monroe, Teacher

Sheila Sheriff, Principal

Fillmore Elementary School

Review of 2021-2022 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 Math
  - Early Numeracy
  - Computation
  - Problem Solving
- Acadience
  - Fluency
  - Accuracy
  - Comprehension
- RISE
  - ELA
  - Math

Action Plan Steps:

- Educational Software
- Leveled Readers
- Leveled Classroom Library Resources
- Take Home Library Materials
- Beverly Taylor Sorenson Art Specialist
- Professional Development and Instructional Leadership Opportunities

ACHIEVEMENT

English Language Arts	47.1%
Mathematics	47.1%
Science	53.8%

View Details

GROWTH

English Language Arts	ND	–
Mathematics	ND	–
Science	ND	–
Growth of Lowest 25%	ND	–

ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress	17.4%
English Learners Reaching Proficiency	4.3%

EARLY LITERACY

Students Reading on Grade Level	45.7%
Students Making Typical or Better Progress	72.4%

READING ON GRADE LEVEL	45.7%	–	ND no increase or decrease from 2020 score
STUDENT MAKING TYPICAL OR BETTER PROGRESS	72.4%	–	ND no increase or decrease from 2020 score

READING ON GRADE LEVEL

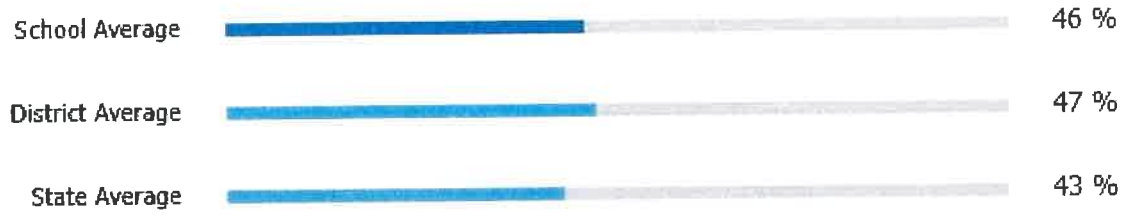
School Average	46 %
District Average	47 %
State Average	43 %

MAKING TYPICAL OR BETTER PROGRESS

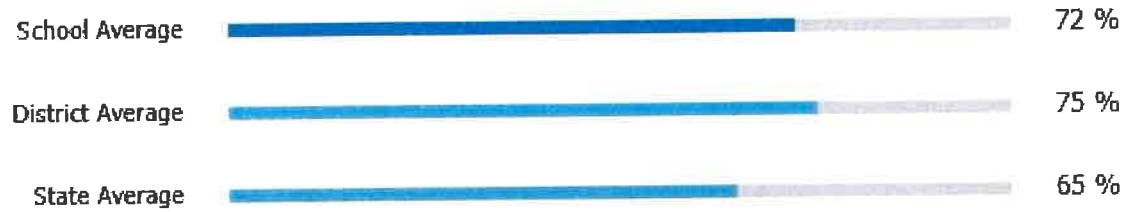
School Average	72 %
District Average	75 %
State Average	65 %

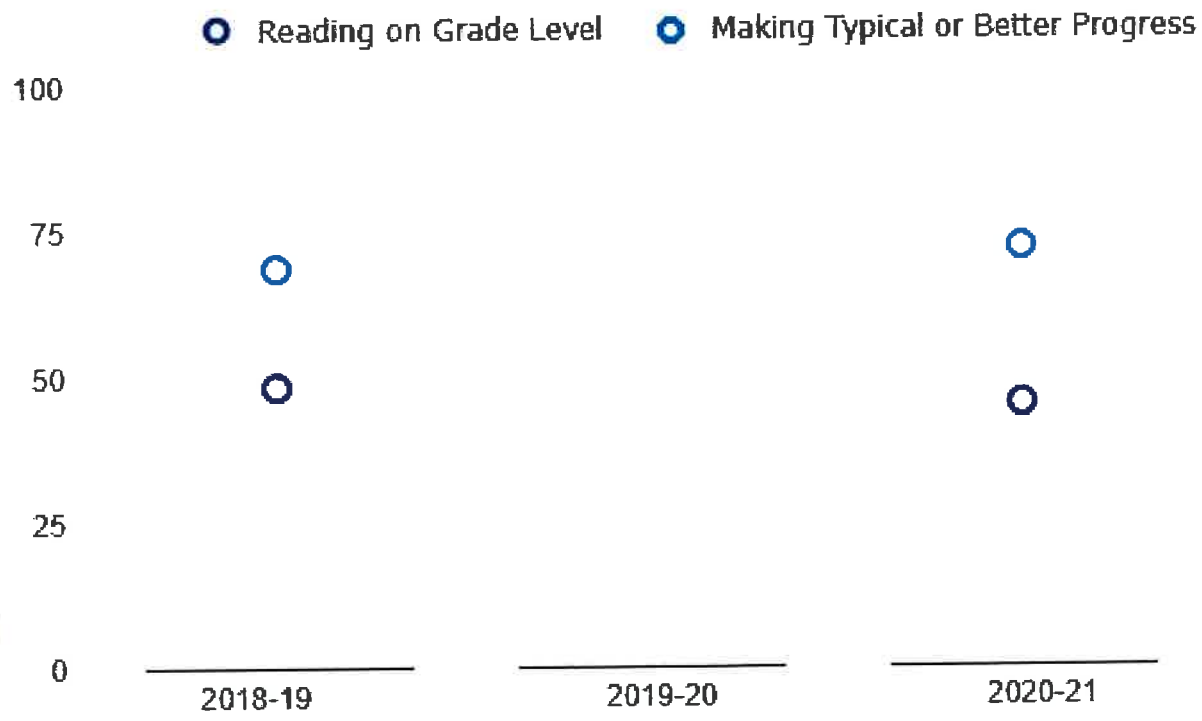
READING ON GRADE LEVEL	45.7%	–	ND no increase or decrease from 2020 score
STUDENT MAKING TYPICAL OR BETTER PROGRESS	72.4%	–	ND no increase or decrease from 2020 score

READING ON GRADE LEVEL

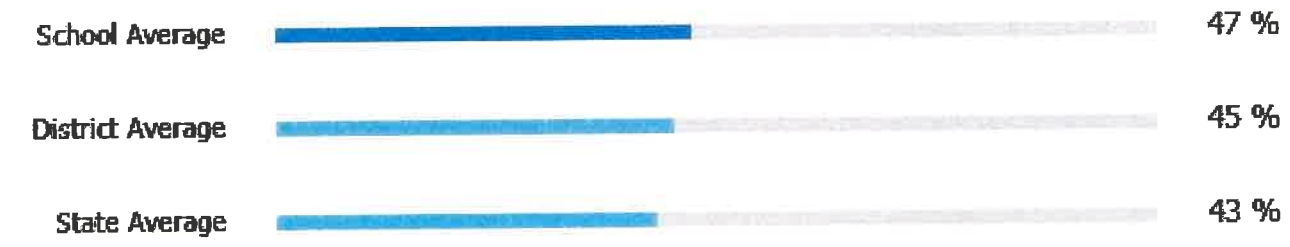


MAKING TYPICAL OR BETTER PROGRESS

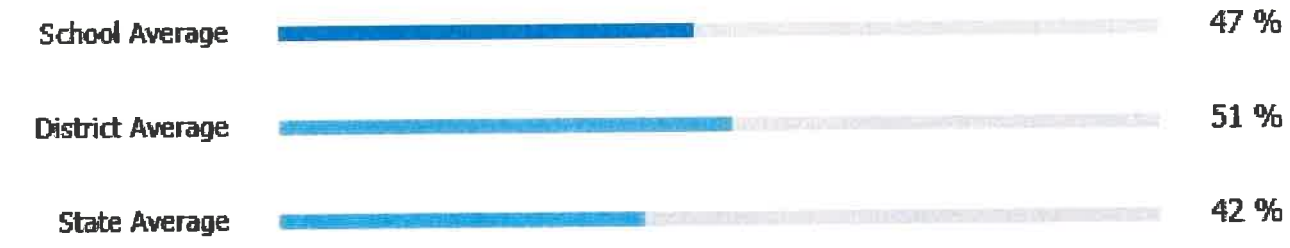




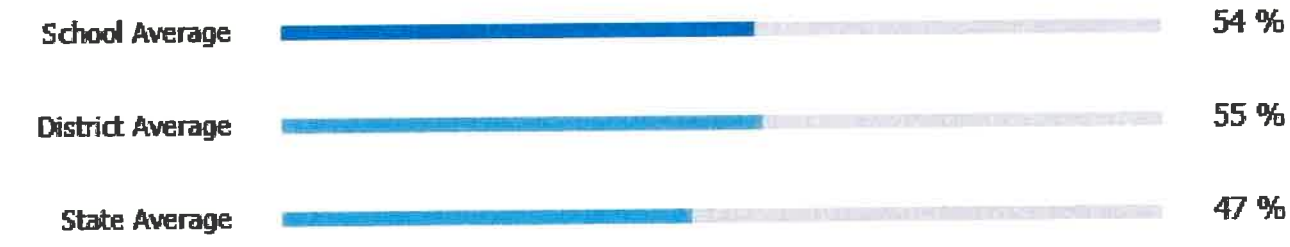
ENGLISH LANGUAGE ARTS



MATHEMATICS



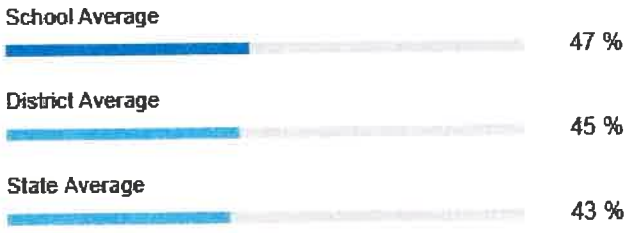
SCIENCE



ENGLISH LANGUAGE ARTS

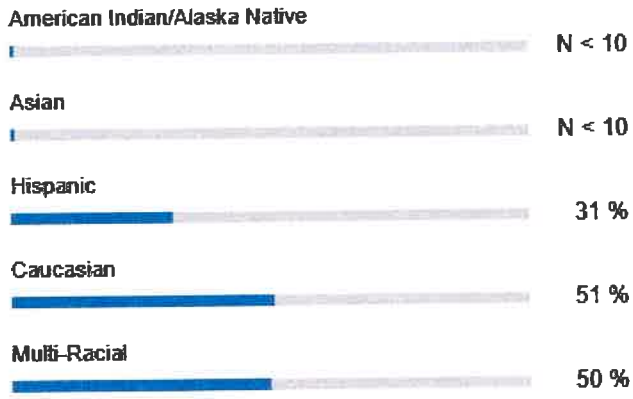
45.3%

HOW DID THIS SCHOOL PERFORM COMPARED TO THE DISTRICT AND STATE?



HOW DID THIS SCHOOL PERFORM BY STUDENT GROUP?

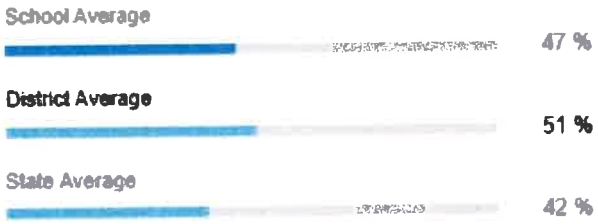
HOW DID THIS SCHOOL PERFORM BY RACE/ETHNICITY?



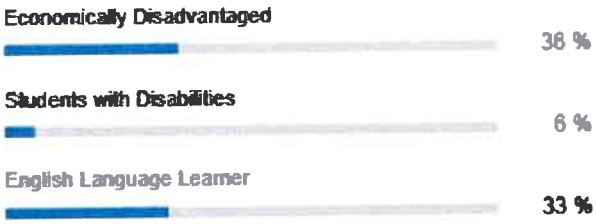
MATHEMATICS

47.1%

HOW DID THIS SCHOOL PERFORM COMPARED TO THE DISTRICT AND STATE?



HOW DID THIS SCHOOL PERFORM BY STUDENT GROUP?



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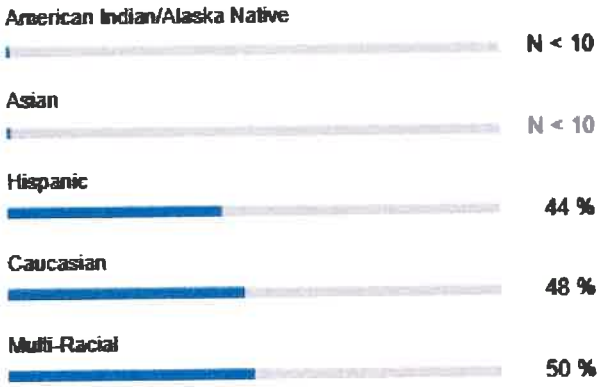

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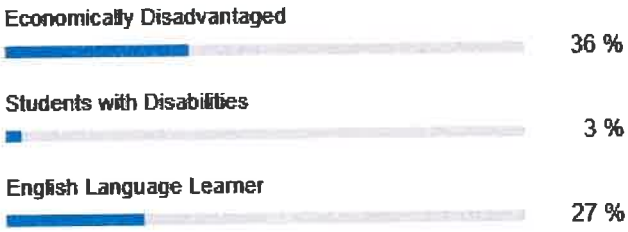

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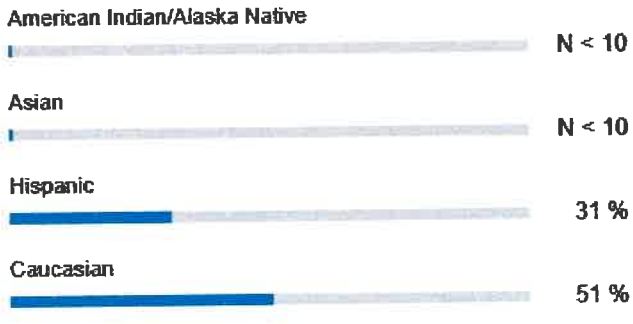
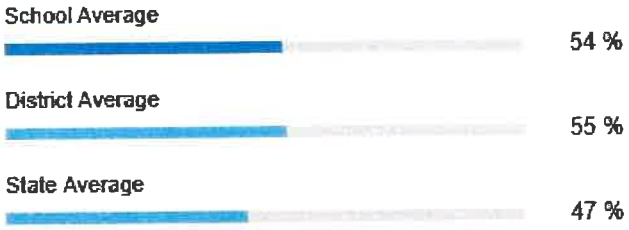


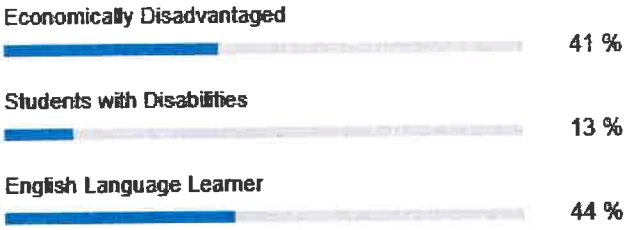
SCIENCE

53.8%

HOW DID THIS SCHOOL PERFORM COMPARED TO THE DISTRICT AND STATE?



HOW DID THIS SCHOOL PERFORM BY STUDENT GROUP?



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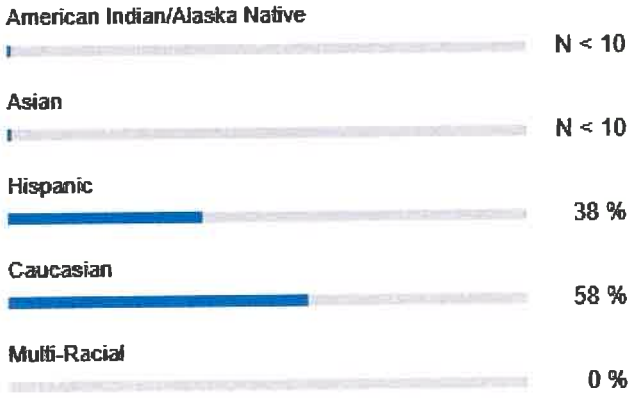
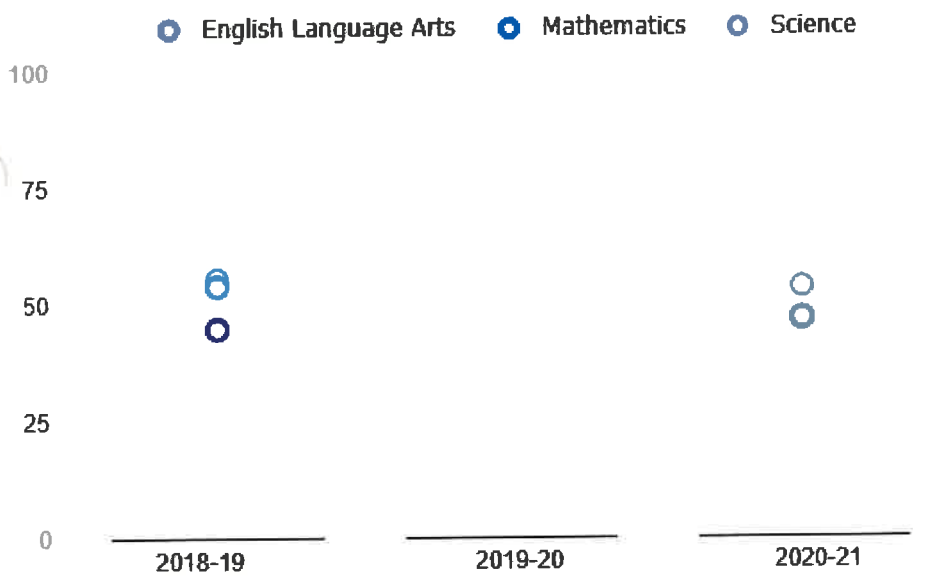
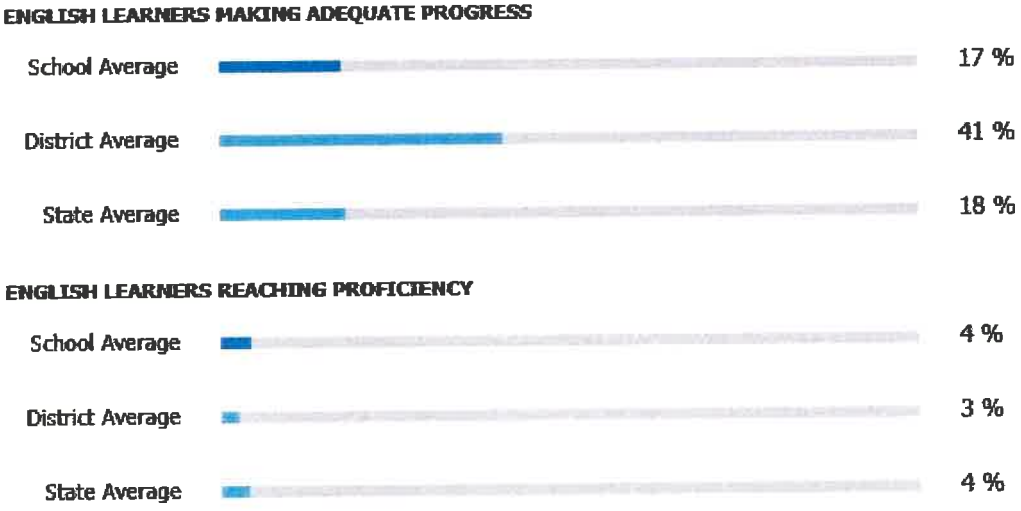


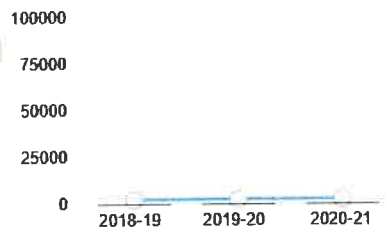


ENGLISH LEARNERS MAKING ADEQUATE PROGRESS	17.4%	-30.7% decrease from 2020 score
ENGLISH LEARNERS REACHING PROFICIENCY	4.3%	0.6% increase from 2020 score



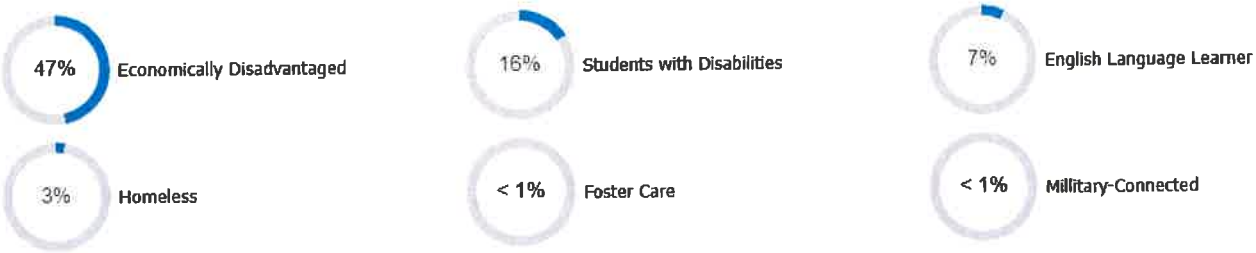
STUDENT ENROLLMENT

STUDENT ENROLLMENT OVER TIME



POPULATION BY RACE/ETHNICITY

POPULATION BY STUDENT GROUPS



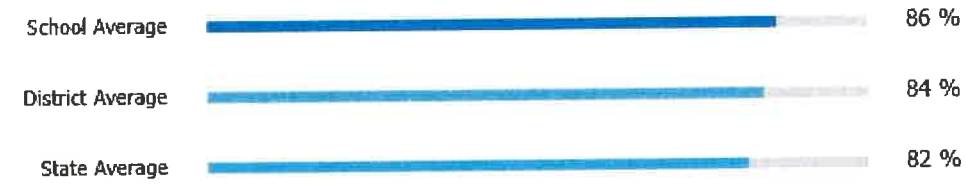
TEACHERS' YEARS OF EXPERIENCE

Teacher Retention	79 %
Temporary Credentials	5 %
Out-of-Field	3 %

These other measures of school performance are predictors of academic outcomes and student success. Consistent attendance is the percentage of students who miss fewer than ten school days during the school year, which is related to multiple positive student outcomes. For high schools, Postsecondary Enrollment is the percentage of students who enroll in college in the state of Utah in the year after graduation. Select 'View Details' to see comparisons to the district and/or state, and how student groups performed in each area.

CONSISTENT ATTENDANCE 86.1% ↓ -7.4% decrease from 2020 score View Details

CONSISTENT ATTENDANCE



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. (also supports goal 2)
- FES would like to invest in curriculum, subscriptions, and teacher supplies to support tier ⅔ interventions for our multi language learners and our students with disabilities.
- FES would like to supplement the curriculum with software that will enhance student learning.
    - 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. (also supports goal 2)
    - 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. (also supports goal 2)
    - 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. (also supports goal 2)
    - FES would like to replace and purchase leveled readers to be used in Power Hour groups. (also supports goal 2)

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 teaching supplies, materials, and resources for a Beverly Taylor Sorenson Arts specialist who will offer art instruction to supplement the core curriculum. (also supports goal 1)
- FES would like to invest in general teacher supplies, books, and other resources to facilitate Power Hour and other enrichment activities. (also supports goal 1)

- FES would like to supplement the 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. (also supports goal 1)
    - 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. (also supports goal 1)
    - FES would like to supplement our current math program (IReady) with the ALEKS software. *ALEKS* uses adaptive questioning to quickly and accurately determine exactly what topics a student knows and doesn't know in a course. *ALEKS* then instructs each student on the topics they are most ready to learn. This software will allow teachers to identify instructional gaps, personalize learning paths, and track the progress of student learning and mastery. (also supports goal 1)
    - 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. (also supports goal 1)
    - FES would like to purchase the Rosetta Stone software to provide our upper-level students with the opportunity to learn a second language. Bilingual students benefit from better working memories, greater mental flexibility, and the ability to grasp abstract concepts more easily.
- FES would like to invest in replacing and purchasing 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. (also supports goals 1 & 2)
- 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. (also supports goals 1 & 2)

- FES would like to provide professional development opportunities for teachers and instructional assistants working with the multi-language learners and students with disabilities. (also supports goal 1)
- FES would like to have all teachers trained in LETRS. LETRS teaches the skills needed to master fundamentals of reading instruction; including phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. (also supports goals 1 & 2)
- Tamara Krause, an FES teacher, was selected by the district to receive partial financial support in pursuing a master's degree. Fillmore Elementary would like to fund the remaining part of her studies. (also supports goals 1 & 2)

Proposed Budget:

We are projected to receive $78,177.00 in funding. Below is a cost breakdown.

Goal	Intervention/Enrichment/PD	Anticipated Cost
1 & 3	Tier ⅔ Related Services (Supplies, Curriculum, PD, Subscriptions)	$5,000.00
1 & 2	ESGI	$1000.00
1 & 2	A to Z Memberships/Class & Take-Home Library Materials	$5,000.00
1 & 2	Reflex Math	$3,300.00
1 & 2	ALEKS Math	$3,500.00
1 & 2	Accelerated Reader	$4,000.00
1 & 2	Teacher Supplies	$6,250.00 (210)
2	Rosetta Stone	$6,000.00
2	Beverly Taylor Sorenson Art Specialist	$1,000.00
1, 2, & 3	Professional Development and Instructional Leadership	$35,627.00
1, 2, & 3	Teacher Graduate Studies	$7,500.00
		Total Anticipated Cost: $78,177.00

$37,800
20 x 1800.00

** 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
- 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 to improve upon their instruction.
- Grade level teams will meet at least quarterly 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 and math 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 to facilitate a safe learning environment:

- **C**hoose Safety
- **H**elp Others
- **I**'m a Learner
- **P**ractice 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 and Social Worker

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

Discipline Flow Chart

Level 1
- **Handled in the Classroom**
- Student behaviors which disregard a positive climate for Fillmore Elementary School. Examples include but not limited to the following: off task, talking out, respecting the property of classmates, being unprepared, out of seat

Strike 1
- **Warning or Reminder**
- Approach the student during class to verbally remind the student that their behavior is not meeting the classroom expectations. You as the teacher have complete autonomy and creativity within this step.

Strike 2
- **Teacher Conference**
- Teacher holds a brief conference with the student inside the classroom. Pull the student away from the other students to talk. Let the student know that if their behavior does not change, they will be given a consequence

Strike 3
- **Consequence**
- Give the student a classroom consequence. You as the teacher have complete autonomy and creativity within this step.

No Behavior Change
- Refocus
- Page the office to request refocus personnel. They will come to your classroom asap.

↓

Level 2
- **ReFocus**
- Three level 1 behaviors and/or the following: lying, cheating or copying, swearing, offensive gestures, bully tactics. Parent call will be made after the second refocus visit.

Refocus
- **ReFocus personnel will ...**
- receive the message from the office and proceed to the classroom. A conversation regarding behavioral infraction will take place between teacher, student, and refocus. Refocus will take student to refocus room to discuss the behavior, set goals, and/or participate in designated interventions.

↓

Level 3
- **Administration Referral**
- Three level 2 behaviors and/or the following: fighting, sexual assault, racial slurs, extreme bully tactics, weapons, theft, teacher assault

Consequence
- **Administration Action**
- Administration investigates the problem and determines consequences. Possible consequences may include ISS, OSS, police referral

Notification
- **Parent Notification**
- Administration will immediately notify the parent regarding the student's behavior and consequence. It may be necessary to have a conference involving the student, teacher, principal, and stakeholders.

**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 – Swift Alert

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:

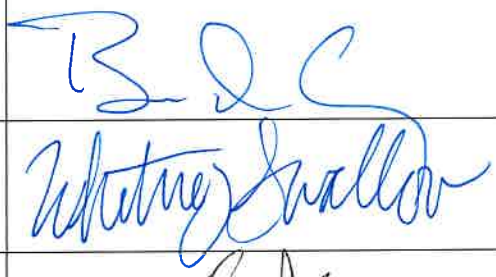
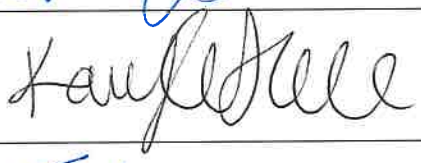
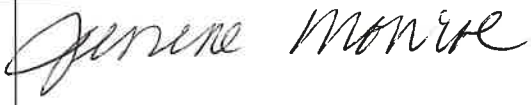
- Know your child's needs and try to meet them
- Communicate regularly with families
- Provide a safe and positive learning environment for your child
- Provide meaningful learning opportunities throughout the day
- Assist your child in reaching his/her highest potential

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
Ben Coray	Chair	I participated Member is unavailable	
Whitney Swallow	Parent	I participated Member is unavailable	
Karilyn Shields	Parent	I participated Member is unavailable	
Ian Adams	Parent	I participated Member is unavailable	
Autumn Barney	Parent	I participated Member is unavailable	
Natalie Ralphs	Parent	I participated Member is unavailable	
Jenene Monroe	Teacher	I participated Member is unavailable	
Cathy Monroe	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