**Emery School District Teacher and Student Success Plan (SB 149)**

**Name of School: Cleveland Elementary School Year: 2022-2023**

**Principal: Janet Ewell**

**Explain how the school’s plan will work within the Emery School District Board of Education’s TSSA framework:**

*According to the Emery School District Board of Education’s framework, each school within the district is expected to demonstrate a minimum of 1% in student growth within the summative assessment relevant to RISE, ACT Aspire, and ACT testing for 11th graders. The School Board approved 40% of the funding to be allocated directly to qualifying salaries and 60% of the funding will go directly toward specific school-level needs.*

*Cleveland Elementary will work towards this 1% in student growth by focusing on how SEL supports can increase student safety and wellbeing at school, how STEM programs and supplies can help with more hands-on learning and real-world applications, and how writing programs will help boost writing and reading scores. All of these supports will allow students to make progress in academic areas.*

**Funding Breakdown:**

1. Cleveland Elementary will use a portion of the TSSA funds to hire a **paraprofessional** (3 hours) to help support, monitor, and assist teachers and our school social workers to meet our SEL goals.
   * This paraprofessional will assist our school social worker with our Tier II students in our SEL plan. We currently offer weekly lessons from our school social worker as Tier I SEL support. In addition to this, the school social worker meets with small groups to help teach social skills to students identified as needing Tier II support. The paraprofessional will also provide small group support as needed, under the direction and supervision of the school social worker. As needed, this paraprofessional will “check in” with students who are on positive behavior support plans, under the supervision and guidance of both the school principal and social worker/counselor.
2. Cleveland Elementary will use a portion of the TSSA funds to help supplement our art instruction. Art is important to a students education and emotional well being. It helps create well-rounded, well-prepared learners and leaders. An aide will assist in teaching art for 5 hrs. per week.
3. Cleveland Elementary will use a portion of the TSSA funds for a school wide **SEL curriculum** and **training** for teachers, staff, and social workers/counselors.
   * The SEL team at Cleveland Elementary (consisting of the school principal, school counselor, school social worker, and a representative from our vertical PLC teams) will research and recommend funding for a well established SEL curriculum that can be used in our SEL plan. This plan included Tier I-III support with classroom lessons, small group instruction, and 1:1 counseling and advising for those students that need additional positive behavioral support.
4. Cleveland Elementary will use a portion of the TSSA funds to provide **materials** and **supplies** for our STEM program and for classroom teachers to help support students needing additional math and science support both in whole group classroom settings and small groups.
   * The supplies can include books or kits, , hands-on materials, supplies for projects and learning activities, software programs related to STEM, etc. Essentially anything the teacher or principal deems will help support a student's STEM in the school building.
5. Cleveland Elementary will use a portion of the TSSA funds to help support our writing and literacy programs.

* Cleveland Elementary will use a writing continuum that starts at Kindergarten and goes through 5th grade. Software programs will be used to help support this writing process. Any other technology programs that support writing and literacy will also be considered.

**List the school’s improvement goals relevant to the Student Success Plan:**

* Focusing on a single curriculum and/or approach to SEL, all students at Cleveland Elementary will show qualitative growth on a SEL survey given at least three times a year.
  + This goal will be met by providing weekly classroom SEL lessons using our purchased common curriculum and training for staff.
  + In addition, some students will receive SEL support in small groups based on identified needs from teachers and parents. These groups will be tracked and monitored by our SEL team during our monthly intervention meetings.
  + Finally, some students will receive one on one time with our social worker or counselor. Working with the school principal, our paraprofessional will help support students who are on individual behavior intervention plans with daily “check-ins”

* Focusing on Writing, students in grades 3-5 will show at least 1% growth on end of year Rise testing for 5th grade and Utah Compose Scores for 4th and 3rd Grade.

This goal will be met by providing writing lessons using Writing A-Z, and using the writing continuum in each grade level. Students will also receive writing instruction and use Utah Compose to practice writing skills.

* Focusing on STEM, students in grades 3-5 will show at least 1% growth on end of year RISE science testing scores and on Acadience Math testing scores. This goal will be met by providing software to support math and science curriculum. Students will receive support in small groups based on needs from teachers. RTI meetings will be held monthly to monitor progress and needs of students.

**List the criteria to be used in measuring the degree of success toward meeting the school’s goals:**

* To determine our degree of success with our SEL program implementation, we will track office referrals and student discipline reports to determine if there is a reduction in incidents. We will also use quantitative data (surveys, lessons taught, and individual use of the “reset room”) to determine how students feel about the program and support and if it is helping them regulate their emotions.
* To determine our degree of success with our writing and STEM programs, will be use RISE test scores and in class

**Explain how TSSA funds will be used to advance the school goals. In the response, include specific allocated amounts:**

* Our funds of $24,919 will be spent in the following manner:

| School TSSA Budget - FY23 | | | |
| --- | --- | --- | --- |
| Enter School Name | | | |
| Object | Description | Budget | Detail / Explanation |
| 131 | Teacher Wages | $- |  |
| 161 | Aide Wages | $ 11,500 | Approx 3 hours per day for a paraprofessional to help with SEL support, writing and STEM instruction ($8,500). Approx. 5 hrs per week paraprofessional to teach an art class ($3,000). |
| 220 | Social Security | $ - |  |
| 330 | Purchased Services | $ - |  |
| 580 | Overnight Travel | $ - |  |
| 611 | Supply (Unallocated) | $3,500 | Supplies for classrooms and emotional regulation room to support students' SEL, writing, and STEM related needs. |
| 619 | Supply (Budgeted) | $ 2,500 | $1,000 for stem supplies.  $1,500 for SEL supplies and curriculum |
| 641 | Textbooks | $ - |  |
| 644 | Library Books | $ - |  |
| 650 | Tech Supplies | $ 3,500 | Replace/Add Chromebooks |
| 670 | Software | $3,000 | Software used to supplement STEM and Writing Instruction; including but not limited to, Generation Genius and Writing A-Z. Lexia licenses for our 4-5 graders. |
| 730 | Equipment (over $5,000 per) | $ - |  |
| 734 | Tech Equip (over $5,000 per) | $ - |  |
|  |  | $ 24,000 |  |
|  |  |  |  |
| Allocated Budget | | $ 24,919 |  |
| Difference | | $ 919 |  |

**Rollover of Additional Funds:**

* Any additional or rollover funds will be used to help provide additional professional development for faculty and/or staff, add additional technology/software, and/or used to provide additional hours to the two paraprofessionals who are funded through the TSSA money.

**List the stakeholder groups which contributed to the design of the plan:**

* This plan was created with input and feedback from teachers and staff members. The school community council is presented with ideas for this plan and given opportunities for feedback. In addition, Cleveland works closely with district administration and other elementary principals when considering the use of these funds.