

Fillmore Elementary School
Teacher and Student Success Plan
2024-2025



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Fillmore Elementary School

Review of 2023-2024 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
- WIDA
 - Language Development for Multilingual Learners
- KEEP/PEEP
 - Early Literacy Skills
 - Early Math Skills

Action Plan Steps:

- Evidence-Based Curriculum to Supplement Phonics Instruction
- Educational Software
- Classroom and Teacher Supplies
- Leveled Classroom Library Resources
- Take Home Library Materials
- Beverly Taylor Sorenson Art Specialist
- Professional Development and Instructional Leadership Opportunities
- 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.

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.

Goal #3. Professional Development:

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

Fillmore Elementary will use Land Trust funds to help us reach our goals. Items highlighted in **Green** will support both **goal #1 and goal #2.**

FES would like to purchase materials, curriculum, and resources from the 95 Percent Group. 95 Percent includes evidence-based literary resources and products designed to support diverse skill levels in whole classroom instruction, intervention groups, tutoring, targeted IEP instruction, and MLL instruction.

FES would like to invest in curriculum, subscriptions, and teacher supplies to support tier 2/3 interventions for our multi-language learners and our students with disabilities.

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.

FES would like to invest in general teacher supplies, books, and other resources to facilitate Power Hour and other tiered interventions.

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 Achieve3000 Literacy software for our 3rd and 4th grade students. The Achieve digital platform will support students with structured literacy in an adaptive personalized format. This will allow students to develop critical reading skills and increase Lexile levels at their own pace.

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.

We would like to purchase Lexia software for 4th grade students. The Lexia digital platform provides students with structured literacy in a personalized format. This will allow students to develop critical reading skills at their own pace.

FES would like to supplement our current math program (IReady) with the Reflex Math software. This program will allow students to practice and develop automaticity with math facts.

We would like to add Gizmos and Science4Us to our Science core. Teachers need access to more resources and materials to deliver the science core in classrooms fully.

FES would like to supplement Science by purchasing Generation Genius resources. Generation Genius partners with the National Science Teaching Association and aligns with the Utah Core Standards. Generation Genius includes educational videos, lesson plans, activities, quizzes, and reading materials.

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 purchase take-home/classroom library materials to assist teachers in lexile-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 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.

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 conferences that promote best practices for Professional Learning Communities.

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.

FES has established a leadership team which consists of a teacher from each grade level. The team meets monthly to research/discuss best educational practices, disaggregate data, and make educational decisions to promote school and student success. We would like to provide compensation for the members of the team when they work beyond contract hours.

FES would like to provide professional development opportunities for teachers and instructional assistants working with the multi-language learners and students with disabilities.

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.

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.

Proposed Budget:

We are projected to receive \$92,486.01 in funding. Below is a cost breakdown.

Goal	Intervention/Enrichment/PD	Anticipated Cost
1	95% Group	\$8,500.00
1 & 3	Tier $\frac{2}{3}$ Related Services (Supplies, Curriculum, PD, Subscriptions)	\$5,000.00
1 & 2	ESGI	\$1000.00
1 & 2	Lexia	\$4,000.00
1 & 2	A to Z Memberships/Class & Take-Home Library Materials	\$5,000.00
1 & 2	Reflex/Gizmos/Science4Us	\$5,650.00
1 & 2	ALEKS Math	\$2,500.00
1 & 2	Accelerated Reader	\$4,000.00
1 & 2	Teacher Supplies/Scholastic	\$10,000.00
2	Rosetta Stone	\$6,000.00

2	Beverly Taylor Sorenson Art Specialist	\$1,000.00
1, 2, & 3	Professional Development and Instructional Leadership	\$26,175.29
1, 2, & 3	Teacher Graduate Studies	\$7,500.00
		Total Anticipated Cost: \$86,325.29

** 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.

- Full Day Kindergarten
- REACH
- Spalding
- Heggerty
- Sipps
- Spire
- Lexia
- Acadience Progress Monitoring
- Dyad Reading
- Power Hour

- **Assessments:**
 - Acadience Reading (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.
 - Acadience Math: Measures early numeracy, computation, and problem solving skills three times during the year to identify students that might need additional mathematics support.
 - Kindergarten Keep: The KEEP is intended to measure the early literacy and early math skills of kindergarten students at the beginning and end of their kindergarten school year.
 - Preschool Peep: PEEP measures academic and lifelong learning practices essential during the preschool years.
 - RISE (Readiness, Improvement, Success, Empowerment) benchmark data will identify areas of focus and provide meaningful information for individual student academic growth.

- o 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.
- o 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.
- Our teachers will all be trained and certified in LETRS to enhance the skills needed to deliver the fundamentals of reading instruction - phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

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:

- Choose Safety
- Help Others
- I'm a Learner
- Practice Respect

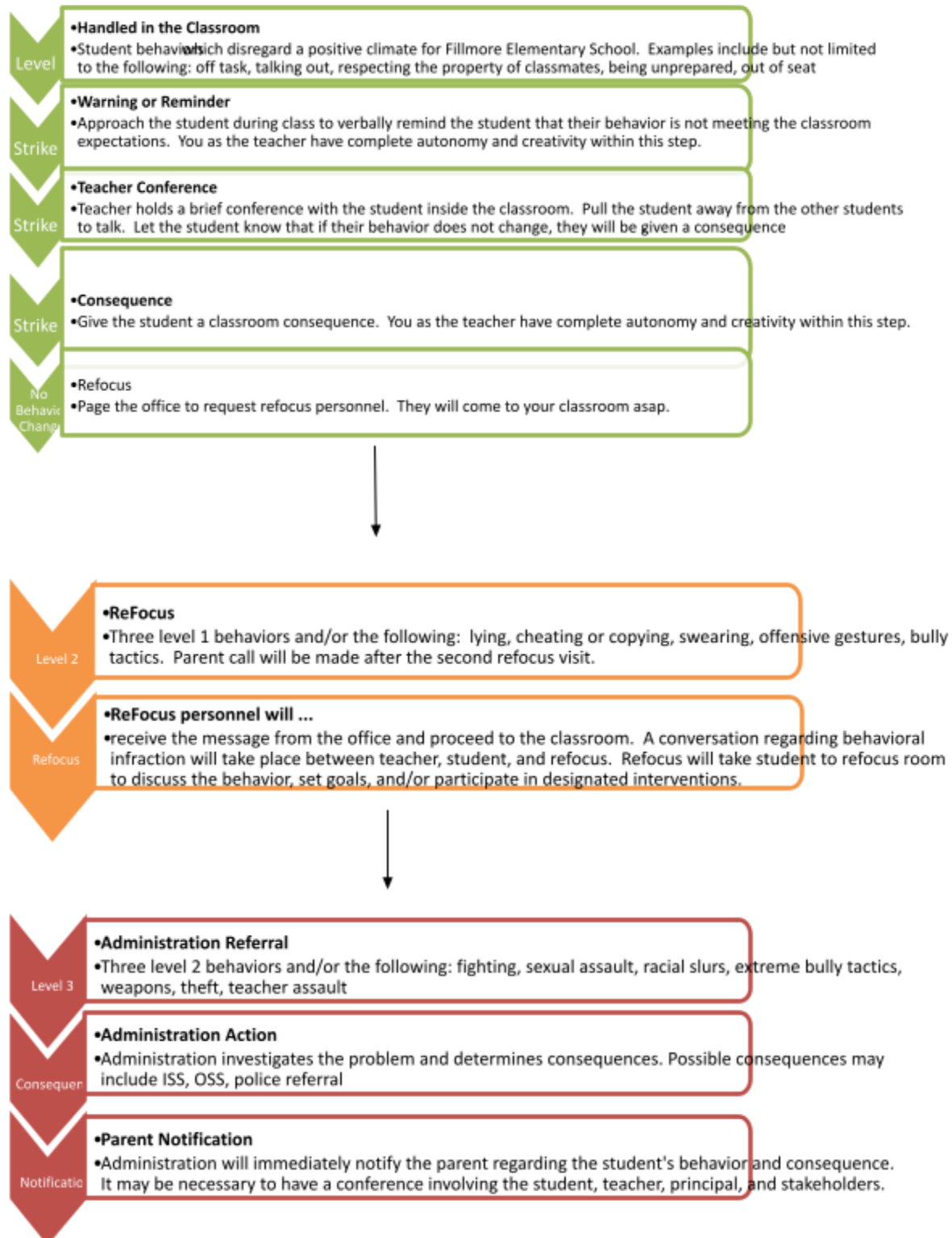
The administration, faculty, and staff of Fillmore Elementary will continue to encourage positive behavior using:

- 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

**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
- Go Kits located in each corner of the school
- 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 – School Messenger

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	
Natalie Ralphs	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	
Maria Ruvalcaba	Parent	I participated Member is unavailable	
Josalyn Stevens	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