



## SCHOOL LEADERSHIP AND PERFORMANCE

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### Recommendation for Review of SSPs

To: Board of Education, Salt Lake City Schools

From: Leeson M. Taylor II, Ed. D., Executive Director, SL&P

Re: 2021-2022 Student Success Plans

Date: December 14, 2021

The 2021-2022 Student Success Plans (also known as SSPs) are ready for review and approval by the Board of Education. Each school is responsible for submitting their SSP to their Area Director by the assigned date and then the plan is reviewed by the respective party before submission to the Board for approval. All SSPs are accessible via the attached technology guide. After your review of the plans, I am requesting that the Board of Education approve these plans with the provision that some of the schools, may periodically revise the plans based on new data that emerges.

Please contact me if you have any questions.

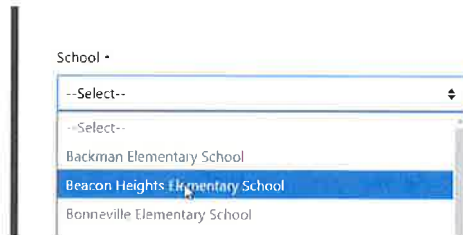
Attached: Access Guide for Student Success Plans

**Memo: Board Access to Student Success Plans**

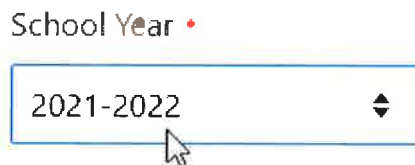
1. Go to <https://apex.sleschools.org/sip>
2. Login with their short username (initials + employee number, ex. SQ123456).



3. Select a school.



4. Select a year.



5. Click on the 'Reports' link in the left-side menu.



6. Select the report you would like to view.

- Student Success Plan Report
- SSP Signature Page
- Wellness Report
- PBIS Report

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**Student Success Plan**

Backman Elementary School

Plan last

October 26, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

RI, Acadience

Numeracy

2020-2021

District End of Level K-2 14% proficient for 2021  
RISE 3-6 9% proficient for 2021**GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
K-6 Reading: 80% of our students will reach their individual growth goal on their Acadience composite or Reading Inventory assessment by the end of the year benchmark.	Acadience and RI Benchmarks as well as progress monitoring, and Phonics and Work Works surveys.	<p>Teachers will participate in the state LETRS training and implementing the strategies learned into tier 1 and tier 2 instruction. We will also provide a common learning block at the end of each day to focus on skill building in fluid groups.</p> <p>October 5 - Unit 1 LETRS Training December 7 - Unit 2 LETRS Training February 15 - LERTS Training April 19 - LETRS Training</p> <p>Monthly Team Data Meeting dedicated to looking at data on Acadience, RI and Phonics and Word Works Routines to inform groups, interventions and next steps.</p> <p>Data dive after each Benchmark.</p>
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Our schoolwide math proficiency percentage will increase by 12% as measured by the end of level	KEEP, district end of level assessments for 1-2 and RISE end of levels for 3-6	Teachers will have a monthly math data focus in our Team Data Meetings, looking at key performance indicators.

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**Student Success Plan**

Backman Elementary School

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**2021 - 2022**

assessment in math compared to the 2021 school year.

Math interims, CFA, end of unit exams, RISE Interims, Benchmark, and Eureka Equip assessments

We will data dive in Team Data Meetings to inform our next steps.

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Our goal is to have 3-4 Place Based Learning experiences per year in each grade.	Reflections forms and student work following field experiences	<p>We are participating in a district Place Based Learning pilot this year at Backman. We are integrating science, social studies and literacy into connected field experiences through the year. This is a shift from one and done field trips to a field experience that is planned into the instructional block where the is pre learning, targeted learning goals during the experience and follow up. Participate in a district planning Think Tank to plan and pilot a Place Based Learning initiative.</p> <p>Provide and participate in Place Based Learning professional learning at the beginning of the year</p> <p>Create systems of organization, data collection and partnerships</p> <p>Provide a master calendar of Field Experiences</p> <p>Dedicated a para professional to organize and support implementation of Place Based Learning</p>
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Our 1-6 grade students with disabilities will make typical growth on their reading accuracy on the Acadience assessment from beginning of year to end of year. We will accomplish this by all teachers participating in the state LETRS training and implementing the strategies learned into tier 1 and tier	Acadience Benchmark assessment and Pathways of Progress indicators.	<p>October 5 - Unit 1 LETRS Training December 7 - Unit 2 LETRS Training February 15 - LERTS Training April 19 - LETRS Training</p> <p>Monthly Team Data Meeting dedicated to looking at data on Acadience, RI and Phonics and Word Works Routines to inform groups, interventions and next steps</p>

January 27, 2022		<b>Student Success Plan</b>		Backman Elementary School	
Plan last	October 26, 2021	<b>2021 - 2022</b>			
2 instruction. We will also provide a common learning block at the end of each day to focus on skill building in fluid groups.				specifically talking about students with disabilities.  Data dive after each Benchmark.	

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## Student Success Plan

Beacon Heights Elementary School

Plan last

November 23, 2021

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

Literacy

2020-2021

Spring 2021 K-2 End of Level Assessments:  
K: ELA--91%  
1: ELA--82%  
2: ELA--78%  
Spring 2021 3-6 Rise Summative Assessments:  
3: ELA--85%  
4: ELA--64%  
5: ELA--62%  
6: ELA--59%

Numeracy

2020-2021

Spring 2021 K-2 End of Level Assessments:  
K: Math--100%  
1: Math--69%  
2: Math--63%  
Spring 2021 3-6 Rise Summative Assessments:  
3: Math--81%  
4: Math--64%  
5: Math--68%  
6: Math--55%

Opportunity Gap

2020-2021

Spring 2021 K-2 End of Level Assessments:  
K: ELL--96%, SWD--96%  
1: ELL--74%, SWD--78%  
2: ELL--69%, SWD--69%  
Spring 2021 3-6 Rise Summative Assessments:  
3: ELL--83%, SWD--86%  
4: ELL--61%, SWD--66%  
5: ELL--71%, SWD--76%  
6: ELL--66%, SWD--67%

Culture/Climate

2020-2021

PowerSchool Log Entries  
Behavioral Referrals  
School Counselor Referrals

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**2021 - 2022****GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>*(Literacy Goal=5% Improvement) By the end of the 2021-2022 school year, Beacon Heights will increase, by 5%, the number of students at or above grade level as measured by End of Level Assessments for grades K-2 and RISE Summative for grades 3-6.</p>	<p>Acadience Reading for grades K-3 Reading Inventory (RI) for grades 4-6 End-of-Level Assessments for grades K-2 RISE Summative Assessment for grades 3-6 *As a benchmark, we will increase the number of students at or above grade level as measured by Acadience for k-3 and RI for grades 4-6 by 5% between the beginning of the year (BOY) and the middle of the year (MOY) assessments. *We will see a positive trajectory on ELA interim assessments.</p>	<p>Teachers will provide daily whole group instruction using engagement strategies, Wonders and ELL strategies. Teachers will receive support from the LA coach for targeted instruction support for focus students. Teachers will plan, during PLC time, interventions to use with grade level colleagues and compare at next PLC for effectiveness, and make adjustments. Teachers will administer small group/individual support to focus student/s daily. Teachers will use ELP strategies given by ELP teacher to address engagement and higher level learning strategies to implement in classrooms. The principal will give input on observations. Teachers will increase ELL strategies in their lessons, reading, vocabulary, and comprehension instruction. Teachers will provide one on one and small group instruction for students needing interventions. Teachers monitor growth using intervention folders, and binders to monitor growth and specific interventions.</p>
Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>*(Numeracy Goal=5% Improvement) By the end of the 2021-2022 school year, Beacon Heights will increase, by 5%, the number of students at or above grade level as measured by End-of-Level Assessments for grades K-2 and RISE Summative for grades 3-6.</p>	<p>Acadience Math for grades K-3 Math Interims for grades 4-6 End-of-Level Assessments for grades K-2 RISE Summative Assessment for grades 3-6 *As a benchmark, we will increase the number of students at or above grade level as measured by Acadience Math for k-3 and Math Interims for 4-6 by 5% between the beginning of the year and the middle of the year. *We will see a positive trajectory on Math interim</p>	<p>Teachers will provide daily whole group instruction using engagement strategies, Eureka Math, and ELL strategies. Teachers will receive support from the Math coach for targeted instructional support for focus students. Teachers will plan, during PLC time, interventions to use with grade level colleagues and compare at next PLC for</p>

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assessments.

effectiveness, and make adjustments.  
 Teachers will administer small group/individual support to focus student/s daily.  
 Teachers will use ELP strategies given by ELP teacher to address engagement and higher level learning strategies to implement in classrooms.  
 The principal will give input on observations.  
 Teachers will increase ELL strategies in their lessons, reading, vocabulary, and comprehension instruction.  
 Teachers will provide one on one and small group instruction for students needing interventions.  
 Teachers monitor growth using intervention folders, and binders to monitor growth and specific interventions.

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
To facilitate a school-wide effort to address student anxiety and stress, and to learn strategies for self awareness and self management, 85% of our teachers will participate in Mindfulness training online and in person that will enable them to begin daily formal student lessons on procedures to calm down and problem solve. Upon completion teachers will implement and teach mindfulness strategies in their classrooms during 3 out of 5 days as measured by teacher tracking sheets.	1. Upon completion of the on-line course, teachers will be issued a certificate of completion 2. Upon completion of the in person class, teachers will be issued a certificate of completion. 3. In person contact class will gather rolls at the end of the session. 4. Teachers will use tracking sheets to measure number of lessons and topics per week being taught.	1. Upon completion of the on-line course, teachers will be issued a certificate of completion 2. Upon completion of the in person class, teachers will be issued a certificate of completion. 3. In person contact class will gather rolls at the end of the session. 4. Teachers will use tracking sheets to measure number of lessons and topics per week being taught.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Between the beginning and the end of the year, 33% of our English Language Learners and 33% of our Students with Disabilities will increase by one performance band as measured by Acadience (k-3) and RI (4-6). To that end, between the	Acadience for grades K-3 Reading Inventory for grades 4-6 *Between the beginning and the middle of the year, 20% of our English Language Learners and 20% Students with Disabilities will increase by at least one performance band as measured by Acadience (k-3) and RI (4-6). *ELL and SWD students will show a positive trajectory on	ELD professional development will be provided to all teachers on an on-going basis through our ELD Teacher Specialist--Amy Milenski (typically at faculty meetings). Teachers will present daily whole group lessons following Wonders units. Teachers will provide small and individual



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beginning and the middle of the year, 20% of our English Language Learners and 20% Students with Disabilities will increase by at least one performance band as measured by Acadience (k-3) and RI (4-6).

interim assessments.

targeted lessons to students who need more support as measured by daily exit tickets. Kindergarten: Instructional paras will provide targeted ERI lessons on a daily basis after teachers have presented lessons, students will have additional opportunities to learn and master important phonics skills in small differentiated groups with the teacher. First: Teachers will provide daily whole group instruction and small group instruction individualized for targeted needs. Teachers will give 15 min target students not at grade level, individual 15 minute instructional paras present targeted ES (Early Steps) lessons on a daily basis, students will have additional opportunities to learn and to master important phonics skills in small differentiated groups, and their reading fluency will improve Second: If instructional paras present target NS (Next Steps) lessons on a daily basis, students will have additional opportunities to learn and master important phonics skills in small differentiated groups, and their reading fluency will improve.

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## Student Success Plan

Bonneville Elementary School

Plan last null

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

Data: Literacy

2020-2021

Grade Level: Grades K-3 Acadience and 4-6 Reading Inventory

2021-2022 Beginning of the Year (BOY) 09/21/21 Acadience:

Kindergarten (56): Blue: 67.86% (n=38), Green: 8.93% (n=5), Yellow: 16.07% (n=9), Red: 7.14% (n=4)

First Grade (59): Blue: 74.58% (n=44), Green: 11.89% (n=7), Yellow: 4.00% (n=2), Red: 10.17% (n=6)

Second Grade (54): Blue: 75.93% (n=41), Green: 12.96% (n=7), Yellow: 1.85% (n=1), Red: 10.17% (n=5)

Third Grade (56): Blue: 78.57% (n=44), Green: 17.86% (n=10), Yellow: 3.57% (n=2), Red: 0.00% (n=0)

2021-2022 Beginning of the Year (BOY) Reading Inventory (RI) Grades 4-6 Growth in:

Fourth Grade (60): Blue: 30.00% (n=18), Green 45.00% (n=27), Yellow 11.7% (n=7), Red 13.3% (n=8)

Fifth Grade (43): Blue: 23.3% (n=10), Green 30.2% (n=13), Yellow 32.6% (n=14), Red 14.0% (n=6)

Sixth Grade (56): Blue: 50.0% (n=28), Green 33.9% (n=19), Yellow 10.7% (n=6), Red 5.4% (n=3)

Data: Numeracy

2020-2021

Grade Level: Grades K-3 Acadience Math and 4-6 RISE Benchmarks

2021-2022 Beginning of the Year (BOY) 09/21/21 Acadience:

Kindergarten (56): Blue: 67.86% (n=38), Green: 8.93% (n=5), Yellow: 16.07% (n=9), Red: 7.14% (n=4)

First Grade (59): Blue: 74.58% (n=44), Green: 11.89% (n=7), Yellow: 4.00% (n=2), Red: 10.17% (n=6)

Second Grade (54): Blue: 75.93% (n=41), Green: 12.96% (n=7), Yellow:

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Bonneville Elementary School

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### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

1.85% (n=1), Red: 10.17% (n=5)  
Third Grade (56): Blue: 78.57% (n=44), Green: 17.86% (n=10), Yellow:  
3.57% (n=2), Red: 0.00% (n=0)

2021-2022: Grades 4-6 EOY RISE

Fourth Grade (60): 64% Proficient 2020-2021  
Fifth Grade (43): 70% Proficient 2020-2021  
Sixth Grade (56): 44% Proficient 2020-2021  
4-6 Total: 60% Proficient 2020-2021

Data: Achievement Gap

2020-2021

Grade Level: 4-6 RISE Assessment

2021-2022: Grades 4-6 EOY RISE

Fourth Grade (60): 64% Proficient 2020-2021  
Fifth Grade (43): 70% Proficient 2020-2021  
Sixth Grade (56): 44% Proficient 2020-2021  
4-6 Total: 60% Proficient 2020-2021

Data: Social Emotional Learning

2020-2021

Whole School: MTSS – Self Assessment (SAM)

2021-2022: Whole School

SAM Score: 1.5

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**Student Success Plan**

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2021 - 2022

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Literacy Goal: Grades K-6: Increase the number of students reading at or above grade level by 5% from BOY to EOY of year as measured by composite score on the Acadience reading assessment or Lexile Level on the RI.</p>	<p>K-3 L.A.: Acadience Reading Benchmark Tests 4-6 L.A.: Reading Inventory Tests</p>	<ul style="list-style-type: none"> <li>- Daily strong tier 1 instruction.</li> <li>- Regular strong tier II and Tier III small-group on one-on-one instruction with students identified as SPED or in the bottom 25%.</li> <li>- Discuss the bottom 25% in PLC's with LA coach and decide the best interventions.</li> <li>- If students do not show progress the teacher will refer them to Bonneville's Student Services Committee (SSC)</li> <li>- Use Interventionist and Intervention Para to help with student identified in SSC.</li> <li>- Use Lexia Proficiently and have three 45–60-minute trainings this year.</li> <li>- All K-3 teachers will be actively engaged in LETRS training.</li> </ul>
Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Math K-3: On the EOY Acadience Math Assessment given in April 2022, 5% more K-3 Students who are either yellow or red on the BOY assessment will be green or blue on the EOY assessment.</p> <p>Math: Grades 3-6: Increase the number of students reaching proficiency by 5% as measured by the EOY RISE assessment in mathematics compared to the previous years' EOY RISE data.</p>	<p>K-Math: Acadience Reading Benchmark Tests 4-6 Math: RISE Benchmark Tests</p>	<ul style="list-style-type: none"> <li>- Daily strong tier 1 instruction.</li> <li>- Regular strong tier II and Tier III small-group on one-on-one instruction with students identified as SPED or in the bottom 25%.</li> <li>- Discuss the bottom 25% in PLC's with math coach and decide the best interventions.</li> <li>- If students do not show progress the teacher will refer them to Bonneville's Student Services Committee (SSC)</li> <li>- Use i-Ready proficiently and have four 45–60-minute trainings this year.</li> </ul>

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Bonnevill Elementary School

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2021 - 2022

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Bonneville: Increase the SAM score by 4 points, as measured by the MTSS – Self Assessment Measurement Survey reassessed in April 2022.	SAM Score Teacher LRBI (pre/post) Self-Assessment SEL CFA's	<ul style="list-style-type: none"> <li>- Administration will meet with district SEL coaches 6 times.</li> <li>- Administrator or representative will go to district MTSS meetings held by Emily Sutherland.</li> <li>- Bonneville MTSS will meet once a month.</li> <li>- Bonneville MTSS will present in faculty meetings as needed.</li> <li>- Bonneville teachers will take the LRBI (pre/post assessment) online.</li> <li>- Coaches will use the LRBI information to help with future trainings in faculty meetings.</li> </ul>
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Grades 4-6: Increase the number of students reaching proficiency by 5% as measured by the EOL Math Assessment given in April 2022, 10% more 4-6 Students with Disabilities will reach proficiency during that time.	4-6: RISE Benchmark Math Assessments	<ul style="list-style-type: none"> <li>- Math Coach will help focus on 4-6 Tier 1 instruction.</li> <li>- Daily strong tier 1 instruction.</li> <li>- Regular strong tier II and Tier III small-group on one-on-one instruction with students identified as SPED.</li> <li>- Discuss the bottom 25% in PLC's with math coach and decide the best interventions.</li> <li>- Math coach will help guide appropriate intervention for SPED Students.</li> </ul>

## Data

### Grade Level/Subject Area/Focus

### Data Year

### Data

Literacy Goal: Increase the number of students reaching proficiency by 5% as measured by the EOY RI assessment measured by the lexile level.

2020-2021

EOY RI assessment lexile level because 30% of our students are below grade level on this assessment. BOY data of 21-22 showed the same deficit.

Numeracy Goal: Increase the number of students reaching proficiency by 5% as measured by the EOY RISE assessment in mathematics compared to the previous years' EOY data.

2020-2021

EOY RISE assessment in mathematics compared to the previous years' EOY data. Our math data is trending down. Our average proficiency is 56% and we'd like to get that to 61%

Achievement Gap Goal: Increase the number of African American and MLL students reaching proficiency by 5% as measured by the EOY RISE assessment in ELA compared to the previous years' EOY data.

2020-2021

EOY RISE assessment in ELA compared to the previous years' EOY data, WIDA Comp scores from previous three years. 64% of MLL made their growth goal last school year. The prior year we had 22% make their goal.

Culture Goal: Decrease student self-reported stress and anxiety levels by at least a factor of one on a likert scale as measured by The SEL MTSS survey from BOY to EOY.

2020-2021

SEL MTSS survey from BOY to EOY. This data comes from the I can SEL survey.

## GOALS

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Increase the number of students reaching proficiency by 5% as measured by the EOY RI assessment measured by the lexile level.	1. District assessment calendar 2. Reading assessment data 3. RISE benchmark data 4. RI assessments and progress monitoring	1. Administration of benchmark assessments according to the district assessment calendar to monitor student progress and adjust instruction 2. School-wide training and on, and implementation of, CLOSE reading strategies in all content areas. Training will take place on August 20th and other asynchronous days. 3. Targeted students will work one-on-one and in small groups in daily 15-20 minute lessons with a certified reading teacher to improve reading skills focusing on specific reading skills such as fluency, comprehension, text analysis. There will be

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**Student Success Plan**

Clayton Middle School

Plan last

October 25, 2021

2021 - 2022

		flexible grouping over a nine week cycle to increase their reading ability. Students will be screened again and graduate out of the intervention program.
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Increase the number of students reaching proficiency by 5% as measured by the EOY RISE assessment in mathematics compared to the previous years' EOY data.	1. District assessment calendar 2. Unit tests 3. RISE benchmark data - MOY and EOY 4. Analyzing growth of subgroups	1. Administration of benchmark assessments according to the district assessment calendar to monitor student progress and adjust instruction based on outcomes on each standard that was assessed. Using PLC time to discuss specific movement of subgroups and students that are not showing growth. Review individual test scores of students and create new lessons to teach one on one, small group, or whole class.
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Based on a BOY survey on SEL MTSS survey given to all our students, self management is the area of focus. We will raise the percentage of self reported self management skills from 84% to 89%. We will use a EOY survey in April/May.	1. SEL MTSS Survey fall 2021 data and Spring 2022 data 2. Implementation of school-wide mindfulness activities 3. Advisory schedule x 2 per month to teach SEL lessons	1. Administer the SEL MTSS Survey in the fall 2. Provide PD on SEL to teachers and staff - Phase 1 of PBIS - schoolwide expectations, classroom expectations, ROARS awards, and school contingency plan 3. Twice a month 30 minute advisory periods to teach school wide expectations in the hallway, cafeteria, auditorium, and restrooms. 5. Inclusions lessons to support integration of students with diverse backgrounds. 6. Counselors will facilitate at least weekly school-wide mindfulness activities for students focusing on self management. 7. Re-administer the SEL MTSS Survey in the spring
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Increase the number of African American and MLL students reaching proficiency by 5% as measured by the EOY RISE assessment in ELA	1. Use of ELD scaffolds in every classroom 2. Use of CLOSE reading strategies in every classroom 3. Disaggregated RISE Benchmark, EOY RISE, and RI data from BOY MOY and EOY	1. Administration of benchmark assessments according to the district assessment calendar to monitor student progress and adjust instruction

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Clayton Middle School

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2021 - 2022

compared to the previous years' EOY data.

4. Complete WIDA test and reach yearly goal for growth

2. Three hours of specialized training by October 5th. School-wide training and on, and implementation of, CLOSE reading strategies in all content areas  
3. School-wide training and on, and implementation of, ELD strategies in all content areas  
4. Work with teachers in PLC's to use disaggregated testing data to improve instruction  
5. Targeted students will work one-on-one and in small groups with a certified reading teacher to improve reading skills



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## Student Success Plan

Dilworth Elementary School

Plan last

November 22, 2021

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

K-6 Math and reading.

#### Data Year

2020-2021

#### Data

2021-2022 Beginning of Year data is for Acadience reading grades K-3 and RI grades 4-6

Kindergarten

62.7% at or above

19.4% below benchmark

17.9% well below benchmark

1st grade

62.1% at or above

16.7% below benchmark

21.2% well below benchmark

2nd grade

83.6% at or above

6.0% below benchmark

10.4% well below benchmark

3rd grade

68.3% at or above

13.3% below benchmark

18.3% well below benchmark

4th grade

13.5% advanced

34.6% proficient

26.9% basic

25.0% below Basic

5th grade

26.9% advanced

35.9% proficient

23.1% basic

14.1% below basic

6th grade

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## Student Success Plan

Dilworth Elementary School

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November 22, 2021

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

36.6% advanced  
21.1% proficient  
25.4% basic  
16.9% below basic

2021-2022 Beginning of Year data is for Acadience Math K-6

Kindergarten  
47% above benchmark  
21% At benchmark  
14 % below benchmark  
17% well below benchmark

1st Grade  
42% above benchmark  
9% At benchmark  
16 % below benchmark  
33% well below benchmark

2nd Grade  
54% above benchmark  
16% At benchmark  
19 % below benchmark  
10% well below benchmark

3rd Grade  
52% above benchmark  
3% At benchmark  
25 % below benchmark  
20% well below benchmark

4th Grade  
58% above benchmark  
13% At benchmark  
20 % below benchmark  
9% well below benchmark

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**Student Success Plan**

Dilworth Elementary School

Plan last

November 22, 2021

2021 - 2022

**Data****Grade Level/Subject Area/Focus****Data Year****Data**

5th Grade  
 33% above benchmark  
 20% At benchmark  
 26 % below benchmark  
 21% well below benchmark

6th Grade  
 24% above benchmark  
 18% At benchmark  
 39 % below benchmark  
 19% well below benchmark

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Between the beginning and end of the school year, we will increase the number of students in K-3 reading at or above grade level by 5% as measured by the Acadience reading assessment. We will increase the number of students in 4-6 reading at or above grade level by 5% as measured by the RI reading assessment.	Acadience for Grades K-3 RI for Grades 4-6 Tracking of identified students. Progress monitoring of identified students. Monthly benchmark data discussion of identified students. Students will be tracked with a chart where data from benchmarking and progress monitoring will be added each month in PLC as we discuss each identified student.	Data from the BOY Acadience or BOY RI assessment will be used to identify target students to focus on. Teachers Will receive support from the Language Arts coach for targeted instruction for focus students. Focus students will be progress monitored weekly to track learning progress. Teachers will use PLC time once a month to plan interventions to use with focus students. They will also look at data and discuss effectiveness of previous months interventions. Teachers will provide focused small group/individual support and instruction a minimum of twice a week. A Para Pro will be assigned to work with targeted small groups in reading as

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**Student Success Plan**

Dilworth Elementary School

Plan last

November 22, 2021

2021 - 2022

determined by Data.

Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Between the beginning and end of the school year, we will increase the number of students in K-6 math at or above grade level by 5% as measured by the Acadience math assessment.</p>	<p>Acadience Math assessment. Tracking of identified students. Progress monitoring of identified students. Monthly benchmark data discussion of identified students. Students will be tracked with a chart where data from benchmarking and progress monitoring will be added each month in PLC as we discuss each identified student.</p>	<p>Data from the BOY Acadience math assessment will be used to identify target students to focus on. Teachers Will receive support from the math coach for targeted instruction for focus students. This support could be modeling with a small group or discussing data from interventions with possible recommendations of a different intervention. Focus students will be progress monitored weekly to track learning progress. Teachers will use PLC time once a month to plan interventions to use with focus students. They will also look at data and discuss effectiveness of previous months interventions. Teachers will provide focused small group/individual support and instruction a minimum of twice a week. Half time Kindergarten teacher will be hired A Para Pro will be assigned to work with targeted small groups in math as determined by Data.</p>
Culture/Climate Goal	Culture/Climate Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>The counselor will teach a weekly mindfulness/SEL lesson/activity to all classes as measured by her schedule. Students will be welcomed each day with a warm and welcoming greeting from their teacher. This will be measured by observation. We will give out daily positive affirmations while recognizing our dragons of the day over the intercom. This will be monitored by administrative observation.</p>	<p>Counselor will log what mindfulness/SEL lessons/activities are taught weekly in classes. Weekly announcement videos will be saved on the 6th grade shared drive. Dragon of the week winners will be recorded.</p>	<p>Ensure that teachers can access Dilworth TV for weekly announcements. Ensure the PA system is working in each classroom. Provide camera and space for 6th grade students to record weekly announcements.</p>

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## Student Success Plan

Dilworth Elementary School

Plan last

November 22, 2021

2021 - 2022

A weekly mindfulness activity will be lead by the school counselor during the weekly announcement video recorded by the sixth grade.

Achievement Gap Goal	Achievement Gap Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>33% of students who are below grade level in reading as measured by Acadience and RI (50 students) will improve one performance band based on Acadience reading K-3 or RI 4-6 from BOY to EOY. And Acadience math from BOY TO EOY assessments.</p> <p>10% of students who are below grade level in Math as measured by Acadience (40 students) will improve one performance band based on Acadience math from BOY to EOY assessments</p>	<p>Acadience reading assessment grades K-3 RI assessment grades 4-6 Acadience math assessment grades K-6 Progress monitoring data on identified students. Monthly benchmarks on identified students. Students will meet or exceed the trajectory line</p>	<p>A reading interventionist will present targeted early reading intervention instruction to small groups who are identified based on BOY Acadience reading assessment or BOY RI reading assessment.</p> <p>Students who are identified based on Acadience math BOY assessment data will be given targeted small group or individual instruction by teachers. Targeted instruction will be provided as determined by student needs based on the data. Instructional coaches will be a resource for teachers and paras.</p> <p>Instructional coaches will participate monthly in PLCs to discuss student specific data. Identified students will be progress monitored and given monthly benchmark tests to track learning. Data of identified students will be discussed monthly in PLCs.</p>

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**Student Success Plan**

East High School

Plan last

November 8, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy - 9-12 grade

2020-2021

RI: EOY '21 - 33%, BOY '21-22: 86%  
 AP credits earned at least one per year: '20: 45%, '21: 36%  
 Aspire: '19: 49% and '21: 44% proficient  
 Pre-AP Checkpoints

Numeracy

2020-2021

Interim Math Tests: no data yet  
 AP test scores  
 ACT Math: score over 22: '20: 26%, '21: 29%

Opportunity Gap

2020-2021

Common Assessments - no data yet  
 AP enrollment/credits earned: '20: 45%, '21: 36%  
 AP test taken each year:

Culture/Climate

2020-2021

Advanced Pathways enrollment from Glendale feeder  
 Connections attendance  
 Parent/Teacher or community participation  
 Survey data/Town Hall participation

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
By June 27, 2022, East High will impact the Achievement Gap by a 10% increase of proficient or higher results on applicable advanced end of level tests. (Concurrent, CTE, AP, Aspire)	<ul style="list-style-type: none"> <li>Increased enrollment in and offerings of Advanced courses schoolwide and our school demographics more accurately represented in every classroom.</li> <li>Increased achievement in disciplinary reading and writing outcomes for current College Board and advanced courses as measured by College Board and Concurrent Enrollment created assessments (I.e. Concurrent, AP, Pre-AP) .</li> <li>RI proficiency increase in each grade.</li> <li>Aspire/ACT year end results</li> </ul>	<ul style="list-style-type: none"> <li>Deepen staff knowledge of disciplinary literacy research and begin to unpack Language Objectives from Teacher Clarity Playbook</li> <li>Intense focus on identifying struggling 9th and 10th graders by attendance, RI and 8th grade RISE. Ensure all 9th grade students are matched to the right classes and interventions (Reading, LEXIA, SPEC)</li> <li>Review of schoolwide resources available to support disciplinary literacy (e. g. Newsela, AVID WICOR, ELLevations) with an intense focus on analyzing prompts and setting reading purpose.</li> </ul>

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**Student Success Plan**

East High School

Plan last

November 8, 2021

2021 - 2022

- Pre-AP/AP Classroom performance tasks administered and analyzed by teachers during PLC time to inform instruction
- Create opportunities for community outreach to share Foundational and Advanced Pathways information.
- Prepare all 9th grade teachers (SPED, Resource, ELD) to use Pre-AP English 1 resources, as appropriate, in all ELA 9 classrooms

<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By June 27, 2022, East High will increase achievement in disciplinary numeracy outcomes for current College Board and advanced courses (i.e. Concurrent, AP, Pre-AP, etc.) using Aspire testing and district interim tests by 10%.	Interim data for EHS students showing proficiency rates matching or exceeding district averages (if available). There will be 10% increase of ALL students scoring a 3 or higher on AP tests. Students enrolled in concurrent classes will increase their pass rates by 10% and will earn college credit toward their future goals. What, Why, How data will be collected 2x year There will be a 10% increase of students proficient on Aspire/ACT Math Scores.	Effective grouping strategies across all disciplines. Develop and support homogenous classes for 9th and 10th graders which are representative of school demographics. Common assessments that target next steps for instruction. Interim tests will be given to students at appropriate times during the year. Maintain a focus on Teacher Clarity (learning intentions and success criteria) schoolwide as led by the current cohort.
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By June 2022, student attendance in Connections class at East High School will improve from x% weekly attendance to y% average weekly attendance. Connections class is our attempt to provide MTSS and SEL strategies and support to all students.	Gather baseline attendance for Connections class. Develop survey on how Connections class is working for students and determine if all students believe they have at least 1 trusted adult in the building. Teachers deliver curriculum with fidelity. Teachers reach out to their Connections students and their grown ups about attendance/school issues. Analyze fidelity of curriculum implementation. Make intentional changes for 22-23 school year	-Power School Attendance Data. Each quarter will be tracked. -Pre and Post Tests of student perception of class impact. -Utilize implementation data to tweak Connections structures to better support EACH student (e.g. adult to student structures, connections composition, curriculum or learning support)
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By June 27, 2022, East High will make an impact on the Opportunity Gap as evidenced by a 20% increase of	East High will have constant access to scores like AP results to guide us in enrolling students in continuing higher level classes.	Training for staff about current and future advanced pathways options. Recruitment will be planned to educate

January 27, 2022

## Student Success Plan

East High School

Plan last

November 8, 2021

2021 - 2022

BIPOC students enrolled in Advanced courses.

Increase the number of 9th graders who take an AP test.  
Numbers of teachers who have been AP/pre-AP trained.

students on next years' options.  
Communicate with parents and community about the value of taking AP and other advanced classes.  
Use the Master Scheduling process to support student's access to current and new advanced courses.  
Provide opportunities for teachers to complete AP/Pre-AP trainings.



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**Student Success Plan**

Edison Elementary School

Plan last null

2021 - 2022

**Data****Grade Level/Subject Area/Focus****Data Year****Data**

Family - Teacher Communicate Monthly with Parents about Academic and Behavior Progress

2020-2021

Communication at end of year teacher evaluations determined need for stronger and targeted communication between teacher and parents

Gap - Reading - MLL students

2020-2021

Acadience Reading Data looking at Effect Size for Growth - 28% BOY to 47% EOY (2020.2021) BOY for 2021.2022 is 21%

Math - All Students

2020-2021

Beginning of year Acadience Math Benchmark for all students. Whole school Proficiency is currently 12%

Reading - All Students

2020-2021

Acadience Reading Data looking at Effect Size for Growth - 28% BOY to 47% EOY (2020.2021) BOY for 2021.2022 is 21%

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
100% of all students enrolled at Edison Elementary on August 24, 2021 will have an effect size for growth of .6 in Reading comprehension as measured by Acadience Composite BOY to EOY by May 20, 2022 K-5	Acadience Composite BOY to EOY	Tier 1 instruction targeting phonemic awareness, word work, comprehension strategies, fluency, and Dyad reading. Tier 2 instruction with 40-minute school-wide interventions four days per week targeting specific student needs for remediation and/or acceleration. Monthly Progress monitoring in Acadience Reading.
Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
100% of all students enrolled at Edison Elementary on August 24, 2021 will increase 5% in Math computation as measured by Acadience Math BOY to EOY, K-5, by	Acadience Math Computation	Tier 1 instruction targeting computational fluency Tier 2 instruction with targeted small groups to differentiate instruction. Monthly progress monitoring in Acadience

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**Student Success Plan**

Edison Elementary School

Plan last null

2021 - 2022

May 20, 2022

Math

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
100% of Edison classroom teachers will communicate at least once per month with 100% of their students' care giver through SeeSaw, hard copy, or Power School message to give academic updates and/or celebrations of student increased learning. This will be measured by Monthly accountability tracking with Administration gathered on the first Monday of the month at faculty meeting.	Accountability Tracking Sheet teacher and administration.	Teachers will send home monthly data sheets sharing progress monitoring/benchmarks of Reading and Math data. Teachers will send home monthly celebrations of student success and accomplishments. Teachers will provide an example of communication sent home once a month to Administration.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
100% of all MLL students enrolled at Edison Elementary on August 24, 2021 will have an effect size for growth of .6 as measured by: Grades 4 & 5: RI Grade 3: ORF Grades 2: Accuracy Grade 1: NW WWR and ORF Kindergarten: LNF and NW  By May 20, 2022	Grades 4 & 5: RI Grade 3: ORF Grades 2: Accuracy Grade 1: NW WWR and ORF Kindergarten: LNF and NW	Tier 1 instruction in Social Studies content to increase academic vocabulary and background knowledge. Tier 2 instruction with 40-minute school-wide interventions four days per week targeting specific student needs for remediation. Monthly Progress monitoring in Acadience Reading.

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**Student Success Plan**

Emerson Elementary School

Plan last

January 24, 2022

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

School-wide culture goal

2020-2021

Salt Lake City School District has introduced a new Powerschool behavior data platform. All staff need to be trained and the data used for MTSS decision-making.

School-wide achievement goal

2020-2021

2021 end-of-level and RISE assessments in the area of English language arts indicate a drop in performance due to the COVID-19 pandemic that needs to be addressed. Composite score data from Acadience and RI MOY to EOY was reviewed and to support the district literacy goal, reading benchmark proficiency should be improved by 5%.

Academic achievement gap goal for students with disabilities in the area of reading. 2020-2021

Composite score data from Acadience and RI MOY to EOY was reviewed for students with disabilities (SWD). Data on end-of-level and RISE ELA assessments were also reviewed (RISE in grades 3-6 showed a 51% gap in proficiency and grades K-2 EOL showed a 50% gap in proficiency). All data indicated that growth for SWD in the area of reading was not sufficient and should be addressed.

School-wide numeracy goal

2020-2021

2021 end-of-level and RISE assessments in the area of mathematics indicate a drop in performance due to the COVID-19 pandemic that needs to be addressed (RISE in grades 3-6 showed a 17% drop in proficiency from 2019 results and in grades K-2 EOL data showed a 3% drop in proficiency from 2019 results).

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
By the end of 2021-2022 school-year, Emerson teachers will increase students reaching reading benchmark by 5% as measured by RI and Acadience BOY, MOY, and EOY scores.	Acadience BOY, MOY, and EOY benchmark data RI BOY, MOY, and EOY benchmark data PLC meeting minutes Observation/feedback session documentation Writing rubric	Teachers in grades K-3 will improve tier 1 ELA instruction and the use of research-based routines and practices by: 1. Completing LETRS training and all Bridge to Practice components of the training, with

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## Student Success Plan

Emerson Elementary School

Plan last

January 24, 2022

2021 - 2022

fidelity, as measured by SLCSO tracking tool for each unit.  
2. Allocating time in grade level PLC meetings to support transfer of learning to practice in classroom instruction.  
3. Include a reflective question regarding how LETRS is informing classroom instruction and how teachers can be supported by administration and the literacy coach in each observation feedback session.

Teachers in grades 4-6 will improve tier 1 ELA instruction by:  
1. Implementing the weekly instructional routine of reading across texts to synthesize information and respond in writing to a constructed response.  
2. During PLCs, use a rubric to ensure that student writing is coherent and includes citing evidence from the text.  
3. Teachers will use the data to design action steps to address missing skills.

Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Emerson students in grades 1-6 will increase proficiency in mathematics by 8% as measured by 2022 end-of-year assessments (EOL and RISE). For each math module, teachers will administer Eureka Math Equip pre-module assessments, identify learning gaps, and plan tier 1 instruction to address student needs in prior grade level foundational essential knowledge.	Eureka math summary report of assessments administered. Math interim assessments to monitor progress. Math grade level PLC minutes.	1. Provide a brief training on how to administer the Eureka Math Equip pre-module assessment and use the data for planning tier 1 instruction. 2. Teachers will administer the Eureka Math Equip pre-module assessment for each module one-two weeks prior to module instruction. 3. Emerson's math coach will pull a report that documents teacher administration of all Eureka Math Equip pre-module assessments so that all teachers are accountable for administering the assessment. 4. Target essential skills, identified through the pre-module assessment, will be documented in table located in the PLC grade level notebook. 5. Each math PLC agenda will include a discussion of identified student needs and collaborative conversations on how those

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**Student Success Plan**

Emerson Elementary School

Plan last

January 24, 2022

**2021 - 2022**

skills are being addressed in math tier 1 instruction.

6. Student growth and learning of grade level concepts will be monitored through math interim assessment data.

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
To support consistent behavior referral entry and to use data to inform decision making during the 2021-2022 school-year, Emerson will use the new Powerschool behavior tracking system to document discipline infractions. All teachers will be trained on the new Powerschool behavior data platform, data will be reviewed and discussed on a monthly basis during MTSS team meetings to inform decision making, and time will be allocated in one faculty meeting per month to analyze behavior data.	Faculty meeting agendas. MTSS meeting agendas. Powerschool monthly behavior data reports.	<ol style="list-style-type: none"> <li>1. Schedule and conduct Powerschool behavior tracking system training in faculty meeting.</li> <li>2. Add review of Powerschool behavior referral data to monthly MTSS team meeting agenda.</li> <li>3. Discuss behavior referral data for decision making monthly in MTSS team meeting.</li> <li>4. Add review of Powerschool behavior tracking referral data to faculty meeting agenda one meeting per month.</li> <li>5. MTSS team member will lead review and discussion of behavior referral data in one faculty meeting per month.</li> </ol>
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
To improve academic growth by the end of the 2021-2022 school-year at Emerson, 40% of students with disabilities placed in the special education hub will make typical or better growth as measured by K-3 Acadience benchmark BOY to EOY composite scores. Students in grades 4-6 will improve at least 100 lexile points from BOY to EOY according to RI proficiency scores.	<p>Acadience progress monitoring will be used in grades K-6, and benchmark data will be used in grades K-3, to measure progress towards this goal.</p> <p>Maze and instructional level oral reading fluency (ORF) progress monitoring data will also be collected and stored on a bi-monthly basis.</p> <p>Acadience benchmark composite scores will be used in grade K-3 and RI proficiency scores will be used for students in grades 4-6.</p>	<ol style="list-style-type: none"> <li>1. Teacher will incorporate high leverage strategies and instructional routines in their tier 1 English language arts (ELA) planning and instruction that include multiple readings of instructional level text, explicit vocabulary instruction, and written constructed responses.</li> <li>2. The school administrative team, literacy coach, and special education leadership will provide observation and feedback regarding fidelity of implementation of the identified instructional routines</li> <li>3. Teachers will complete progress monitoring twice monthly using instructional level Acadience and MAZE to evaluate student response to intervention and for instructional decision making.</li> </ol>

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**Student Success Plan**

Ensign Elementary School

Plan last

October 21, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

Average Percentile Rank: 51.78  
 Average Goal: 53.98 %  
 Average Percent Needed Per Year: 0.73%  
 Our Goal: 5%

Numeracy

2020-2021

Average Percentile Rank: 58.05%  
 Average Goal: 53.53 %  
 Average Percent Needed Per Year: -1.51%  
 Our Goal: 5%

Gap Goal

2020-2021

SWDs will improve by 5% from BOY to EOY  
 Math Distance From Proficiency: -16.5  
 ELA distance from proficiency: 70.0

Culture Goal

2020-2021

Our goal is to improve by 5%  
 We are currently collecting data on this utilizing the SEL survey from the district. This will be taken again at the end of the year to gauge student growth.

**GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Increase the number of students reading at or above grade level by 5% from BOY to EOY as measured by composite score on the Acadience reading assessment or Lexile level on the RI>	District interims, Rise mid year assessment, Acadience growth, from beginning to end of year, RI growth beginning to end of year.	Each teacher will have a monthly data meeting to look at assessments with the administration. Students will receive interventions based on assessment data, teacher recommendations, and parent referrals.
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Increase the number of students at or above grade level by 5% or 90% proficiency from the beginning of year to end of year Acadience Math assessment or the KEEP.	District interims, Rise mid year assessment, Acadience growth, from beginning to end of year.	Each teacher will have a monthly data meeting to look at assessments with the administration. Students will receive interventions based on assessment data, teacher recommendations, and parent referrals.

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**Student Success Plan**

Ensign Elementary School

Plan last

October 21, 2021

**2021 - 2022**

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Students will develop their understanding of the schoolwide Performance Results. They will show this growth by rating themselves on each Performance Result at the beginning and end of the month where that Performance Result is our school focus.	Growth on SEL "I Can" survey. Two monthly rubrics for the months that we have a specific Performance Results focus. These rubrics will be identical but given at the beginning of the month and the end of the month, they will be completed by students and each student will provide an artifact to provide evidence to support their score in this specific area.	<p>We will systemically teach each Performance Result at the beginning of the school year for a week per Performance Result. Next, we will study each performance Result for a month during the school year in a schoolwide systemic manner. Each student will rate themselves on each Performance Result at the start of the month and the end of the month during the course of the school year.</p> <p>Students will be supported in this work by having a monthly P.R. Star reward given to a student who shows the P.R. focus of the month in their every day actions.</p>
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Students with disabilities will make 5% growth from the beginning of year to end of year on the Acadience Reading and Math, and the RI.	District interims, Rise mid year assessment, Acadience growth, from beginning to end of year.	Each teacher will have a monthly data meeting to look at assessments with the administration. Students will receive interventions based on assessment data, teacher recommendations, and parent referrals.

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**Student Success Plan**

Escalante Elementary School

Plan last

October 27, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

Acadiance Reading BOY:  
 40% Kinder  
 36% First Grade  
 52% Second Grade  
 63% Third Grade  
 45% Forth Grade  
 42% Fifth Grade  
 65% Sixth Grade

Numeracy

2020-2021

EOY 2021: 3-6: 18 %  
 EOL 2021: K-2: 39 %  
 Current: Look at Acadiance Math (k-3) Mid Year RISE Math  
 Interim (3-6) and Acadiance Reading Data (K-6).

Opportunity Gap

2020-2021

Acadiance Math BOY:  
 26% Kinder  
 35% First grade  
 25% Second Grade  
 25% Third Grade  
 EOY 2021: 3-6: 14 %  
 EOL 2021: K-2: 38%  
 EOY/ EOL 2021

Language Arts: MLL K-2: 23%  
 Language Arts: SWD K-2: 9 %  
 Language Arts: MLL 3-6; 7%  
 Language Arts: SWD: 0%

Culture Climate

2020-2021

Math: MLL K-2: 32 %  
 Math: SWD K-2: 9%  
 Math: MLL 3-6: 10%  
 Math: SWD 3-6: 3%  
 Current: As a school, teachers will contact parents at least  
 twice during 2021.



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**Student Success Plan**

Escalante Elementary School

Plan last

October 27, 2021

2021 - 2022

**Data****Grade Level/Subject Area/Focus****Data Year****Data**

EOY 2021: Each teacher contacted parents at least twice during 2021.

**GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>By June 1, 2022 Grades K-6: Increase the number of students reading at or above grade level by 6% BOY to EOY as measured by composite score on Acadience reading assessment or Lexile Level on the RI.</p> <p>Grade 1: Increase the percentage of students at or above benchmark on Acadience Reading NWF by 12% from BOY to EOY.</p> <p>Grade 2: Increase the percentage of students at or above benchmark on Acadience Reading ORF accuracy by 5% from BOY to EOY.</p>	<p>RISE interim assessment Acadience Reading benchmarks RI EOY RISE District EOL assessments Last years EOY scores. Grade level CFAs Progress monitoring</p>	<p>In PLCs we will review data to determine instruction for students to meet goals. We will determine interventions and supports based off of current data.</p> <p>Admin and teachers are actively engaged in LETRS training.</p>
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>By June 1, 2022 grades 3-6: Escalante will increase the number of students reaching proficiency by 7% as measured by the EOY Rise assessment and EOL in mathematics compared to previous years EOY Rise data and EOL data.</p>	<p>RISE Interim assessment CFAs RISE EOY EQUIP</p>	<p>Teach with Eureka Math programs. Teachers will use Equip in grades: 1-6 assessments to identify essential skills and foundational knowledge. Examine prior year EOL assessment data.</p>

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**Student Success Plan**

Escalante Elementary School

Plan last

October 27, 2021

**2021 - 2022**

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By January 21, 2022, 90% of our parent population will have been contacted, at least twice, by our teachers to report positive academic growth for their student(s).	Teachers will keep a log with contact date and reason for contact with guardians. This information will be shared with their admin during ECAP meetings.	All teachers will call and speak with student's guardian and report positive academic growth.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Teachers will ensure that 60% (or more) of their MLL students are making "typical," or "above typical" reading growth as measured by the Pathways of Progress report on mClass and Acadience by June 1, 2022	mClass Pathways of Progress RI EOY RISE District EOL assessments Progress monitoring	In PLCs we will identify focus students and check in on progress. Language supports, modifications and interventions will also be discussed in PLCs. Alter interventions according to data. ELD Instruction is monitored as a school through excel sheets.

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**Student Success Plan**

Franklin Elementary School

Plan last

October 27, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Math Grades 3-6

2020-2021

Grade 3-6 math proficiency was 18% on the end of level RISE in 2021.

ELA Acadience Grades K-6

2020-2021

2021-22 Acadience Performance Data by Grade  
 At or Above Grade level    Target: At or above  
 grade level

Grade	BOY	Goal for EOY
Kindergarten	15%	60%
1st Grade	23%	35%
2nd Grade	30%	35%
3rd Grade	41%	46%
4th Grade	33%	38%
5th grade	18%	23%
6th Grade	46%	51%

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Grades K-6: Increase the number of students reading at or above grade level by 5% from BOY to EOY of year as measured by composite score on the Acadience reading assessment or Lexile Level on the RI</p> <p>Grade 1: Increase the percentage of 1st grade students at or above benchmark on Acadience Reading NWF by 12% from BOY to EOY.</p> <p>Grade 2: Increase the percentage of 2nd grade students at or above benchmark on Acadience Reading ORF accuracy by 3% from BOY to EOY.</p>	<p>Teachers will progress monitor all students at least one time per month using Acadience progress monitoring tools. Student data will be entered into a spreadsheet that each teacher has for their class. The spreadsheet measures the effect size of the growth each individual student makes each month. The target effect size from month to month is a .6 which is equal to over a year of growth in their reading fluency.</p>	<p>During weekly grade level meetings time will be dedicated to looking at Lexia and other intervention data to create plans for students who are not meeting their targets with the intent of getting these students progressing. Plans will be created for students that are meeting targets as well with the intent of getting these students to grade level.</p>

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**Student Success Plan**

Franklin Elementary School

Plan last

October 27, 2021

2021 - 2022

<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Grades 3-6: Increase the number of students reaching proficiency by 8 percentage points as measured by the EOY RISE assessment in mathematics compared to the previous years' EOY RISE data. Franklin's percentile rank will also increase to 41% on the 2022 end of level RISE math assessment. This is an increase of 7 percentage points.	Students will take district interims.	During grade level meetings student achievement on interims will be monitored and plans made which will target gaps in student knowledge. A plan will be made to address those gaps.
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Create a schoolwide student progress report that will highlight student progress monitoring data specifically as well as other academic goals. The progress report will include tips for helping students with academic basics like reading fluency and math basics at home.	Parents will respond positively to this regular communication to home. Students will respond with greater responsibility to their schoolwork when they know the teachers are communicating regularly with their parents.	Work with a committee in November and December to create an easy to use template for all grade levels. Introduce the progress report to students and home in January and February 2022. Get parent feedback at our SEP conferences in February 2022.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
15% of Students with a disability (SWD) will make typical or better growth as measured on the End of Year (EOY) Acadience or Reading Inventory (RI).	Teachers will progress monitor all students at least one time per month using Acadience progress monitoring tools. Student data will be entered into a spreadsheet that each teacher has for their class. The spreadsheet measures the effect size of the growth each individual student makes each month. The target effect size from month to month is a .6 which is equal to over a year of growth in their reading fluency.	

## Data

### Grade Level/Subject Area/Focus

### Data Year

### Data

Literacy-Increase the number of students reading at or above grade level by 15% from BOY to EOY as measured by Lexile level on the RI with 95% participation rate 2020-2021

2020-2021 EOY levels for Proficient or Advanced: 5th - 32.5%, 6th - 23.6%, 7th - 37.4%  
2021-2022 BOY levels for Proficient or Advanced: 6th -16.3%, 7th - 24.2%, 8th - 31%  
2021 EOY MA Rise data. 6th-4%, 7th- 22%, 8th - 17%  
Target for 2022 RISE scores: 6th - 20%, 7th-32%, 8th - 30%

Numeracy-Increase the number of students reaching proficiency by 12% as measured by the EOY RISE assessment in mathematics compared to the previous EOY RISE data. 2020-2021

2021 WIDA 37.1  
(2020) was 42.3%

Opportunity Gap-42% of students identified as Multilingual Language Learners will make adequate progress as measured by WIDA Access. 2020-2021

Culture/Climate-Increase instructional time by effective Tier 1 instruction, resulting in a 25% decrease in major office referrals measured in Powerschool February 2022 as compared to Ed Handbook February 2019 data. 2020-2021

Had 220 or incidents listed in the Power BI major incidents for the 2019-2020 school year that went from August to March. That averages about 1.6 major incidents a day for the student body of 800 kids. Currently we have 13 incidents showing in Power BI under Referrals and Incidents. That is 13 incidents for 745 students over roughly 40 days, so .32 major incidents per day.

## GOALS

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Increase the number of students reading at or above grade level by 15% from BOY to EOY as measured by Lexile level on the RI with 95% participation rate.	Quarterly RI data District interims Next Steps intervention data Wida scores CFAs 6th Grade Acadience scores	1) ELA and Social Studies teams will use grade level and stretch text in Tier One instruction. ELA teachers will use the text complexity training to choose appropriate texts. 2) Admin will observe all core teachers using the RIGOR rubric and give appropriate feedback from the observation. 3) Place all Tier 2 students in Reading and ELD intervention classes according to benchmark scores in Acadience, WIDA, and RI scores.

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**Student Success Plan**

Glendale Middle School

Plan last

November 1, 2021

2021 - 2022

		<p>4) All teachers will be trained in Teacher Clarity:language objectives, learning intentions, and success criteria.</p> <p>5) Teachers will look at CFA and interim data 80% of time in PLCs and adjust instruction accordingly.</p>
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Increase the number of students reaching proficiency by 12% as measured by the EOY RISE assessment in mathematics compared to the previous EOY RISE data.	District interims, skill check CFA's, Eureka Equip CFA's, check-up CFA's, RISE Interims all will give us information throughout the year on progress leading up to the RISE Summative test that will measure overall proficiency.	<p>1) Ensure math PLCs are looking at student achievement data 80% of time-CFAs, interims, exit tickets etc</p> <p>2) Train 6th grade math teachers on how to use Eureka lessons more effectively.</p> <p>3) Train admin and coaches on TNTP observation protocol on rigor.</p> <p>4) Observe teachers using the TNTP protocol on rigor.</p>
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Increase instructional time by effective Tier 1 instruction, resulting in a 25% decrease in major office referrals measured in Powerschool February 2022 as compared to Ed Handbook February 2019 data.	Ed handbook referral 2019 data PowerSchool current referral data	<p>1) By September 15th, all teachers will have taught their classroom expectations, reinforcers, and consequences. Every teacher will have the these posted in their classrooms.</p> <p>2) By October 15, all teachers will have analyzed their Tier 1 behavior management plan using the LRBI tool and will have identified one area in which to set an ECAP goal.</p> <p>3) By September 1, all teachers will be in trained in the problem-solving model and will use this model to identify and implement interventions in their teams.</p> <p>4) Students will receive Lynx tickets in all grades for following Tier 1 behavior expectations. Lynx cart incentives can be purchased with the currency.</p>
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
42% of students identified as Multilingual Language Learners will	RI benchmark data WIDA scores	1) Train all teachers in Teacher Clarity model:language objectives, learning

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## Student Success Plan

Glendale Middle School

Plan last

November 1, 2021

2021 - 2022

make adequate progress as measured by WIDA Access.

classroom CFAs  
Next Steps data  
My Lexia student data

objectives and success criteria by September 30.  
2) Teachers will create 6-week curricular maps using the Teacher Clarity model.  
3) ELA teachers will increase rigor in classrooms by focusing all reading on grade level or stretch texts.  
4) Teachers will identify academic and content language and explicitly teach these words.

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**Student Success Plan**

Hawthorne Elementary School

Plan last

October 27, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Using the EOY data for 2020-2021, students at Hawthorne will work to make a 5% gain on their EOY assessments. For grades K-3, Acadience reading data will be used. To measure success, the pathways of progress report will be used. For grades 4-6, the Reading Inventory will be used. Students' growth data is given in the Fall and teachers will use that to measure throughout the year.

2020-2021

K-3 Acadience data: 64%

Non-ELP EOY: 54%

MELP: 74%

Grades K-3: Using Acadience Math, students will make 5% proficiency growth as measured by the BOY to EOY.

2020-2021

K-3: N/A

Non-ELP: 53%

MELP: 71%

Grades 4-6: Students will make 5% growth in the growth rates as measured by state-level EOY 2021 to EOY 2022.

**GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Using the EOY data for 2020-2021, students at Hawthorne will work to make a 5% gain on their EOY assessments. For grades K-3, Acadience reading data will be used. To measure success, the pathways of progress report will be used. For grades 4-6, the Reading Inventory will be used. Students' growth data is given in the Fall and teachers will use that to measure throughout the year.	1. Acadience/mClass 2. Reading Inventory	Teachers are using targeted assessments and interventions to ensure adequate growth is made for all students. Some of these interventions include LETRS professional learning, Heggerty for PA/phonics support, and engaging in the PWWR PL and lessons with their students. We also use instructional paraprofessionals in rooms where students could use additional help and support.
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By the end of the year, students will reach 5% growth in the proficiency or growth data (based on Acadience	Acadience Math EOL RISE - Math	Teachers will use Acadience math to progress monitor. Targeted and specific interventions provided by Eureka, Acadience



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## Student Success Plan

Hawthorne Elementary School

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October 27, 2021

2021 - 2022

Math and EOL RISE). This aligns with the district and superintendents goal.

Math, iReady, and ST Math. Additionally, paraprofessionals help support students who are struggling in math.

Culture/Climate Goal	Culture/Climate Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
To create a culture of safety and belonging, teachers will engage in welcoming routines to build a positive rapport with their students. Teachers will greet students in the morning, utilize classroom circles to build trust and understanding, and will engage in optimistic closures.	Every month, teachers will complete a form survey to reflect on their welcoming routines. They will determine the impact from their perspective.	We will ensure that teachers receive on-going professional learning to support these welcoming routines in their classroom. School administration and the counselor will model the routines in different faculty meeting.
Achievement Gap Goal	Achievement Gap Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
This year, Hawthorne will work to close the achievement gap for our students with disabilities. To determine if appropriate growth is made, students identified as having a disability will be monitored closely. The data will be disaggregated to ensure that we increase SWD by 10% as measured by Acadience and Reading Inventory.	Acadience Pathways of Progress Reading Inventory	Rigorous and achievable goals on IEPs Additional para support for special education services

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**Student Success Plan**

Highland Park Elementary School

Plan last

October 26, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

School predictive target dashboard indicated a 2.92% increase for Year 1 to reach target proficiency in 3 years.  
 Baseline Data: KG – 86.7%, Grade 1 – 79.7%, Grade 2 – 87.7%, Grade 3 – 84.5%, Grade 4 – 46.2%, Grade 5 – 57.3%, Grade 6 – 48.5%, Essential Elements -

Numeracy

2020-2021

School predictive target dashboard indicated a 4.03% increase for Year 1 to reach target proficiency in 3 years.  
 Baseline Data: KG – 78%, Grade 1 – 66%, Grade 2 – 82%, Grade 3 – 54%, Grade 4 – 50%, Grade 5 – 34%, Grade 6 – 32%, Essential Elements-

Achievement Gap

2020-2021

Lowest Quartile Students based on Acadience Reading  
 Composite Score and RI Score BOY:  
 Total Students: 137  
 Total ELL: 7  
 Total SPED: 36

Lowest Quartile Students based on Acadience Math  
 Composite Score BOY:  
 Total Students: 137  
 Total ELL: 7  
 Total SPED: 35

Culture/Climate

2020-2021

Baseline Data: SAM Total Score - 1.49  
 Indicator 4. Strategic plan for MTSS developed, aligns with SIP- 2  
 Indicator 5. Implementation part of improvement planning- 1  
 Baseline Data for the number of students qualifying for special education in comparison to the number referred:

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**Student Success Plan**

Highland Park Elementary School

Plan last

October 26, 2021

2021 - 2022

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Highland Park will increase the percentage of students scoring proficient by 5% from BOY to EOY as measured by the Acadience Reading assessment composite score (Grades K-3), RI (Grades 4-6), and IEP Basic Reading Goals (Essential Elements).</p>	<p>Increase percentage of students scoring proficient by 2.5% BOY to MOY.            Increase percentage of students scoring proficient by and additional 2.5% MOY to EOY.</p> <p>Progress monitoring will indicate an upward trend for students scoring below benchmark.            Intervention data sheets will indicate consistent attention to specific interventions for students scoring in the intensive and strategic range monitored monthly in admin PLC.            Teacher instruction will be standards based and focused on strong literacy instruction as evident in observation/feedback indicators and discussed with teacher in the feedback/reflection conference.</p>	<p>Highland Park will provide a Literacy Night for parents to promote literacy in the home.            All teachers K-6 and Special Education teachers will participate in LETRS training and implement the knowledge into their literacy practices.            All K-3 teachers will progress monitor students at the suggested intervals of weekly for students scoring in the intensive range, twice monthly for strategic, and monthly for Benchmark students using the Acadience progress monitoring booklets.            All 4th-6th teachers will progress monitor students using the Acadience oral reading fluency passages/Maze Progress monitoring for intensive and strategic students at least twice monthly.            Teachers will promote the use of Lexia Core 5 for intensive and strategic students and pull reports to determine interventions in small groups.</p>
Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Highland Park will increase the percentage of students scoring proficient by 5% from BOY to EOY as measured by the Acadience Math assessment composite score (Grades K-6), and IEP Basic Math Goals (Essential Elements).</p>	<p>Increase percentage of students scoring proficient by 2.5% BOY to MOY.            Increase percentage of students scoring proficient by and additional 2.5% MOY to EOY.            Students will demonstrate an upward trend on the Acadience math progress monitoring numeracy and application probes.            Exit tickets will be used to guide instruction in small or whole group as monitored in observations and discussion in monthly PLC's.            Teacher instruction will be standards based and focused on strong math literacy instruction as evident in observation/feedback indicators in ECAP and discussed with teachers in the feedback/reflection conference.            Students will be able to demonstrate fluency with math facts</p>	<p>Teachers will utilize the Eureka fluency materials to promote fluency and accuracy daily.            Teachers will provide students with clear learning intentions based on standards and align activities based on learning intentions as evident in observation/feedback sessions in ECAP.            Teachers will progress monitor regularly using Math Acadience computation/application probes and ensure progress is being made. Grade level and instructional level can be monitored.            Teachers will promote the use of ST Math or</p>

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Highland Park Elementary School

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**2021 - 2022**

	as demonstrated on the fluency sprints.	Dreambox.
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Highland Park will increase our MTSS Implementation score by 0.4% from BOY to EOY on the SAM survey by focusing on the Leadership Strands 4 & 5 through the creation and implementation of a school wide MTSS Plan.	<p>Leadership team will have explicit expectations for facilitating MTSS Implementation as evident in notes and SAM survey given at mid-year and end of year.</p> <p>The Leadership team will engage in action planning and have created a strategic plan to facilitate implementation of the critical elements of MTSS by January 2022 as evident by meeting notes and completed plan .</p> <p>Academic Achievement gaps for our lowest quartile will decrease in literacy and math.</p> <p>Baseline data for Special Education referrals and behavior will be collected, discussed, and trends identified as evident in MTSS meeting notes.</p> <p>Expectation Matrices will be posted and taught in each of the areas of the building.</p> <p>Positive reinforcement for behaviors is evident and visible.</p>	<p>MTSS team will be formed.</p> <p>Team will meet and fine tune school-wide expectations.</p> <p>Team will meet and outline explicit expectations for facilitating MTSS implementation.</p> <p>Team will meet and engage in action planning based on academic and behavioral data using an agreed upon problem solving protocol.</p> <p>Team will report progress monthly in faculty meeting and provide strategic PD to address school-wide needs.</p> <p>SAM survey will be completed at mid year and end of year by MTSS team.</p>
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>Goal 1: 75% of Highland Park students scoring in the lowest quartile BOY will make between typical and above typical growth from BOY to EOY as measured by the Acadience Reading composite score (Grades K-3), RI (Grades 4-6), and IEP Basic Reading Goals (Essential Elements).</p> <p>Goal 2: 75% of Highland Park students scoring in the lowest quartile BOY will make between typical and above typical growth from BOY to EOY as measured by the Acadience Math composite score (Grades K-6) and IEP Basic Math Goals (Essential Elements).</p>	<p>Progress monitoring data will indicate typical to above typical growth in both literacy and math.</p> <p>Intervention data logs will demonstrate consistent intervention of key skills identified in the benchmark and progress monitoring data as needing support.</p> <p>Admin PLC's will be focused on discussing intervention progress for students in the lowest quartile and will be collaborative in problem solving as evident by PLC meeting notes and intervention logs will be gathered weekly.</p>	<p>Teachers will utilize the LETRS and PWWR Up routine training to provide explicit phonics instruction to students needing word recognition and oral reading skills instruction/intervention.</p> <p>Teachers will provide small group instruction based on exit tickets and progress monitoring data.</p> <p>Teachers will keep intervention data on the Intervention logs and bring to the Admin data PLC's.</p> <p>Teachers will promote the use of Lexia Core 5, ST Math, and Dreambox.</p> <p>Teachers will bring students to SSC if they are not making progress with explicit targeted interventions.</p>

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**Student Success Plan**

Highland High School

Plan last

November 18, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy Goal 21.22

2020-2021

Reading Inventory  
 9th grade BOY 61% proficient  
 10th grade BOY 76% proficient  
 11th grade BOY 63% proficient  
 12 grade BOY 64% proficient  
 ACT 20.21 math proficiency 40%

Numeracy Goal 21.22

2020-2021

Aspire Plus  
 ELA 33%  
 Math 22%  
 Science 19%  
 Reading 28%  
 We will collect baseline data from students and parents in the fall using surveys.

Achievement Gap Goal 21.22

2020-2021

Culture Climate Goal 21.22

2020-2021

**GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
We will increase our Proficient and Advanced percentages on Reading Inventory from BOY to EOY: 9th Grade from 61% to 70% 10th Grade from 76% to 85% 11th Grade from 63% to 72% 12th Grade from 64% to 73%	Increased Reading Inventory scores at BOY, MOY and EOY. Placing the appropriate students in reading classes 9th grade year. In class writing increased by 15 minutes per class each week.	We will offer reading classes for 9th grade students that are not on reading level. We will offer tutoring after school for any students. We will require writing in 3 out of 4 classes each day.
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
We will improve our math proficiency, as measured by the ACT, from 40% to 45% for our 2022 test.	Increase in ACT math scores. Appropriate students placed in ACT prep courses. Students given access to SHMOOP and other online ACT prep courses.	We will establish ACT test prep. classes. We will utilize math labs to support our low math students. We will use Shmoop as a test preparation

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**Student Success Plan**

Highland High School

Plan last

November 18, 2021

2021 - 2022

tool and RTI.

Culture/Climate Goal	Culture/Climate Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Increase the number of positive responses on culture climate surveys by 5% from the fall to the end of the year.</p> <p>We will increase the tangiblerecognition and encouragement our teachers and staff give for positive behavior, by creating “The Highland Way” cards and expecting all teachers and staff to participate in giving these to students.</p>	<p>We will examine teacher buy in by the percentage of teachers that are handing out "The Highland Way" cards consistently throughout the year.</p> <p>We will examine student buy-in by tracking the number of students using cards at the Ram Store.</p> <p>We expect every student to receive at least one Highland Way card through the year and this will be tracked.</p> <p>Positive parent and student responses will increase throughout the year as surveys are administered.</p>	<p>We will increase our Social and Emotional Learning by starting school wide monthly focus.</p> <p>August- New Student Lunch (Bring in new students to SLCSD and give them a free social lunch)</p> <p>September-Anti-Drug Campaign (Avoiding drugs, alcohol, tobacco, vape) Where to get help quitting if they have already used.</p> <p>October-After Highland Campaign/decision making (Bring awareness to college week, careers, internships, ect.) Have counselors help with this. Create a career day to go along with it.</p> <p>November-Mental Health &amp; Suicide (talk about anxiety, depression and suicide prevention) Pro-social activities are the most evidence based ideas to prevent suicide.</p> <p>December-Stress management, self-awareness, optimistic thinking</p> <p>January-Anti-bullying, cyberbullying (Spread kindness, and cyber kindness)</p> <p>February- Healthy Relationships (Dating, avoiding relationship abuse)</p> <p>March-Celebrate Diversity (Multicultural assembly, Multicultural dance, GSA, LIA, and BSU included in planning)</p> <p>April-Emotional health (anger management strategies, self-management)</p>

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**Student Success Plan**

Highland High School

Plan last

November 18, 2021

**2021 - 2022**

		May-Stress, self-awareness, optimistic thinking (Healthy ways to manage stress!)
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
We will increase the percentage of 9th and 10th grade students of color proficient on ASPIRE Plus tests from 2019 to 2022. ELA 33%-40% Math 22%-29% Science 19%-26% Reading 28%-35%	Increased ASPIRE Plus data as well as quarterly grades and RI scores. Provide individualized freshman interaction on a quarterly basis with our freshman success team. Coordinate and schedule daily buses to provide students the opportunity to attend tutoring. Schedule tutoring opportunities for our refugee and MLL students after school.	We will use Land Trust and TSSA money to hire an ALS coordinator. We will focus on tutoring opportunities and providing transportation for students to be able to stay after school or come before school for tutoring.

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**Student Success Plan**

Hillside Middle School

Plan last

October 20, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Culture

2020-2021

5 of available 20 teachers were welcoming students at the door.

Increase to 80% welcoming our students at the door.

Literacy

2020-2021

Students need to grow an average of 17% to be proficient on the ELA RISE test

Increase by 5% (at least 27 students) the number of students scoring proficient from the beginning of the year to the end of year RI test.

Numeracy

2020-2021

Students need to grow an average of 20% to be proficient on the Math RISE test

Increase by 5% (at least 27 students) the number of students scoring proficient from the beginning of the year to the end of year Rise test.

Opportunity

2020-2021

MLL students need to grow 91% to be proficient in ELA as opposed to 17% who are not an MLL

Increase by 5% the student growth of Multi-Language Learners (MLLs) from the beginning of the year to end of year on RI test.

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Increase by 5% (at least 27 students) the number of students scoring proficient from the beginning of the year to the end of year RI test.	<p>Hillside will meet or exceed the district averages on all SLCDSD interims.</p> <p>Reading Inventory Fall, Mid-year, and Spring.</p> <p>RISE Benchmark assessments for ELA given 3 times per year</p> <p>District Benchmark assessments for ELA 4 times per year</p>	<p>Targeted students will increase their mid-year proficiency score on RI by 2.5%</p> <p>If targeted students receive supports, they should move forward on their growth trajectory line to meet a 5% increase by the end of the year.</p> <p>Daily checking for understanding on vocabulary, text, main idea, and comprehension.</p> <p>Teachers will use KAGAN learning structures in their lesson planning 3 out of 5 times per week.</p> <p>Teachers will meet in Professional Learning Communities (PLCs) 3 times per month</p>



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**Student Success Plan**

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October 20, 2021

**2021 - 2022**

during the school year to analyze student assessment data and use it to plan effective instruction.

Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Increase by 5% (at least 27 students) the number of students scoring proficient from the beginning of the year to the end of the year on RISE test.</p>	<p>Hillside will meet or exceed the district averages on all SLCSO interim.</p> <p>RISE benchmark assessments given 3 times per year.</p>	<p>Targeted students will increase their mid-year proficiency score on RISE benchmark by 2.5%</p> <p>If targeted students receive supports, they should move forward on their growth trajectory line to meet a 5% increase by the end of the year.</p> <p>Daily checking for understanding on mathematical expressions, equations, graphing, and reasoning.</p> <p>Teachers will use KAGAN learning structures in their lesson planning 3 out of 5 times per week.</p> <p>Teachers will meet in Professional Learning Communities (PLCs) 3 times per month during the school year to analyze student assessment data and use it to plan effective instruction.</p>
Culture/Climate Goal	Culture/Climate Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Increase by 5% our school initiative of providing a safe and respectful setting for student learning.</p>	<p>To measure our increase in this goal we will do the following: Administration will record at various times of day the welcoming practices of teachers, staff and Admin 3 times per quarter.</p>	<p>Teaching students and adults "The Husky Way" of being Thoughtful, Respectful, and Prepared.</p> <p>Each class period teacher will demonstrate the district practices of</p> <ol style="list-style-type: none"> <li>1. Welcoming students to class</li> <li>2. Student engagement practices using KAGAN and other research based practices.</li> <li>3. Optimistic closures in classrooms to solidify learning of the day.</li> </ol>

		Teachers will meet in Professional Learning Communities (PLCs) 3 times per month during the school year to review data of student growth and learning. This will also provide time to restructure lesson presentations to better support student learning.
Achievement Gap Goal	Achievement Gap Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Increase by 5% the student growth of Multi-Language Learners (MLLs) from the beginning of the year to end of year on RI test.	Hillside will meet or exceed the district averages on all SLCSO interims.  Reading Inventory Fall, Mid-year, and end of year WIDA test	Multi-Language Learners will increase mid-year proficiency by 2.5%  If targeted students receive supports, they should move forward on their growth trajetory line to meet a 5% increase by the end of the year.

Data

Grade Level/Subject Area/Focus	Data Year	Data
Culture Increase to 80% welcoming our students at the door.	2020-2021	5 of available 20 teachers were welcoming students at the door.
Literacy Increase by 5% (at least 27 students) the number of students scoring proficient from the beginning of the year to the end of year RI test.	2020-2021	Students need to grow an average of 17% to be proficient on the ELA RISE test
Numeracy Increase by 5% (at least 27 students) the number of students scoring proficient from the beginning of the year to the end of year Rise test.	2020-2021	Students need to grow an average of 20% to be proficient on the Math RISE test
Opportunity Increase by 5% the student growth of Multi-Language Learners (MLLs) from the beginning of the year to end of year on RI test.	2020-2021	MLL students need to grow 91% to be proficient in ELA as opposed to 17% who are not an MLL

January 27, 2022

**Student Success Plan**

Hillside Middle School

Plan last

October 11, 2021

**2021 - 2022****GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
	<p>We will measure the increase of MLL student growth through the following:</p> <p>Reading Inventory assessments provided in Fall, Mid-year and Spring</p> <p>WIDA Assessments</p> <p>RISE benchmark assessments</p> <p>Formal and summative assessments through out the school year.</p>	<p>KAGAN learning structures will provide students with opportunities for speaking, reading, and learning.</p> <p>Teachers will provide students with scaffolding supports in learning vocabulary, text, and problem solving.</p> <p>Teachers will meet in Professional Learning Communities 3 times a month to review data of student progress and the changes that might be needed for student growth.</p>

January 27, 2022

**Student Success Plan**

Horizonte Instruction and Training

Plan last

October 27, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

197 students scored Basic or Below Basic at BOY; their average school is 871.

Numeracy

2020-2021

10.7% of students showed mastery on the TABE test at BOY

Opportunity Gap

2020-2021

24% of actively-enrolled seniors are on-track to graduate at BOY

Climate/Culture

2020-2021

12% of students received a tracked positive interaction during mini-term 1

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Using the RI test as a metric, Horizonte students in the Basic and Below Basic bands will improve their Lexile level by 50 points from BOY to EOY.	Using the RI- BOY= 197 students scored basic or below basic; there average score is 871 MOY= The average score for students who originally scored in the basic or below basic will increase to 896. This would represent a 25 point gain which tracks towards the 50 point EOY overall goal.	1) Base data collected in fall testing window 2) Weekly Data Meetings 3) Get access from Sam Quantz for Lexia Rapid 4) Start using the Lexia Rapid 5) Integrate Tier 2 instructional strategies with the data from Lexia Rapid.
Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Using the TABE math diagnostic as a metric, 80% of students measuring below a high school level (4 or 5) at BOY, will improve their score by at least one band level by EOY.	Using TABE math diagnostic- BOY= 10.7 percent of students showed mastery- this is our baseline data MOY= 50% of students measuring below a high school level at BOY will increase by one band level.	1) Base data collected in fall testing window 2) Weekly Data Meeting 3) Mid - Year Progress Assessment 4) Purchase and integrate Desmos.

January 27, 2022

**Student Success Plan**

Horizonte Instruction and Training

Plan last

October 27, 2021

**2021 - 2022**

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
The number of tracked/reported positive interactions between staff and adults at Horizonte will increase by 10% each mini-term.	Positive interaction tracking forms- BOY: 12% of students received a tracked positive interaction during term 1. MOY: 50% of students will received a tracked positive interaction by the end of Semester 1.	1. Squads, led by counselors, will track data and input interventions as necessary throughout the year 2. RJ team will provide regular coaching to staff on importance of positive interactions 3. RJ team will provide regular reminders to track interactions 4. MTSS Coaching meetings each trimester 5. MTSS/SEL Coordinator will secure Move This World Curriculum for the start of school-wide Horizonte Advisory.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Horizonte will achieve a 67% graduation rate	Mini-term analysis of credit acquisition - each term, we will increase the number of students on-track for graduation by 10% BOY: 24% of active students were on track to graduate by passing all their classes. MOY: 44% of the original students captured in BOY data will be on track to graduate by passing all their classes.	1) Regular squad check-jns 2) Monthly USBE Data Gateway 4-year Cohort reconciliation spreadsheet 3) Monthly 4-year cohort team meetings 4) Weekly Data Meetings 5) Create K-12 Adult Programming at RP site

January 27, 2022

**Student Success Plan**

Indian Hills Elementary School

Plan last

December 21, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy:

2020-2021

66%

By the end of the 2021-22 school year, IHE will meet or exceed a 5% increase in the number of students passing End of Level (K-2) and RISE (3rd-6th) ELA assessments based on End of Level and RISE data from 2020-21.

Numeracy: By the End of the Year, IHE will meet or exceed a 5% increase in the number of students passing math End of Level (K-2) and RISE (3rd-6th) assessments based on End of Level and RISE data from 2020-21.

2020-2021

68%

Gap: Indian Hills will meet or exceed state-wide and district growth expectations on 2020-2021 state and End-of-level (EOL) math testing for students performing in the lowest quartile, including a sharp focus on students with specific learning disabilities, as measured by 2020-21 RISE and EOL assessments. To that end, those students identified in the lowest 25th percentile will score 70% or better on predetermined grade-level CFAs identified during collaborations, and by the EOY there will be at least a 5% increase in proficiency for our lowest performing quartile student on EOL (K-2) and RISE (3rd-6th).

43%

Culture/Climate: Reduction in Power School Incidents that DID NOT lead to suspension.

2020-2021

Baseline will be determined from the first trimester of school with and EOY 10% decrease in total number of incidents.

Monthly theme boards with the Principal 200 Club posted and completed every month.

Tracked students receiving positive slips in a binder and will make positive phone calls home for each.

Weekly SEL/Second Step lessons taught to all grade levels

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
By the end of the 2021-22 school year, IHE will meet or exceed a 5% increase in the number of students passing End of Level (K-2) and RISE (3rd-6th) ELA assessments based on End of Level and RISE data from 2020-21.	K-3, Acadience Reading Benchmarks and Progress Monitoring 4th-6th, Reading Inventory (RI) Assessments 3rd-6th MAZE Reading Assessments K-6, District ELA Interims RISE Benchmarks	Strong Tier 1 instruction-comprehension strategies, writing, grammar, conventions, vocab, spelling Previewing all upcoming module and interim assessments while ensuring standards are taught to all Depth of Knowledge levels Targeting specific standards and students

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**Student Success Plan**

Indian Hills Elementary School

Plan last

December 21, 2021

2021 - 2022

for enrichment and intervention through data collection and analysis of exit tickets, weekly tests, Acadience monitoring, and District Interims. Writing practice with graphic organizers, use of Utah Compose, peer reviewing, practice using reading pieces in writing

<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By the End of the Year, IHE will meet or exceed a 5% increase in the number of students passing math End of Level (K-2) and RISE (3rd-6th) assessments based on End of Level and RISE data from 2020-21.	Mid and End of Module Eureka assessments District Math Interims Acadience Math RISE Benchmarks	Tier 1 instruction: Eureka: Fluency, Problem Set, Application Problem, Debrief, Daily Exit Tickets Previewing all upcoming module and interim assessments while ensuring standards are taught to all Depth of Knowledge levels. Incorporating literacy strategies throughout with sentence stems, content and academic vocabulary, and note-taking strategies. Use of models throughout instruction including: tape diagrams, area models, number bonds, vectors, number lines, comparison bars, place value charts, algorithms, etc Targeting specific standards and students for enrichment and intervention through data collection and analysis of exit tickets, module assessments, Acadience monitoring, and District Interims.
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Reduction in Power School Incidents that DID NOT lead to suspension. Baseline will be determined from the first trimester of school with and EOY 10% decrease in total number of incidents.	Second Step post assesments Analysis of collected data from Powerschool completed monthly done in MTSS and then shared with faculty at faculty meetings and in PLCs.	Second Step lessons and other SEL lessons taught bi-weekly to every class by the school counselor. Integration of SEL lessons strategies practiced in classrooms. HB58 compliances followed and implemented Botvin lessons taught Anti-bullying lessons taught and implemented Analysis of collected data from Powerschool

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**Student Success Plan**

Indian Hills Elementary School

Plan last

December 21, 2021

**2021 - 2022**

completed monthly done in MTSS and then shared with faculty at faculty meetings and in PLCs. Plan from data and incorporate practices and mitigations in classrooms and schoolwide. Principal 200 aligned with

<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>Indian Hills will meet or exceed state-wide and district growth expectations on state and End-of-level (EOL) math testing for students performing in the lowest quartile, including a sharp focus on students with specific learning disabilities, as measured by 2020-21 RISE and EOL assessments. To that end, those students identified in the lowest 25th percentile will score 70% or better on predetermined grade-level CFAs identified during collaborations, and by the EOY there will be at least a 5% increase in proficiency for our lowest performing quartile student on EOL (K-2) and RISE (3rd-6th).</p>	<p>Mid and End of Module Eureka assessments District Math Interims Acadience Math RISE Benchmarks</p>	<p>Tier 1 instruction: Eureka: Fluency, Problem Set, Application Problem, Debrief, Daily Exit Tickets Previewing all upcoming module and interim assessments while ensuring standards are taught to all Depth of Knowledge levels. Incorporating literacy strategies throughout with sentence stems, content and academic vocabulary, and note-taking strategies. Use of models throughout instruction including: tape diagrams, area models, number bonds, vectors, number lines, comparison bars, place value charts, algorithms, etc Targeting specific standards and students for enrichment and intervention through data collection and analysis of exit tickets, module assessments, Acadience monitoring, and District Interims.</p>



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**Student Success Plan**

Innovations Early College High School

Plan last

October 5, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

just over 60% of students took EOY RI and scored 66% at grade level.

Numeracy

2020-2021

ACT result: 18.02 average score, with 15 of 63 at college readiness level of 23 for math.

Aspire result: Approx 63% participation with 9% proficiency in grade 9 and 11% proficiency in grade 10 for math.

Gap: Graduation

2020-2021

Graduation rate 82% for class of 2021, with 20 dropouts.

Culture/SEL

2020-2021

No students were remote at EOY 2021, so no progress was tracked.

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
By May 30, 2022, after testing a minimum of 95% of students enrolled and including testing all students identified as ELL, at least 54% will be at grade level on the RI, which is a 6% increase from the BOY baseline.	BOY = 48% on level MOY = 51% on level EOY = 54% on level	At least 95% of students will take BOY, MOY and EOY RI. All ELL will take BOY, MOY and EOY RI. All teachers will identify their ELLs and create small group instruction that focuses on writing and reading for level 3 and level 4 ELLs using ELLevations platform after receiving training. Teachers will examine their CANVAS courses and identify areas of assistance needed by ELLs. All ELLS Level 1-4 will receive EL instruction. All RI identified students including students with IEPs who need supplemental reading instruction will receive it from a reading endorsed teacher.

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**Student Success Plan**

Innovations Early College High School

Plan last

October 5, 2021

2021 - 2022

<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>By May 15th, 2022, 95% of all Innovations 9th and 10th grade students will participate in the ASPIRE testing, an increase of approximately 30% and which will include SpEd students who tested at a low level in previous years; and 15% of students will be proficient, an increase of 5%.</p> <p>By end of ACT testing window, 95% of 11th graders will have completed the test, and the math average will increase to at least 18.08, which is an increase of .06; AND 18 students will reach the college readiness benchmark of 23, which is an increase of 5%.</p>	<p>EOY = an average of 15% proficient on ASPIRE ACT = Math 18.06</p>	<p>All students will take the STAR test at beginning and middle of year to begin to examine a correlation between STAR test and ASPIRE. All math teachers will use ELLevations and Kagan activities to increase student engagement in math instruction.</p> <p>The significantly increased number of online students (now 25% of school) will be monitored for math progress in CANVAS and participation/attendance in virtual math courses.</p>
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>Innovations students who are learning online (approximately 25% of enrolled students) will engage in synchronous mentoring and virtual/hybrid class meetings to supplement their CANVAS courses, and ELL, SpEd and Reading students will benefit from services provided so that online students will complete credits at the same rate or greater as their grade level peers by June 2022.</p>	<p>Online students, approximately 25% of school enrollment, at Term time will complete credit at the same rate or greater than their in-person grade level peers. KPI = 1.5 credits per student per term</p>	<p>Online students meet synchronously with mentor and mentor groups the same as in-person peers. Online students will attend virtual and hybrid classes as well as engage in Tier I CANVAS coursework. Teachers will adapt class meetings to meet the needs of online students. Online students and parent will be surveyed mid-year for additional feedback on potential improvements. Mentors will monitor academic progress of online students equally with in-person students.</p>
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>By end of summer 2022, 86% of Innovations 12th grade students will graduate which is a 4% increase from last year.</p>	<p>BOY 61% progressing/on-track MOY 76% progressing/on-track EOY 86% on track and graduating.</p>	<p>All student mentors will track graduation progress with off-track seniors weekly. Seniors will have a bi-monthly plan to recover lost credit and make progress on current credit. Senior will participate with teacher, counselor and tutor support in additional</p>

January 27, 2022		<b>Student Success Plan</b>		Innovations Early College High School
Plan last	October 5, 2021	2021 - 2022		
				credit recovery to facilitate their plan. Parents will know the plan for the senior, track progress on CANVAS where needed.

January 27, 2022

**Student Success Plan**

Liberty Elementary School

Plan last

January 24, 2022

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

Average Percentile Rank 35.88%

Numeracy

2020-2021

Average Percentile Rank 33.10%

Culture/Climate Goal

2020-2021

September 2021- 115 Classroom Log Entries

Achievement Gap

2020-2021

MLL- Average Percentile Rank 30.87%  
 SWD- Average Percentile Rank 18.49%

**GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By the end of the 2021-2022, Liberty will increase the number of proficient students in ELA by 15% as measured by BOY to EOY ELA Acadience.	Students who began the year proficient, stay proficient based ELA Acadience MOY ELA Acadience 7% increase	All students will be progress monitored monthly Data dive during PLC to ensure continued growth All teachers, instructional paras, and administrators will receive LETRS training and implement practices learned Tier II ELA time designated on master schedule Literacy coach and administrators sort data and meet with teachers to support student learning
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By the end of the 2021-2022, Liberty will increase the number of proficient students in Math by 10% measured by	Students who began the year proficient, stay proficient based Math Acadience MOY Math Acadience 5% increase	Data dive during PLC to ensure continued growth Tier II Math time designated on master

January 27, 2022

**Student Success Plan**

Liberty Elementary School

Plan last

January 24, 2022

**2021 - 2022**

state end of level assessments

schedule

Math coach and administrators sort data and meet with teachers to support student learning

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Decrease the whole school classroom referrals by 10% each month from the previous month measured from PowerSchool Behavior Management Reports	10% reduction of Classroom incidents from the prior month as noted on PowerSchool Behavior Management Reports	<p>PBIS Team will meet monthly to dissect data and identify common areas of concern</p> <p>PBIS Team and other teachers will present strategies to address current offenses, reinforcers, and error corrections from LRBI manual at monthly faculty meetings</p> <p>Teachers to check to ensure components of successful classroom are in place from LRBI manual (pg. 122-124)</p> <p>All classrooms will have a classroom matrix posted, taught, and referenced (pg. 123)</p>
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By the end of the 2021-2022, Liberty will increase MLLs ELA proficiency by 10% and SWDs by 9% measured by state end of level assessments.	MOY ELA Acadience 5% increase for both groups	<p>MLLs and SWD will be progress monitored bi-monthly</p> <p>Disaggregating data during PLC to ensure continued growth</p> <p>All teachers, instructional paras, and administrators will receive LETRS training and implement practices learned</p> <p>Tier II and Tier III ELA time designated on master schedule</p> <p>Literacy coach and administrators sort data and meet with teachers to support student learning</p>

January 27, 2022

## Student Success Plan

M. Lynn Bennion Elementary School

Plan last

September 29, 2021

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

Kindergarten-ELA-60-80% of K students will make typical growth on the acadience reading assessment as measured from BOY to EOY.

BOY 24% EOY projected minimum growth increase of 36%

Kindergarten Numeracy goal- 60-80% of students will make typical growth on the acadience math assessment as measured from BOY to EOY.

BOY 32% EOY projected minimum growth increase of 28%

#### Action Steps

Solid Standard Based Tier One K Instruction-whole group

Eureka and Wonders Curriculum

Tier Two-small group instruction for students above and below benchmark

ERI groups based on ability

Progress Monitoring

Core LEXIA-ability based literacy

Dream Box-ability based math

Skills checklist and antidotal notes

Exit tickets to inform instruction

KEEP BOY assessment

LETRS Professional Learning and Application

First Grade ELA-60-80% of 1st grade students will make typical growth on the acadience reading assessment as measured from BOY to EOY.

2020-2021

BOY 37% EOY projected minimum growth increase of 23 %

First Grade Numeracy goal- 60-80% of students will make typical growth on the acadience math assessment as measured from BOY to EOY.

BOY 32% EOY projected minimum growth increase of 28%

#### Action Steps

Solid Standard Based Tier One 1st grade Instruction-whole group

Eureka and Wonders Curriculum

Tier Two-small group instruction for students above and below benchmark

Progress Monitoring

January 27, 2022

## Student Success Plan

M. Lynn Bennion Elementary School

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September 29, 2021

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

Core LEXIA-ability based literacy

Dream Box-ability based math

Exit tickets to inform instruction

Moby Max fact fluency

Use of manipulatives for instruction

Sight Word informal assessment

Student tracking of progress

Utah Reads tutoring

LETRS Professional Learning and Application

Second Grade ELA-60-80% of 2nd grade students will make typical growth on the 2020-2021 acadience ORF assessment as measured from BOY to EOY.

BOY 56% EOY projected minimum growth increase of 4%

Students will make a typical year's gain of 20 or more words on Acadience ORF.

Second Grade Numeracy goal- 60-80% of students will make typical growth on the acadience math assessment as measured from BOY to EOY.

BOY 25% EOY projected minimum growth increase of 35%

#### Action Steps

Solid Standard Based Tier One 2nd grade Instruction-whole group

Eureka and Wonders Curriculum

Tier Two-small group instruction for students above and below benchmark-support from Stephanie and para

Progress Monitoring

Core LEXIA-ability based literacy

Dream Box-ability based math

Exit tickets to inform instruction

Sight word fluency checks

Moby Max fact fluency

Daily fact fluency practice using Eureka

Student tracking of progress

Utah Reads sight word fluency practice

RAZ Kids for individual leveled reading at home and school and printed books

LETRS Professional Learning and Application

January 27, 2022

## Student Success Plan

M. Lynn Bennion Elementary School

Plan last

September 29, 2021

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

Third Grade-ELA-60-80% of 3rd grade students will make typical growth on the Acadience reading assessment as measured from BOY to EOY.  
BOY % 42.10 EOY projected minimum growth increase of 18%

2020-2021

Third Grade Numeracy goal- 60-80% of students will make typical growth on the Acadience math assessment as measured from BOY to EOY.  
BOY 10% EOY projected minimum growth increase of 50%

#### Action Steps

Solid Standard Based Tier One 3rd grade Instruction-whole group

Eureka and Wonders Curriculum

Tier Two-small group instruction for students above and below benchmark

Progress Monitoring

Core LEXIA-ability based literacy

Dream Box-ability based math

Exit tickets to inform instruction

Moby Max fact fluency

Student tracking of progress

LETRS Professional Learning and Application

Fourth Grade-ELA-60-80% of 4th grade students reading below benchmark grade level will make typical growth on the Acadience reading assessment as measured from BOY to EOY.

2020-2021

BOY % 64% EOY projected minimum growth increase of 5%



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## Student Success Plan

M. Lynn Bennion Elementary School

Plan last

September 29, 2021

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

Increase the percentage of 4th grade students reading at or above grade level from BOY 42.8% by 17.2% at EOY as measured by the composite score on the Lexile Reading Inventory.

Increase by 11.7% the number of 4th grade students meeting proficiency in ELA on the RISE assessment from the last one given in Spring 2100.

Fourth Grade Numeracy goal- 60-80% of students will make typical growth on the Acadience math assessment as measured from BOY to EOY.

BOY Computation 28% EOY Projected minimum growth increase of 32%

BOY Concepts and Application 49% EOY Projected minimum growth increase of 11%

Increase by 5% the number of 4th grade students meeting proficiency in math on the RISE assessment from the last one given spring 2021.

#### Action Steps

Solid Standard Based Tier One 4th grade Instruction-whole group

Eureka and Wonders Curriculum

Tier Two-small group instruction for students above and below benchmark

Progress Monitoring

Core LEXIA-ability based literacy

Dream Box-ability based math

Exit tickets to inform instruction

Moby Max fact fluency

Student tracking of progress

After school tutoring 2 to 3 times per week

Higher Steps small group instruction

Higher Steps Professional Learning and Application

January 27, 2022

## Student Success Plan

M. Lynn Bennion Elementary School

Plan last

September 29, 2021

2021 - 2022

### Data

**Grade Level/Subject Area/Focus**

**Data Year**

**Data**

Fifth Grade-ELA-60-80% of 5th grade students reading below benchmark grade level will make typical growth on the Acadience reading assessment as measured from BOY to EOY.

BOY % 43.00 EOY projected minimum growth increase of 17%

Increase the percentage of 5th grade students reading at or above grade level from BOY 42.8% by 22% at EOY as measured by the composite score on the Lexile Reading Inventory.

Increase by 17.72% the number of 5th grade students meeting proficiency in ELA on the RISE assessment from the last one given spring 2021.

Fifth Grade Numeracy goal- 60-80% of students will make typical growth on the Acadience math assessment as measured from BOY to EOY.

BOY Computation 6% EOY Projected minimum growth increase of 54%

BOY Concepts and Application 22% EOY Projected minimum growth increase of 38%

Increase by 9.65% the number of 5th grade students meeting proficiency in math on the RISE assessment from the last one given spring 2021.

#### Action Steps

Solid Standard Based Tier One 5th grade Instruction-whole group

Eureka and Wonders Curriculum

Tier Two-small group instruction for students above and below benchmark

January 27, 2022

## Student Success Plan

M. Lynn Bennion Elementary School

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September 29, 2021

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

Progress Monitoring  
Core LEXIA-ability based literacy  
Dream Box-ability based math  
Exit tickets to inform instruction  
Moby Max fact fluency  
Student tracking of progress  
After school tutoring 2 to 3 times per week  
Higher Steps small group instruction  
Higher Steps Professional Learning and Application

Sixth Grade-ELA-60-80% of 6th grade students reading below benchmark grade level will make typical growth on the Acadience reading assessment as measured from BOY to EOY.  
BOY %54 EOY projected minimum growth increase of 6%

Increase the percentage of 6th grade students reading at or above grade level from BOY 45.4% by 22% at EOY as measured by the composite score on the Lexile Reading Inventory.

Increase by 13.96% the number of 6th grade students meeting proficiency in ELA on the RISE assessment from the last one given spring 2021.

Sixth Grade Numeracy goal- 60-80% of students will make typical growth on the Acadience math assessment as measured from BOY to EOY.  
BOY Computation 11.52% EOY Projected minimum growth increase of 48.48%  
BOY Concepts and Application 11.52% EOY Projected minimum growth increase of 48.48%

Increase by 7.83% the number of 6thth grade students meeting proficiency in math on the RISE assessment from the last one given spring 2021.

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## Student Success Plan

M. Lynn Bennion Elementary School

Plan last

September 29, 2021

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

Action Steps  
Solid Standard Based Tier One 6th grade Instruction-whole group  
Eureka and Wonders Curriculum  
Tier Two-small group instruction for students above and below benchmark  
Progress Monitoring  
Core LEXIA-ability based literacy  
Dream Box-ability based math  
Exit tickets to inform instruction  
Moby Max fact fluency  
Student tracking of progress  
MBSP weekly math workout  
Homework more specific to student need  
Higher Steps small group instruction  
Higher Steps Professional Learning and Application

### GOALS

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Increase the number of K-6 students reading at or above grade level by 5% from beginning of school year to middle of school year and 5% from middle of school year to end of school	ERI-Kindergarten skills check list Early Steps, Next Steps and Higher Steps progress reports-respective grade levels K-6 Acadience Literacy Data-K-3 and students 4-6 reading below grade level administered 3 x per year in addition to weekly	Daily Tier One instruction aligned with ELA standards/Wonders Success Criteria aligned with grade level standards posted K-6 Tier 2 Targeted small group and individual

January 27, 2022		<b>Student Success Plan</b>		M. Lynn Bennion Elementary School	
Plan last		September 29, 2021		2021 - 2022	
<p>year by 5% for a total of 10% as measured by the composite score on the Acadience reading assessment or Lexile level on the RI.</p> <p>By the end of the 21-22 academic school year, 60-80% of K-3 students and the 4-6 grade students reading below benchmark will make typical growth from the BOY to EOY as measured by the Acadience reading assessment or Lexile level benchmark on the RI.</p>		<p>and biweekly progress reports</p> <p>Reading Inventory-RI-4-6 administered 3-5 times per year</p> <p>KEEP Assessment Data-Kindergarten-BOY and EOY</p>		<p>instruction-K-6</p> <p>Tier 3-for students identified for Special Education and students falling well below the grade level benchmark</p> <p>Core LEXIA lessons adapted to students skill level for all students and interventions for student not making expected progress</p> <p>Core LEXIA Progress Reports-K-6-reviewed biweekly in grade level PLC meetings</p>	
<b>Numeracy Goal</b>		<b>Numeracy Key Performance Indicators</b>		<b>List the specific actions steps that you will take to reach this goal.</b>	
<p>Increase the number of students making typical growth as measured by the Acadience math assessment from BOY to EOY in grades K-6.</p> <p>Increase the number of student reaching proficiency by 5% as measured by the EOY Rise assessment in mathematics compared to the previous year's EOY RISE data.</p>		<p>Acadience math assessment administered 3 x per year in grades K-6</p> <p>Moby Max fact fluency reports reviewed weekly by teacher</p> <p>Dream Box progress monitoring report reviewed biweekly in grade level PLC meetings</p>		<p>Tier One instruction aligned with grade level standards using Eureka K-6</p> <p>Success Criteria aligned with the grade level standards posted weekly- K-6</p> <p>Fact fluency daily for 10 minutes-K-6</p> <p>Tier 2-small group instruction</p> <p>Tier 3-for students identified for Special Education and students falling well below the grade level benchmark</p> <p>Dream Box lessons adapted to students skill level for all students and interventions for student not making expected progress</p> <p>Dream Box Progress Reports-K-6-reviewed biweekly in grade level PLC meetings</p>	
<b>Culture/Climate Goal</b>		<b>Culture/Climate Key Performance Indicators</b>		<b>List the specific actions steps that you will take to reach this goal.</b>	
<p>Increase by 10% the number of students in grades K-6 who feel safe at school from BOY to EOY.</p>		<p>Safety survey administered BOY, MOY and EOY</p>		<p>Administer Safety Survey in September, January and May.</p> <p>Responsive to data gathered from survey and develop a plan to address concerns.</p> <p>Increase adult supervision in common areas of the school.</p> <p>Implement daily welcoming and closing routines K-6.</p> <p>Hold restorative circles as needed K-6.</p> <p>Hold community circles at least weekly K-6.</p> <p>Think/Calm down space in every classroom.</p> <p>Purchase and install Buddy Bench on</p>	

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playground.

Achievement Gap Goal	Achievement Gap Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>By the end of the 21-22 academic school year, 60-80% of K-3 Hispanic students and students with disabilities SWD) and the 4-6 grade students reading below benchmark will make typical growth from the BOY to EOY as measured by the Acadience reading assessment or Lexile level benchmark on the RI.</p> <p>Increase by 10% the number of Hispanic students and students with disabilities reading at or above grade level on the Acadience K-3 reading assessment or the Lexile level benchmark on the Reading Inventory (RI) for 4-6 grade students.</p>	<p>Acadience reading assessment data K-3 and 4-6 for students reading below grade level benchmark.</p> <p>Reading Inventory-RI BOY-MOY-EOY</p> <p>RISE ELA EOY State Assessment</p>	<p>Identify Hispanic and SWD students K-6</p> <p>Develop an intervention plan for each student in each classroom</p> <p>Discuss students progress at biweekly ELA PLC meetings.</p> <p>Tier One instruction aligned with ELA standards/Wonders</p> <p>Tier Two small group instruction</p> <p>Tier Three small group or individual instruction for Hispanic students falling well below grade level or identified in special education</p> <p>Core LEXIA or ENGLISH LEXIA lessons daily and intervention lesson with teacher for students not making progress as expected.</p>

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October 26, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy  
35% of all students will reach proficiency in Literacy

2020-2021

13% Proficient  
Kinder 37%  
1st 15%  
2nd 25%  
3rd 16%  
4th 17%  
5th 13%  
6th 17%

Numeracy  
35% of all students will reach proficiency in Math

2020-2021

16% Proficient

Opportunity  
35% of Multi Language Learners will reach level 5 or higher in WIDA

2020-2021

ELD  
26% of ELD students were at Level 5 or higher in WIDA

Culture/Climate  
35 absences per day

2020-2021

Currently 55 absences (15% of our students) per day on average.

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>35% of students will achieve proficiency for end of level testing in literacy as measured by Acadience end of year.</p> <p>25% will achieve proficiency in mid year Acadience testing.</p>	<p>Acadience End of Level Formative assessment Interims Progress monitoring</p>	<p>PLC K-3 teachers will do LETRS training with 100% completion MTSS "Shot in the Arm"--LETRS bootcamp Afterschool homework club--Shoot for the Stars Heggerty implementation</p>

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<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
35% will achieve proficiency as measured by end of level Acadience testing.  25% at mid year	End-of-Level Testing Acadience three times per year Formative assessment Interims Progress monitoring	PLCs--data to determine tier 2 and tier 3 Math Homework Club with targeted interventions and positive reinforcement
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
MWJ students will have 35 absences (9% absent) per day as measured by attendance reports daily, mid year and end of the year.	Attendance reports--Power school	Daily phone calls Home visits Root cause analysis Working with DCFS Welcoming rituals Positive to students arriving late Creating a safe and welcoming school through training--Welcoming Schools--4 modules
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
35% of MLL students will reach a 5 or higher on the WIDA taken at the end of the school year. Progress monitoring	WIDA--5 or higher	Lexia English Pre teaching Test taking skills MTSS Ellevations



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### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

Average Percentile Rank  
Students without and with IEP by grade level

2020-2021

Average Percentile Rank and Goal  
Students without IEP  
4th grade  
ELA 42--needed average goal in ELA 53  
Math 47--needed average goal in Math 54  
5th grade  
ELA 44--needed average goal in ELA 55  
Math 41--needed average goal in Math 53  
6th  
ELA 41--needed average goal in ELA 54  
Math 41--needed average goal in Math 54

Students WITH IEP  
4th grade  
ELA 38--needed average goal in ELA 53  
Math 44--needed average goal in Math 54  
5th grade  
ELA 31--needed average goal in ELA 53  
Math 31--needed average goal in Math 53  
6th  
ELA 34--needed average goal in ELA 54  
Math 31--needed average goal in Math 54

Average Distance from Proficiency by Scale Score

2020-2021

Average Distance from Proficiency by Scale Score (rounded to the nearest whole number) for all students desegregated:  
All students ELA 83 and Math 30  
Hispanic ELA 83 and Math 67  
SWD ELA 123 and Math 45/Students without and IEP ELA 76 and Math 36

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2021 - 2022

### GOALS

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>3rd - 6th grade students will be in the 55th percentile for growth on the ELA RISE assessment.</p> <p>K - 2 students will be in the 60th percentile for growth as measured by Pathways to Progress reading goals.</p> <p>The current school wide 5 year average is the 46th percentile.</p>	<p>1) Teachers will use Acadience or RI to progress monitor students at the BOY, MOY and EOY (depending on the grade level.) Data will be reviewed with team members, the literacy coach, and administration. Instructional adjustments will be made based on student outcomes. The goal will be that at least 65% of students meet or exceed their progress goals.</p> <p>2) Students in grades 3 - 6 will take the ELA Rise Benchmark assessment twice before the end of year assessments. Data from the assessment will be reviewed with team members, the literacy coach, and administration. The goal is that 40% of students are on track for proficiency. Adjustments to groupings and instruction will be made accordingly.</p>	<p>As outlined by the SIP:</p> <p>1) Administration will monitor implementation of improvement strategies and make swift changes to personnel, programs, and methods to keep efforts on track.</p> <p>2) Professional learning will be differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.</p> <p>3) Instructional staff will use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards</p> <p>4) School leadership will regularly celebrate short-term successes of students and teachers while keeping the focus on long-term achievement and growth.</p> <p>Additionally:</p> <p>5) Data from reading progress monitoring (Acadience or RI) will be reviewed in PLC with team members, the literacy coach, and administration. Adjustments to groupings, instructional strategies and PD will be made accordingly.</p> <p>6) Teachers, the reading interventionist, and reading paras will participate in monthly reading intervention training directed by the literacy coach.</p> <p>7) The literacy coach and admin will meet weekly to discussion reading instruction and student progress. Admin will act on recommendation made in the meeting.</p> <p>8) Parents will be informed at least 3 times in the year of their students' current reading</p>

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level, progress relative to goals, and ways they can support their students at home.  
 9) Student achievement will be celebrated with rewards, teacher/classroom praise, and admin recognition.  
 10) K - 3 teachers will participate in LETRS training.

Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>3rd - 6th grade students will be in the 55th percentile for growth on the Math Rise assessment.</p> <p>K - 2 students will be in the 55th percentile for growth as measured by the Acadience Math assessment.</p> <p>The current 5 year average is in the 48th percentile.</p>	<p>1) Teachers for grades K – 2 will use Acadience Math assessment to progress monitor students at the BOY, MOY and EOY. Data will be reviewed with team members, the math coach, and administration. Instructional adjustments will be made based on student outcomes. The goal will be that at least 65% of students meet or exceed their progress goals.</p> <p>2) Students in grades 3 - 6 will take the Math Rise Benchmark assessment twice before the end of year assessments. Data from the assessment will be reviewed with team members, the literacy coach, and administration. The goal is that 40% of students are on track for proficiency. Adjustments to groupings and instruction will be made accordingly.</p>	<p>As outlined by the SIP:</p> <p>1) Administration will monitor implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track.</p> <p>2) Professional learning will be differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.</p> <p>3) Instructional staff will use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards</p> <p>4) School leadership will regularly celebrate short-term successes of students and teachers while keeping the focus on long-term achievement and growth.</p> <p>Additionally:</p> <p>5) Data from Acadience Math progress monitoring will be reviewed in PLC with team members, the math coach, and administration. Adjustments to groupings, instructional strategies and PD will be made accordingly.</p> <p>6) 4th – 6th teachers will participate in three modeling PDs directed by the math coach to better align math instruction across the grades.</p> <p>7) The math coach and admin will meet bi-weekly to discussion math instruction and</p>

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student progress. Admin will act on recommendation made in the meeting.

8) Parents will be informed at least 3 times in the year of their students' current math level, progress relative to goals, and ways they can support their students at home.

9) Student achievement will be celebrated with rewards, teacher/classroom praise, and admin recognition.

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Out of school suspensions will decrease by 10% from the 2018/19 academic year (the last year not impacted by COVID).	<p>There will be 10% fewer out of school suspensions in 2021/22 than in 2018/19.</p> <p>Student suspension data from 2018/2019 will be compared with data from the current year at the end of January and again at the end of April.</p>	<p>1) PBIS team will create a PBIS plan, share it with parents (SCC) and faculty for approval.</p> <p>2) At the beginning of the year all teachers took students throughout the building to practice expectations</p> <p>3) PBIS rotation will be practiced at least three more this year</p> <p>4) Signs will be put up with expectations</p> <p>5) Token Economy system is now in its third year</p> <p>6) Celebrations at monthly assemblies/pod celebrations</p> <p>7) There is a check in/check out system/person for students who need it.</p> <p>8) Restorative practices/circles are in place.</p> <p>9) SEL training for faculty is available monthly and is part of our SIP</p>
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
3rd - 6th grade students with IEPs will be in the 55th percentile for growth on the ELA Rise assessment.	<p>1) Teachers will use Acadience or RI to progress monitor students with disabilities at the BOY, MOY and EOY (depending on the grade level.)</p> <p>Data will be reviewed with</p>	<p>As outlined by the SIP:</p> <p>1) Administration will monitor implementation of improvement strategies</p>

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K - 2 grade students with IEPs will be in the 55th percentile for growth as measured by the Acadience reading assessment.

team members, the literacy coach, special education teachers and paras, and administration. Instructional adjustments will be made based on student outcomes. The goal will be that at least 50% of students meet or exceed their progress goals.  
2) Students with disabilities in grades 3 - 6 will take the ELA Rise Benchmark assessment twice before the end of year assessments. Data from the assessment will be reviewed with team members, the literacy coach, special education teachers and paras, and administration. Adjustments to groupings and instruction will be made accordingly.

and makes swift changes to personnel, programs, and methods to keep efforts on track.  
2) Professional learning will be differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.  
3) Instructional staff will use effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards  
4) School leadership will regularly celebrate short-term successes of students and teachers while keeping the focus on long-term achievement and growth.

Additionally:

5) Data from reading progress monitoring (Acadience or RI) will be reviewed in PLC with team members, the literacy coach, special education teachers and paras and administration. Adjustments to groupings, instructional strategies and PD will be made accordingly.  
6) Special education teachers, the reading interventionist, and reading paras will participate in monthly reading intervention training directed by the literacy coach.  
7) The literacy coach and admin will meet weekly to discussion reading instruction and student progress. Admin will act on recommendation made in the meeting.  
8) Parents will be informed at least 3 times in the year of their students' current reading level, progress relative to goals, and ways they can support their students at home.  
9) Student achievement will be celebrated with rewards, teacher/classroom praise, and admin recognition.  
10) K - 3 teachers will participate in LETRS training.

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**Student Success Plan**

Mountain View Elementary School

Plan last

October 25, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

Acadience Reading BOY data  
 RI Reading BOY data  
 School Predictive Target Report in PowerBI (12% growth)

Numeracy

2020-2021

Acadience Math BOY data  
 RISE Math EOY data  
 School Predictive Target Report in PowerBI (5% growth)

Achievement Gap

2020-2021

ELLevations  
 2020 WIDA scores

Culture/Climate

2020-2021

Survey and Observations

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
12% more students at Mountain View Elementary will achieve grade level benchmarks as measured from the Beginning of Year (BOY) to the End of Year (EOY) Acadience assessment for grades K-3 and 12% more proficient on the RI Assessment for grades 4-5.	Moving students out of the red to yellow on Acadience/RI Moving students out of the yellow to green on Acadience/RI	Acadience Progress monitoring Data Dive in PLCs to discuss performance on Acadience/RI and determine instructional strategies to help student improve Targeted Interventions Focus observation feedback on targeted interventions and supports for targeted students. Data dive after MOY assessments/RI assessments to ensure students are on track for goal completion.
Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
5% more students at Mountain View Elementary will make grade level benchmarks as measured from the	Moving students out of the red to yellow on Acadience/RISE Moving students out of the yellow to green on Acadience/RISE	Acadience Assessments Acadience math Progress monitoring Rise Benchmarks

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**2021 - 2022**

Beginning of Year (BOY) to the End of Year (EOY) Acadience assessment for grades K-3 and 5% more proficient on the RISE Assessment for grades 4-5.

Data Dive in PLCs to discuss Targeted Interventions  
Data dive after MOY assessments/RISE assessments to ensure students are on track for goal completion.

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
All faculty members will use engagement strategies to foster: relationships, cultural humility and responsiveness, empowerment, and collaboration.	Teachers will indicate via a survey their implementation of a daily welcoming routine and optimistic closure. Teachers will indicate via a survey their implementation of Kagan Cooperative Structures. Admin observations to monitor engagement strategies and routines	Model Kagan structures, Welcoming routines and Optimistic closures in faculty meetings and trainings. Provide Kagan structures Professional learning opportunities for staff three times throughout the school year. Create survey regarding implementation of use of Kagan structures, welcoming routines and optimistic closures.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
20% of students identified as MLL will progress to the next level according to WIDA assessment.	Identify students using Ellevations to target classroom and small group support in the four WIDA domains to increase WIDA levels. Monitor usage (time) and progress (units achieved) in Lexia English. Monitor Acadience BOY to MOY progress.	Administer End of Year WIDA assessment Engage students in small targeted groups in class and/or pull-out settings according to WIDA level. Provide opportunities for differentiated work through Lexia English. Progress monitor in Acadience Reading Increase efforts to improve usage for goals unmet by students i.e. afterschool tutoring, small group intervention groups, etc.

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**Student Success Plan**

Newman Elementary School

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**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy: Grades K-6/Reading/Grade level proficiency

2020-2021

K-3 Acadience: 57% proficient  
4-6 RI: 35% proficient

Numeracy: Grades 3-6/Math/Grade level proficiency

2020-2021

3-6 RISE: 37% proficient

Opportunity Gap: Grades K-6/Multi Language Learners/Student CFA Proficiency on 2020-2021  
Essential Standards for Math and EnglishNo end of year 2021 MLL CFA data  
MLL K-2 proficiency rates show a 28% gap on 2021 District  
end of level assessments  
MLL 3-6 proficiency rates show a 32% gap on 2021 RISE  
assessment  
1-6 I Can Survey: BOY data will be collected and entered by  
October 29

Culture and Climate: Grades 1-6/SEL/I Can Indicators

2020-2021

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Grades K-6: Increase the number of students reading at or above grade level by 5% from BOY to EOY of year as measured by composite score on the Acadience reading assessment or Lexile Level on the RI.	Grades K-6 will complete weekly progress monitoring on students who are well below, bi-weekly on students who are below proficiency, and monthly on all other students to ensure growth toward proficiency.  K-6 will implement and track essential standard CFA data.  BOY and MOY benchmark assessments will also be used to track student, grade-level, and whole-school student growth toward proficiency.	All teachers will complete the PWWR professional development before December 2021.  All teachers will implement PWWR (SLCSD phonics curriculum) routines. K-3 will implement whole-class and intervention small groups. 4-6 will implement through intervention small groups.  All teachers will complete the first year of LETRS and implement through PWWR.  PLCs will provide bi-weekly, systematic progress monitoring and/or Lexia data checks to plan tier 2 interventions.



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All teachers will complete at least two coaching cycles with an ELA instructional coach during the PWWR professional development.

All students will continue to use Lexia grades K-5 and PowerUp grade 6.

Monies from school-level budget will be used to provide PWWR teacher training.

<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Grades 3-6: Increase the number of students reaching proficiency by 5% as measured by the EOY RISE assessment in mathematics compared to the previous years' EOY RISE data.	<p>Students will complete district Interim assessments to track and predict EOY proficiency.</p> <p>Teachers will complete Eureka Equip and Eureka Affirm assessments to ensure student growth toward proficiency.</p> <p>All teachers will provide Acadience math benchmarks to monitor student growth toward proficiency.</p> <p>K-6 will implement and track essential standard CFA data.</p>	<p>All students will continue to use iReady daily.</p> <p>Teachers will hold small group intervention based on Equip and Affirm assessment data to provide needed supports.</p> <p>PLCs will provide bi-weekly Equip and Affirm and/or iReady data checks to plan and implement tier 2 interventions.</p> <p>Math coaching cycles will also be provided to all teachers.</p> <p>School-level monies will be used to purchase 4-6 Acadience math and K-6 iReady licenses.</p>
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Newman will show growth BOY to EOY on the I Can SEL Survey.	Students will take a BOY, MOY, and EOY I Can SEL Survey. Data from these benchmarks will be used to ensure growth.	<p>School Counselor will provide weekly SecondStep lessons to every grade level.</p> <p>I Can SEL Survey topics will be promoted school-wide.</p>

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Achievement Gap Goal	Achievement Gap Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
TSSA - 70% of Newman Multi Language Learner students will be at or above proficiency on ELA and Math grade-level, essential standard CFAs during the 2021-22 school year.	Grade-level CFA data will be shared and monitored during PLC and in Canvas to ensure goal completion.	Teachers will take the following steps to meet this goal: 1) Use essential standards to drive instruction. 2) Write a targeted CFA for each essential ELA and math standard. 3) During PLCs analyze CFA data and develop action plans. 4) Track student essential standard proficiency. 5) Provide multiple opportunities for students to gain proficiency on essential standards during tier 1 and/or tier 2 instruction. 6) TSSA monies will pay for part of a teacher salary to lower class size in support of this goal.

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**Student Success Plan**

Nibley Park School

Plan last

October 26, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

Acadience Fall 2021  
 Kindergarten - 65.5%  
 First Grade - 78.3%  
 Second Grade - 62.1%  
 Third Grade - 76.5%

RI

Fourth Grade

Fifth Grade

Sixth Grade

Rise ELA 2021

Numeracy

2020-2021

Acadience Math

Kindergarten

First Grade

Second Grade

Third Grade

Fourth Grade

Fifth Grade

Sixth Grade

Rise Math 2021

Achievement Gap

2020-2021

TSI

SWD NP score= 0,3517

Cut score= 0.342

African American NP score= 0.3436 Cut score= 0,342

ELD NP score= 0,2879

Cut score= 0,342

Culture/Climate

2020-2021

Discipline Referrals 2019

Current attendance

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Thirty percent of Nibley Park School (K-8) English Language Learners (ELL) students will meet their Path of	All students will participate in district interims, RI Inventory, Acadience, and teacher CFAs. Data from these assessments will be used to plan instruction.	Discussion, planning, Data Dive in PLC's, Collaboration with Literacy Coach and ELD teacher. We will also develop strategies that

January 27, 2022		<b>Student Success Plan</b>		Nibley Park School	
Plan last		October 26, 2021		<b>2021 - 2022</b>	
Progress/Instructional goal in reading by the end of second trimester of the 2021-2022 school year.		All ELD students will participate in WIDA testing. Data from these assessments will be used to plan instruction. Observe for the use of Kagan strategies in all observations and deliver feedback to teachers. During PLCs, once per month, hold teachers accountable for their three focus students. The literacy coach will collaborate directly with Fran at least two times per month. All teachers will receive ELLevations training.		teachers can use in the classroom. Provide small groups with classroom and ELD teacher. LETRS Kagan Strategies Professional Development during faculty meetings and asynchronous days. Classroom Observations Teachers will use ELLevations.	
<b>Numeracy Goal</b>		<b>Numeracy Key Performance Indicators</b>		<b>List the specific actions steps that you will take to reach this goal.</b>	
Increase the number of students reaching proficiency by at least 6%, as measured by the RISE Summative? Assessment or end of level testing in mathematics. This will be compared to last year's assessment.		All students will participate in district interims, Acadience Math, Rise Interims, and Rise Summative assessments. Data from these assessments will be used to plan instruction. All students k-6 will participate in ST Math. Progress will be monitored during PLCs using a JiJi Chart. Teachers will participate in professional development twice during the year with ST MATH representatives. The math coach will collaborate directly with Fran at least two times each month.		Discussion, planning, Data Dive in PLC's, Collaboration with Math Coach. We will also develop strategies that teachers can use in the classroom. Provide small groups with classroom teachers. Kagan Strategies Professional Development during faculty meetings.	
<b>Culture/Climate Goal</b>		<b>Culture/Climate Key Performance Indicators</b>		<b>List the specific actions steps that you will take to reach this goal.</b>	
We will implement a schoolwide MTSS/SEL plan to increase the culture and engagement of our faculty, students and families. This will be a proactive school climate and structure plan that will increase excellence in the classroom, motivation, leadership, service, attendance, and decrease discipline referrals from the year before the pandemic by 10% as they were skewed last year due to being online part of the year.		We will average 80% attendance each quarter. Discipline referrals will be monitored monthly to check for progress. Nominations for staff of the month Nominations for students of the month Bi-monthly morale builders for faculty and staff.		We will implement monthly community nomination forms for parents, staff, teachers, students, community members. Monthly student recognition Monthly faculty and staff recognition Feedback during PLC and faculty meetings Staff team building getting to know you activities building morale and increasing school climate	
<b>Achievement Gap Goal</b>		<b>Achievement Gap Key Performance Indicators</b>		<b>List the specific actions steps that you will take to reach this goal.</b>	
We will increase the following TSI subcategories: SWD 30%, African-American 32%, and ELL 25% by 11 percentage points by the end of the 2021-2022 school year as measured by Rise.		All students will participate in district interims, RI Inventory, Acadience, and teacher CFAs. Data from these assessments will be used to plan instruction. All ELD students will participate in WIDA testing. Data from these assessments will be used to plan instruction. Observe for the use of Kagan strategies in all observations		Discussion, planning, Data Dive in PLC's, Collaboration with Literacy Coach and ELD teacher. We will also develop strategies that teachers can use in the classroom. Provide small groups with classroom and ELD teacher.	

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## Student Success Plan

Nibley Park School

Plan last

October 26, 2021

2021 - 2022

and deliver feedback to teachers.

During PLCs, once per month, hold teachers accountable for their three focus students.

The literacy coach will collaborate directly with Fran at least two times per month.

All teachers will receive ELLevations training

PLC protocols will include purposeful discussions centered around all demographics in the school.

ELD and Resource teachers attend PLCs monthly.

LETRS

Kagan Strategies

Professional Development during faculty meetings and asynchronous days.

Teachers will use ELLevations with ELD students.

Classroom Observations

Maintain an equity focus throughout the school.

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**Student Success Plan**

North Star Elementary School

Plan last

November 1, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

- Reading Acadience EOY Average for grades K-3 (61% typical, above, and well-above reading proficiency)  
 - Reading Inventory EOY Average for grades 4-6 (30% proficiency in RI performance)

Numeracy

2020-2021

RISE Summative (average percent growth 34%)

Opportunity Gap

2020-2021

WIDA Assessment (21% proficiency level growth)

Culture/Climate

2020-2021

District SEL Survey (BOY and EOY)

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Sixty percent of North Star students will read at grade level as measured by Acadience (grades K-3) and the Reading Inventory (grades 4-6) by the end of the 2021-2022 school year.	<ul style="list-style-type: none"> <li>- Acadience Reading (BOY, MOY, and EOY)</li> <li>- Reading Inventory (3-5 benchmark tests throughout the year)</li> </ul>	<p>Teachers, coaches, and administrators will work together to analyze student reading outcomes in proficiency and growth appropriate to each grade K-6. We will begin by creating baselines at the beginning of the year to understand current student proficiency in reading in order to generate measurable outcomes and benchmarks throughout the year with an end goal of 60% of all students reading at grade level as measured by Acadience (K-3) and the Reading Inventory (grades 4-6).</p> <p>- Monthly review of Acadience and RI progress during grade level PLCs.</p>

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- Weekly/monthly progress monitoring of students based on academic need.
- Systematic school-wide early literacy instruction for students in grades K-2 (i.e., PWWR, phonics instruction, literacy teaching strategies from LETRS training).
- Targeted small-group instruction for all students each week to address literacy needs.

<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
North Star students will show 15% growth in math grades K-3 as measured by the Acadience Math Benchmark, and grades 4-6 as measured by the SLCDSD math interims.	<ul style="list-style-type: none"> <li>- Acadience Math (K-3)</li> <li>- SLCDSD math interims (grades 4-6)</li> <li>- Grade-level CFAs (K-6)</li> </ul>	<p>We will utilize the following:</p> <ul style="list-style-type: none"> <li>- Acadience K-3 progress monitoring</li> <li>- RISE math benchmarks</li> <li>- SLCDSD math interim data</li> <li>- School-created CFA data trackers aligned to core standards</li> </ul>
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
North Star will use the district SEL survey in the fall and spring. We expect to see a 30% increase in the overall culture and climate of North Star.	- District SEL survey - BOY and EOY (Fall data will be entered once administered.)	<p>Teachers and the school counselor will:</p> <ul style="list-style-type: none"> <li>- Teach consistent lessons throughout the year to help support students learning healthy self-regulation skills, healthy relationship skills including peer refusal skills, and lessons preparing them for career readiness.</li> <li>- Revamping and revitalizing MTSS and PBIS throughout the school.</li> </ul>
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
During the 2020-2021 school year, North Star multi-lingual learners (MLL) showed 21% growth, which was 10% behind the district growth percentage of 31%. North Star MLL students will increase to 35% at the end of the 2021-2022 school year as measured by WIDA ACCESS.	- WIDA ACCESS	<ul style="list-style-type: none"> <li>- Alternative language services (ALS) coordinator assigned to monitor and review progress of all MLL students.</li> <li>- Teachers review progress of MLL students every two weeks in literacy PLC meetings.</li> <li>- All teachers participate in professional development for increased student engagement and instructional clarity.</li> <li>- Administration provides support and</li> </ul>

January 27, 2022		<b>Student Success Plan</b>		North Star Elementary School	
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				feedback in the areas of clarity and engagement strategies. -Teachers provide scheduled intervention time for students identified as MLL and address student-specific needs.	



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**Student Success Plan**

Northwest Middle School

Plan last

November 17, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Language Arts

2020-2021

Reading Inventory 2020-2021  
 7th Grade= 43.1% Below Proficient  
 8th Grade= 40.3% Below Proficient

RISE 2020-2021  
 Achievement= 13% (7th & 8th combined)

Math-Numeracy

2020-2021

RISE 2018-2019  
 Achievement= 23% Growth= 32% low  
 RISE 2020-2021  
 Achievement= 8%

Achievement Gap

2020-2021

RISE 2018=2019  
 Achievement= 23.7% Growth= 36.8% low  
 WIDA 2019-2020  
 Progress= 31% Proficiency 0%

WIDA 2018-2019  
 Progress= 62% Proficiency 2%

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Increase 20% average gain in Lexile scores for our lowest 25% by the end of May 2021.	<p>RI results in will be given 5 times a year.</p> <p>Lexia</p> <p>ELA Interims</p>	<p>Targeted reading intervention classes will be offered to improve overall student literacy as measured by the RI test.</p> <p>PD led by ELA/ELD coaches on what academic language is and how to teach it.            Create a list of academic vocabulary with teacher input at Interdisciplinary PLC.            Weekly, school-wide word of the week.            Laminated posters in classrooms for teachers to explicitly teach vocabulary word.</p>

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**Student Success Plan**

Northwest Middle School

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**2021 - 2022**

		Weekly word of the week announcement. Implement school-wide Academic Vocabulary. Weekly word of the week announcement and explicit instruction in all content areas.
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Increase RISE math proficiency scores by 10%.	Math interims Weekly CFAs	Analyze data for last 5 years. Align math instruction to interim block. PLC data dives after interims. After school math tutoring
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Reduction in number of students who are district-level S3 reoffenders	Weekly usage on dashboard. Promising Youth Referral weekly update.	Provide training for Move this World. Schedule 10 minutes in second period, daily. Routine checks for usage/accountability.  Promising Youth Referral after first district-level S3 violation.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Increase MLL growth goals by 10% as measured on WIDA.	WIDA Progress monitoring assessment	Provide year-long MLL PD to teachers using WIDA standards. Interdisciplinary PLC to support MLL strategies. MLL PD in specific content areas for application of strategies. ELLEVAIONS dashboard training. Purchase WIDA standards books for all teachers.

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**Student Success Plan**

Open Classroom

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November 4, 2021

2021 - 2022

**Data****Grade Level/Subject Area/Focus****Data Year****Data**

Early Literacy Grades K-3

2020-2021

Acadience (Reading Skills Test) Data from End of Year (EOY) testing spring 2021:

Kindergarten: 42% at or above grade level

Grade 1: 50% at or above grade level

Grade 2: 61% at or above grade level

Grade 3: 80% at or above grade level

Utah State Test Rise Mathematics Spring 2021

Grade 3: 41% Proficient

Grade 4: 32% Proficient

Grade 5: 17% Proficient

Grade 6: 11% Proficient

Grade 7: 33% Proficient

Grade 8: 21% Proficient

Achievement Gap Students with Disabilities English Language Arts (ELA) grade 3-8

2020-2021

RISE Spring 2021 English Language Arts (ELA) grades 3-8 results comparing groups:

Students with disabilities (SWD): 22% Proficient

Non-SWD: 38% Proficient

16 point gap

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Students in grades K-3 will reach 80% on or above grade level as measured by Acadience Reading in the next two years. By spring of 2022, each grade level will reach half the distance to 80% as measured by Acadience Reading compared to End of Year (EOY) spring 2021. EOY spring 2022 grade level goals are: Kindergarten 61% on or above grade level; First grade 65% on or above grade level; second grade 70% on or above grade	Students who are below or well below benchmark will be progress monitored using Acadience at least two times per month. DRA scores 2-5 times per year showing progress Words Their Way data from 1st/2nd grade average score for each week and showing growth for students receiving Tier II/III interventions.	Train or provide refresher training on Acadience Reading Benchmark and Progress Monitoring Assessment administration for all teachers and paraprofessionals in grades K-3. All teachers in grades K-3 will complete a formal reading instruction training called LETRS. Teachers in grade level blends will meet at least 1x per month in a PLC including Learning Support and Literacy Specialist to review data and determine any needed adjustments to interventions, groupings, or

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**Student Success Plan**

Open Classroom

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November 4, 2021

2021 - 2022

level; third grade 80% on or above grade level.

assessment type and frequency.  
Students who fail to progress will be offered tutoring after school (when our staffing is completed for after school programming).  
Students in kindergarten who do not make adequate progress will be provided with ERI intervention 2-3 times per week in a small group (including students from the half day class by invitation).  
Students in grade 3 will be provided with a literacy intervention from the literacy specialist or University of Utah tutors.

Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
By spring of 2022 the proficiency rate of students on the RISE summative test will show an increase of at least 5 percentage points as compared to spring of 2021. EOY spring 2022 grade level goals in math are: 3rd grade 46%; 4th grade 37%; 5th grade 22%; 6th grade 16%; 7th grade 38%; 8th grade 26%.	All students in grades 3-8 will participate in at least 2 RISE Benchmark tests in math. ALEKS Math platform usage and progress for grade 5-8 will meet grade level goals of 8 topic per week in grades 7 and 8; 5 topics per week in grades 5 and 6.	The teaching team will use ALEKS math to personalize the pathway to learning PLC meetings will occur 1x per month to review math data from classroom assessments, RISE Benchmarks, and ALEKS math The CARES Intervention Teacher will create an Individualized Learning Plan for students who were not proficient on the 2021 RISE Mathematics Summative Assessment and provide intervention or check-ins at least weekly
Culture/Climate Goal	Culture/Climate Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
The school will have an organized and functioning PBIS committee with classroom, hallway, and cafeteria expectations, positive behavior reinforcements, and staff PD plans.	# of classrooms with expectations posters # of classrooms with positive behavior reinforcements # of faculty meeting staff discussions/PDs Completed discipline and behavior plan for the school	Committee will complete the PBIS self assessment before August Committee will convene in August with Emily Sutherland to make a strategic plan and starting point Committee will convene after the first month of school to share successes, challenges, and strategies Committee will have a time on the faculty meeting agenda at least 4x in the year.

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Achievement Gap Goal	Achievement Gap Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Students with disabilities will show an increase in proficiency relative to non-SWD students on the RISE summative ELA assessment. The gap in spring of 2021 was 22% SWD compared to 38% non SWD. The gap will close to no more than 12 percentage point.	SWD students RISE Benchmark participation and results showing an increase throughout the year	Train learning support teachers on using the RISE Benchmark assessments Include RISE Benchmark results during PLC meetings and ensure learning support teachers are in attendance Include learning support teachers in PLCs

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## Student Success Plan

Parkview Elementary School

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January 24, 2022

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

Literacy

2020-2021

We reviewed our EOL for K-2 assessments as well as 3-5 assessments. We dropped slightly with our overall proficiency for all students on EOL assessments. We are going to focus on improving our basic reading skills which include fluency and comprehension to support overall proficiency increase. 48.86% is our current average- our target in three years is 53.96%. That is an increase of 2.5% each year. 39% proficient on EOL K-2. 36% proficient 3-5.

Numeracy

2020-2021

We reviewed our EOL for K-2 assessments as well as 3-5 assessments. We dropped slightly with our overall proficiency for all students on EOL assessments. We are going to focus on improving our math automaticity skills within each grade-level core to support an overall proficiency increase. 50.43% is our current average- our target is 53.17%. That is a 1.5% increase each year. 36% proficient on EOL K-2. 42% proficient 3-5.

Culture

2020-2021

We are working to continue to engage in best instructional practices. We already have a number of AVID structures used so we are working to find additional Kagan strategies to implement school-wide. We want to pick supports we can see in all classes and all grades. We see this improve our students scores in all that we do and we see fewer classroom referrals for behavior needs.

Achievement Gap

2020-2021

We reviewed our WIDA scores and saw a decrease in the number of students who met their WIDA growth goal. 22% of ML students met 3B- Progress towards English proficiency.

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**Student Success Plan**

Parkview Elementary School

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January 24, 2022

**2021 - 2022****GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Parkview elementary will increase 5% or more (see KPIs) in proficiency on EOL measures given in all grades as measured by district and state EOY assessments by June 1, 2022.	Grade K will increase 10% in proficiency as measured by the Acadience EOY composite score. 1st grade will have at least 60% of students make "Typical or Better Growth" as measured by EOY composite Acadience Pathways of Progress. 2nd and 3rd grade will have at least 60% of students make "Typical or Better Growth" as measured by EOY ORF accuracy Acadience Pathways of Progress. Grades 4-5 will increase proficiency by 10% on Reading Inventory (beginning of year to end of year RI). All measures will be collected by January 15, 2021.	PWWR is being taught in K, 1, 2, and 3. All teachers are taking LETRS training Teachers attend weekly TDM meetings where data is reviewed regarding ELA CFAs bi-weekly. Subgroup data is reviewed for each CFA given
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Parkview students will increase 5% or more (see KPI below) proficiency on their EOY math assessment as measured by district and state EOY assessments given in all grades by June 1, 2022.	Monthly progress monitoring with the use of Acadience Math in each grade K to 5 with 50% of students meeting pathways of progress by the end of the year.	Bi-weekly TDM math focus on targeted students who require additional support with math automaticity. Planning with math coach for ways to extend and support instruction for all students. Planning of small group math instruction and support Monthly data collection and review of data for student progress.
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Parkview teachers will implement 3 new Kagan instructional strategies this school year in at least three lessons per Kagan strategy as measured by planbook plans, observations, and self-reporting by June 1, 2022.	Teachers will use Kagan strategies in at least one lesson, once a week as measured by planbook plans, observations and self-reporting in TDMs. Student engagement will be at 90% during classroom observations in all classrooms in the building for at least 2 observations during the year.	Staff PD will happen at least 3 times this year to provide staff with instruction and practice in using Kagan strategies. Staff will plan strategies into lessons either during TDM, block planning or weekly planning sessions. Staff will report to admin when strategies have been completed. The entire school will share their classroom cheer at our weekly assemblies.

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## Student Success Plan

Parkview Elementary School

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2021 - 2022

Achievement Gap Goal	Achievement Gap Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
60% of Parkview ML students who take the WIDA assessment will meet their WIDA growth goal during the 2021-2022 school year as measured by the WIDA Access Assessment.	60% of ML students will be typical or higher based on pathways of progress on MOY Acadience by June 1, 2022 60% of ML students will improve their district writing sample score from BOY to EOY by at least 1 point based on the district rubric by June 1, 2022.	We will make sure to incorporate reading, writing, listening and speaking into ELD lessons. We provide appropriate instructional scaffolds in all tier 1 and tier 2 instruction all day, every day. We provide students an opportunity to see what the test looks like, using the practice platform before taking the live assessment. All teachers are taking LETRS training for the next two year. Kinder, 1st, 2nd and 3rd are teaching PWWR in the classroom. ELA data is reviewed at TDM twice a month to see what progress has been made on CFA data and what areas of concern are still present. All ML students will take the practice WIDA assessment prior to the WIDA Access assessment.



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**Student Success Plan**

Riley Elementary School

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October 20, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

17% of students are able to score at, near or above grade level in Writing using the 2020-2021 RISE platform or District Writing Assessment.

29% of students are able to score at, near or above grade level on a Math focus 2020-2021 standard using the RISE platform or District Interims.

8% of students with disabilities are proficient using Acadience Reading and 2020-2021 Acadience Math.

We are still waiting on our data to have a baseline in the social awareness area of 2020-2021 the social-emotional competency survey that our students took.

**GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By May 31st, 2022; 80% of students will score proficient on a grade-level writing prompt using a grade-level created checklist.	1. Baseline data will be collected by October 1, 2021 2. A mid-year writing benchmark will be collected by January 31, 2022 with the goal of having 50% of students proficient. 3. A year-end writing benchmark will be collected before May 31, 2022.	Student writing samples will be analyzed monthly during PLCs and instructional changes will be implemented through the support of weekly coaching cycles, lab classes, and informal/formal observations by administration.
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By May 31st, 2022; 80% of students will correctly solve a grade level (DOK 2+) story problem while using the mathematical practices.	1. Pre and post district (K-2) and RISE benchmark (3-5) tests will be administered for grade level focus standards throughout the course of the year. 2. By January 31st, 2022, 50% of students will correctly solve a grade level (DOK 2+) story problem while using the mathematical practices.	1. Student data will be analyzed monthly during PLCs and instructional changes will be implemented through the support of weekly coaching cycles, lab classes, and informal/formal observations by administration. 2. Monthly math faculty meetings will be used to develop teachers' increased confidence and competence implementing mathematical practices.

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## Student Success Plan

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2021 - 2022

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By May 31st, 2022, students in grades K-5 will report a 50% increase in the social awareness social-emotional competency.	1. Baseline survey data will be collected by October 31st, 2021. 2. Year-end survey data will be collected by May 31st, 2022.	1. Data will be analyzed in the Culture and Climate Committee's monthly meeting. 2. Class discussions will be held during 2nd Step sessions for every grade level about social awareness.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By May 31, 2022, 80% of students with disabilities will achieve typical growth on Acadience Reading and Math tests.	By January 31, 2022, 40% of students with disabilities will achieve typical growth on Acadience Reading and Math tests.	1. Students will have their progress monitored weekly. 2. Students will be grouped according to their skill level and learn through individualized interventions. 3. Student data will be analyzed monthly during PLCs and instructional changes will be implemented through the support of weekly coaching cycles, lab classes, and informal/formal observations by administration.

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**Student Success Plan**

Rose Park Elementary School

Plan last

November 10, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

BOY Acadience K-6: 40.4 % proficient

Numeracy

2020-2021

EOY grades 3-6 RISE: 8% proficient

Gap goal

2020-2021

17% of students met their target growth goal on WIDA in 2021.

Climate/culture

2020-2021

Average of 85 % attendance at SEP's.

**GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Increase the number of students who have satisfactory or better attendance (less than 5% absenteeism) reading at or above grade level by 5% from BOY to EOY as measured by composite score on the Acadience reading. 60% of students will meet or exceed typical progress based on Acadience Pathways of Progress.	<ol style="list-style-type: none"> <li>1. Bi-weekly progress monitoring of all students that scored below grade level on Acadience BOY.</li> <li>2. Phonics screeners administered to students that score far below grade level.</li> <li>3. Teachers will provide additional monitoring of MLLs and SpEd students. These students will be centrally discussed in PLCs.</li> <li>4. Acadience MOY will be our formal mid-year measure of progress toward our EOY goal.</li> </ol>	All teachers and administrators will participate in LETRS training. Based on LETRS training, we will have a schoolwide emphasis on phonics instruction. Each teacher will implement explicit, daily phonics and vocabulary routines based on LETRS. The Literacy Coach will provide additional training and demonstrations of the phonics and vocabulary routines.
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Rose Park will increase the number of students with satisfactory or better attendance (less than 5% absenteeism) reaching proficiency on EOY Rise in mathematics by 5 % compared to the previous years' EOY	<ol style="list-style-type: none"> <li>1. We will use District Interims to gauge student success on math topics and make plans for instruction / reteaching.</li> <li>2. We will measure student growth over time using the RISE interims and benchmarks.</li> <li>3. We will administer a RISE assessment at MOY to gauge progress.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will closely monitor MLLs and SpEd students and their progress will be central to our PLC discussions.</li> <li>2. The math coach will provide training and demonstrations around key math concepts. This will be based on student needs as</li> </ol>

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**Student Success Plan**

Rose Park Elementary School

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November 10, 2021

**2021 - 2022**

RISE data. Rose Park will increase the number of students with satisfactory or better attendance (less than 5% absenteeism) reaching proficiency on Acadience Math by 5% from BOY to EOY.	4. We will administer Acadience Math in K-3 at MOY to monitor progress.	determined by data from district interims, RISE benchmarks, and daily exit tickets. 3. Administrators will participate in classroom demonstrations and coaching sessions with the math coach.
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
95% of families will participate in SEPs this year.	Beginning of year and end of year SEP participation data.	Three times during the year, the faculty will work with our FSC specialist to deepen their understanding of family engagement in schools and specifically how SEP conferences can be conducted to include the 5 components of family school partnerships: relational, interactive, collaborative, developmental, linked to learning.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
70% of MLL's with satisfactory or better attendance will meet or exceed their target goal as measured by WIDA composite.	1. 2022 WIDA Composite scores. 2. DIBELS progress monitoring and benchmarks.	1. Focus Friends 2. Collaborative Conversations 3. Use the WIDA access reports to identify the most important instructional areas of focus for each MLL.

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**Student Success Plan**

Salt Lake Center for Science Education

Plan last

October 27, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

In 2019 58% of SLCSE students tested proficient in English and 59% tested proficient at Reading on the Aspire+. In 2021, 37% of SLCSE students tested proficient in English and 44% tested proficient at Reading on the Aspire+.

Numeracy

2020-2021

In 2019 48% of SLCSE students tested proficient in Mathematics on the Aspire+. In 2021, 23% of SLCSE students tested proficient in Mathematics on the Aspire+.

Opportunity Gap

2020-2021

On the beginning of the year RI Assessment, only 26% of our students with disabilities is reading proficiently on grade level while 73% of our students without disabilities is reading proficiently on grade level.

Culture/Climate

2020-2021

30.2% of students at SLCSE Rose Park endorsed "often" or "almost always" for how often they experience a sense of well-being at school (April 2021).

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
By the end of the 2021-2022 school year, the number of proficient students in literacy will increase by 10% from the beginning of the year to the end of the year as measured by the Utah Aspire Plus Assessment.	Proficiency rate on Aspire Plus Assessment Progress monitoring with R.I. Assessment Student Grades	<ol style="list-style-type: none"> <li>1. We've expanded the number of students being served in our reading intervention classes.</li> <li>2. School wide professional development on discipline specific literacy strategies with high efficacy (Hattie).</li> <li>3. Colleague observations with a focus on observing differentiation and utilization of discipline specific literacy strategies.</li> <li>4. Our reading teacher has two periods of time dedicated to building capacity of all general education teachers in providing tier 1 reading instruction across the content</li> </ol>

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**Student Success Plan**

Salt Lake Center for Science Education

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October 27, 2021

2021 - 2022

areas.

<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By the end of the 2021-2022 school year, the number of proficient students in mathematics will increase by 10% from the beginning of the year to the end of the year as measured by the Utah Aspire Plus Assessment.	Proficiency rate on Aspire Plus Assessment Unit assessments College Preparatory Math curriculum	1. Math lab support classes are in place. 2. Before school tutoring is available in math. 3. After school math lab is running by highly qualified mathematics teacher and two paraprofessionals (one who graduated with a degree in mathematics, the other is currently in program to become a secondary math teacher).
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By the end of the 2021-2022 school year, 85% of student responses on the Student Subjective Wellbeing Questionnaire indicators will endorse "often" or "almost always" for how often they experience a sense of well-being at school.	Subjective Wellbeing Questionnaire Survey	1. Our wellbeing tiered intervention model is in place. Therapist is onsite providing tier 2 (group therapy) and tier 3 (individual therapy) for 20 hours per week. 2. We have a field trip/experiential learning initiative in pilot stages. 3. Our students are all organized into Academy classes in which they participate in tier 1 SEL, develop healthy relationships, and are overseen by an advising teacher.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By the end of the 2021-2022 school year, 85% of students with disabilities reading below grade level will increase their reading level by one and a half grade levels from the beginning of the year to the end of the year as measured by the HMH Reading Inventory Lexile level.	RI assessment. Monthly progress monitoring will be done for students in our reading intervention classes. Grades of students.	1. Students with disabilities not reading proficiently are in reading intervention classes. 2. Our reading teacher has two periods of time dedicated to building capacity of special education teachers in providing tier 1 reading instruction within their support classes. 3. We are continuing to implement our Colleague Observation protocol which will have a focus on differentiation and discipline-specific reading strategies.

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## Student Success Plan

SL School for Performing Arts

Plan last

November 10, 2021

2021 - 2022

### Data

#### Grade Level/Subject Area/Focus

#### Data Year

#### Data

Literacy

2020-2021

1. RI/ACT Scores- Currently unavailable. Working with assessment to procure this data  
2. ELA Grades- Midterm Grades showed total number of grades given with 87% at C- or higher  
3. Student Success Tracker- Over 70% of students are yellow or green (Moderate to no/low risk)

20-21 Scores

1. ACT Scores of 20-21 for the school  
2. RI showed high levels of proficiency, but could be higher. Still needs focus

Numeracy

2020-2021

1. Aspire+/ACT Scores-Currently unavailable. Working with assessment to procure this data  
2. Math Grades- Midterm Grades showed total number of grades given with 87% at C- or higher  
3. Student Success Tracker- Over 70% of students are yellow or green (Moderate to no/low risk)

20-21

1. Math scores were above state average. 19-20 range. We feel this could continue to climb with increased focus and raised expectations.

2. Aspire Plus is still pending.

Achievement Gap

2020-2021

1. Student Tracker- Showing that 70%+/- are at moderate to low/no risk

2. Grades in Core Subjects- Midterm Grades showed total number of grades given with 87% at C- or higher

3. RI/ACT Scores- Currently unavailable

20/21 Data

1. Over 50% of students in credit recovery quarter to quarter with IEPs/504s

2. IEP students and 504 students showed a lower proficiency level overall on RI/ACT

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**2021 - 2022****Data****Grade Level/Subject Area/Focus**

Culture/Climate

**Data Year**

2020-2021

**Data**

1. Uni Referral Spreadsheet
2. SafeUT data. Will be accessed Quarterly.

**19-20 Data**

1. 1-3 Uni referrals monthly (some were multiples with same student)
2. Average of 2-4 SafeUT reports each month related to self-harm/suicide

**GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
SPA will show a 5% increase in proficiency on the RI compared to the 20-21 school year.	<ol style="list-style-type: none"> <li>1. 1.5% increase on RI 1, 2% increase on RI 2, 1.5% increase on RI 3 to show a full 5% increase in proficiency by the final inventory.</li> <li>2. Administrator will hold meetings with Student Success Coordinator weekly to discuss students and possible needs of students on spreadsheet</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be tracked by our Student Success Coordinator and met with weekly if below proficiency levels.</li> <li>2. All teachers have set a literacy goal that will be tracked quarterly. These goals are meant to help students with comprehension and analytical thinking skills.</li> </ol>
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
SPA will see a 5% increase on Aspire+ and ACT math scores from 20-21	<ol style="list-style-type: none"> <li>1. Math scores will show 5% less Fs each quarter than the corresponding quarter in 20-21</li> <li>2. Administrator will hold meetings with Student Success Coordinator weekly to discuss students and possible needs of students on spreadsheet</li> </ol>	<ol style="list-style-type: none"> <li>1. Students with failing math grades will meet weekly with our student success coordinator</li> <li>2. Students with accommodations will have monthly check-ins with case manager to determine success of accommodations for math classes</li> <li>3. Students will be given access to ACT prep and opportunities to prep in advisory</li> </ol>



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**2021 - 2022**

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
SPA will see a 5% decrease in Safe-UT reports and referrals to Uni compared to the 19-20 school year.	1. Each quarter will have a 5% decrease compared to the corresponding quarter from the 19-20 2. Student referrals to Uni during each semester will decrease 5% compared to the 19-20 school year.	1. Students will receive SEL instruction weekly in advisory, with strategies implemented in each classroom from this SEL instruction to be used daily 2. Students will have access to a crisis counselor from Odyssey house to use on an as needed basis in conjunction with the school counseling program. 3. Student Success Coordinator will track students whose grades are falling as a possible sign of emotional or mental trauma.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Students with IEPs and 504s will see a 5% increase in Aspire+ and ACT scores compared to the 20-21 school year.	1. Overall, students with IEPs and 504s will show 5% increase in proficiency levels on RI testing each test compared with the corresponding test from 20-21 2. Overall, students with IEPs and 504s will show a 5% decrease in at-risk grades each quarter compared to the corresponding quarter from 20-21 3. Number of students in the red on Student Success Tracker will decline by 5% quarterly and maintain 75% of students in yellow or Green.	1. All IEPs and 504 meetings and documentation will be completed on time. 2. Case managers will check with each student monthly to determine effectiveness and level of implementation of accommodations 3. Students will be tracked each midterm and end of quarter to determine efficacy of accommodations and strategies using the Student Success Spreadsheet.

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**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

2021 At or Above Benchmark BOY Acadience Reading  
Waiting for data  
2021 Proficient/Advanced BOY RI  
Grade 4 - 16/30=53%,  
Grade 5 - 21/31=68%,  
Grade 6 - 14/25=56%

Numeracy

2020-2021

BOY Acadience Math  
Waiting for data

Opportunity Gap

2020-2021

Percentage of MLLs on grade level in literacy significantly  
lower than their Non-MLL peers.

Average distance from Proficient in ELA, Grades 3-6 MLLs (23  
students) - 59 scaled score points. Average of all other  
students grades 3-6 is 3 scaled score points above proficiency.

Culture/Climate

2020-2021

None. New School.

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
The number of students who are on grade level as measured by Acadience and RI will increase by 5% from BOY to EOY.	Acadience and RI benchmark assessments	<ul style="list-style-type: none"> <li>-Analyze data from BOY Acadience and RI assessment</li> <li>-Participate in LETRS training</li> <li>-Create intervention plans for those not on grade level at BOY</li> <li>-Review progress through progress monitoring and MOY benchmark</li> <li>-Adjust intervention based on progress monitoring and MOY benchmark</li> </ul>

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**2021 - 2022**

<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
The number of students who are on grade level as measured by Acadience Math will increase 5% from the BOY to EOY assessment.	Acadience Math BOY, MOY, and EOY Interim Math Assessments	-Analyze data from Acadience math benchmarks -Create intervention plans for students not on grade level at BOY using data from Acadience and interims -Adjust intervention plans based on interims and Acadience benchmarks.
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Utilize four different Kagan structures throughout the year to increase student engagement.	-Teachers will respond to a survey three times throughout the year to discuss their experience implementing Kagan strategies. -The administrator will observe and will participate in the implementation of Kagan strategies in the classroom.	Teachers will be taught the four Kagan structures throughout the year. The administrator will assist teachers in implementing structures using breakout rooms. Teachers will be observed while implementing the structures. Teachers will respond to a survey asking about their implementation.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
60% of MLLs who take the WIDA assessment will meet their WIDA growth goal during the 2021-2022 school year as measured by the WIDA Access Assessment.	WIDA Access Assessment	Students who are MLLs will receive ELD instruction 45 minutes daily in a homogeneous group of students with like WIDA levels.

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Salt Lake Center for Science Education

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**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

A 5% increase on the percentage of students reaching proficiency on the ELA RISE summative assessment is slightly higher than what we need to reach expected growth over the next 3 years.

Regarding the RI test, our schoolwide data for Fall 2021 indicates that we have 45.3% of our student population scoring at proficient or above. We are looking to have greater than or equal to 47.8% proficient on on Winter test and greater than or equal to 50.3% proficient on the Spring Test.

Numeracy

2020-2021

An 8% increase on the percentage of students reaching proficiency on the math RISE summative assessment is slightly higher than what we need to reach expected growth over the next 3 years.

Opportunity Gap

2020-2021

In the 2019-20 school year, 23.9% of our MLL student met their growth goals on the WIDA test.

Climate and Culture

2020-2021

Baseline data for A2A+ teacher clarity shows that 60% of teachers are posting learning intentions, 31% are posting rationale, 16% are posting success criteria, and 37% are posting language objectives.

SSWQ Baseline: Greatest areas of need indicated as happiness at school, feeling cared about at school, enjoyment while working on school projects and assignments, being interested in things at school, and being excited to learn.

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
By the end of the 2021-22 school year, the overall percentage of students considered proficient on the	Reading Inventory Test: Our schoolwide data for Fall 2021 indicates that we have 45.3% of our student population scoring at proficient or above. We are looking to have 47.8%	Form A2A transformation team. Attend trainings. Get baseline data on percentage of teachers who are referencing/posting

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**2021 - 2022**

<p>Reading Inventory (RI) and RISE tests will increase by 5% from the beginning of the year to the end of the year. This will be accomplished through the use of explicit, discipline specific literacy strategies and schoolwide implementation of A2A strategies.</p>	<p>proficient on on Winter test and greater than or equal to 50.3% proficient on the Spring Test.</p> <p>RISE Test: Our growth target for English Language Arts RISE proficiency is an overall 5% increase in the percentage of students who score at a level considered proficient by the State of Utah. This rate of targeted improvement will put our school above the expected growth level in 3 years.</p>	<p>learning intentions, rationale, language objectives, and success criteria. Assign Teacher Clarity Self-Assessment. Collect and Analyze Data.</p> <p>Use our teaming structure to facilitate common supports and strategies for literacy in all content areas.</p> <p>Use the results of Common Formative Assessments (CFAs) to identify needed supports and strategies and to guide classroom instruction.</p>
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>By the end of the 2021-22 school year, the overall percentage of students considered proficient in mathematics will increase by 8% as compared to the combined average proficiencies from the 2018-19 and 2020-21 school years. This will be accomplished through the use of targeted student supports based on data gathered from frequent formative assessments related to Utah core mathematics curriculum.</p>	<p>Our math department administers a comprehensive assessment to every student at the beginning of each school year. This assessment identifies math concepts students should have mastered in previous years that need to be revisited.</p> <p>Every other week, each math teacher administers a "Passport" (standards based assessment) related to the state core content that is being worked on.</p> <p>RISE Test: Our growth target for Mathematics RISE proficiency is an overall 8% increase in the percentage of students who score at a level considered proficient by the State of Utah. This rate of targeted improvement will put our school at the expected growth level in 3 years.</p>	<p>Grade level teams meet every other week to find areas of overlap in content that lend themselves to a numeracy focus. These meetings happen on Mondays from 3:30-4:30.</p> <p>Use the results of Common Formative Assessments (CFAs) to identify needed supports and strategies and to guide classroom instruction.</p>
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>By the end of the 2021-22 school year, 85% of student responses on the Student Subjective Wellbeing Questionnaire will rank the indicators as 3s and 4s. We will accomplish this by identifying our 5 greatest areas of need as indicated on a school climate survey administered in the Fall, Winter, and Spring. These 5 areas will be the focus of our tier 1 SEL program.</p>	<p>School culture/climate will be measured through a climate survey on which students and teachers assess themselves regarding their feelings about school. Our WBT identified 5 areas of greatest need are happiness at school, feeling cared about at school, enjoyment while working on school projects and assignments, being interested in things at school, and being excited to learn.</p>	<p>The WBT will help us analyze the climate survey results and identify our 5 greatest areas of need.</p> <p>Members of the WBT will work together to design SEL lessons that will be taught during academy classes.</p> <p>Teams will track growth toward culture/climate goal by taking the climate survey in January and May of 2022.</p>

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2021 - 2022

Achievement Gap Goal	Achievement Gap Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
By the end of the 2021-22 school year, 35% of our MLL students will reach their growth goals on the WIDA test. This will be accomplished through targeted student supports that staff will learn through participation in Assessment to Achievement Plus (A2A+).	<p>MLL students who have our English Language Development (ELD) will take the WIDA test during the January-February window. Results will be compared to previous years.</p> <p>Formative monitoring of the progress of MLL students in each content area will be conducted by teams during Monday meetings.</p> <p>The A2A+ Transformation Team will monitor and support the implementation of teacher clarity professional development.</p>	<p>Form A2A transformation team.</p> <p>Attend trainings.</p> <p>Get baseline data on percentage of teachers who are referencing/posting learning intentions, rationale, language objectives, and success criteria. Assign Teacher Clarity Self-Assessment.</p> <p>Collect and Analyze Data.</p> <p>Focus on MLL student progress during team meetings.</p>

## Data

### Grade Level/Subject Area/Focus

### Data Year

### Data

Language Arts - L.A. K-6: On the EOY Acadience Reading Assessment or the Reading Inventory given in April 2022, 5% more K-6 students will score proficient than were proficient on the BOY Assessment.

2020-2021

K-2 Data is from KEEP and District assessments  
 3-6 Data is from RISE assessments  
 K-2 L.A. proficiency = 75%  
 3-6 L.A. proficiency = 67%  
 Current student population is around 400 students with 20 home room classes. If each classroom keeps all students proficient and gains one more student, this is 20 more students, which is 5% of our total student population.

Math - Math K-3: On the EOY Acadience Math Assessment given in April 2022, 5% 2020-2021 more K-3 students will score proficient than were proficient on the BOY Assessment. Math 4-6: On District Interims or RISE Benchmark tests given regularly throughout the year, 77% or more of students will score proficient.

K-2 Data is from KEEP and District assessments  
 3-6 Data is from RISE assessments  
 K-2 Math proficiency = 74%  
 3-6 Math proficiency = 72%  
 Current student population is around 400 students with 20 home room classes. If each classroom keeps all students proficient and gains one more student, this is 20 more students, which is 5% of our total student population.

Achievement Gap - By the end of April 2022, Uintah will close the achievement gap 2020-2021 by 6% for our SWD and MLL as measured by the EOY Acadience Reading and Math tests or the EOY RI or Rise Benchmark assessments.

K-2 Data is from KEEP and District assessments  
 3-6 Data is from RISE assessments  
 K-2 SWD 90% passed (N=10); SWOD 74% passed (N=153);  
 Difference = +16%  
 3-6 SWD 52% passed (N=25); SWOD 73% passed (N=194);  
 Difference = -21%

Culture/Climate - By the end of the 2021-2022 school year, 100% of Uintah students will be recognized for either exemplifying one of the monthly positive character traits or being a Spotlight Student of the Month during the monthly azzoombly or assembly.

2020-2021

K-2 MLL N<10 so no scores; Non-MLL 75% passed (N=160);  
 Difference = ? not sure  
 3-6 MLL 60% passed (N=19); Non-MLL 72% passed (N= 200);  
 Difference = -12%  
 SAM Score = 0 as we did not take it in the last two years. Our MTSS team was not functioning, and we had very little data from Ed. Handbook or PowerSchool because of lack of use.

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2021 - 2022

**GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Literacy K-6: On the EOY Acadience Reading Assessment or the Reading Inventory (RI) given in April 2022, 5% more K-6 students will score proficient than were proficient on the BOY Assessment.	<p>K-3 L.A.: Acadience Reading Benchmark Tests - Increase of at least 2.5% of students who are proficient on the MOY assessment.</p> <p>4-6 L.A.: Reading Inventory (RI) Tests - Increase of at least 2.5% of students who are proficient on the MOY assessment</p>	<p>-Daily strong Tier I instruction.</p> <p>-Regular strong Tier II and Tier III small-group and one-on-one instruction from classroom teachers and paraprofessionals.</p> <p>-Regular observation and feedback from administration regarding whole-group and small group instruction.</p> <p>-Identification of students in each classroom who are close to proficiency in L.A. with regular follow-up discussions in Teacher Collaboration Meetings (TCMs) about how these students are doing along with plans to support those who are still struggling.</p>
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>Math K-3: On the EOY Acadience Math Assessment given in April 2022, 5% more K-3 students will score proficient than were proficient on the BOY Assessment.</p> <p>Math 4-6: On District Interims or RISE Benchmark tests given regularly throughout the year, 77% or more of students will score proficient.</p>	<p>K-3 Math: Acadience Math Benchmark Tests - Increase of at least 2.5% of students who are proficient on the MOY assessment.</p> <p>4-6 Math: District Interims or RISE Benchmark Tests - 77% of students will be proficient on each of the tests given. Tests will be given according to the district testing calendar or according to when a grade level content area, such as OA, NF, NBT, etc., has been mostly or fully covered.</p>	<p>-Daily strong Tier I instruction.</p> <p>-Regular strong Tier II and Tier III small-group or one-on-one instruction from classroom teachers and paraprofessionals.</p> <p>-Regular observation and feedback from administration regarding small group instruction from classroom teachers and paraprofessionals.</p> <p>-Identification of students in each classroom who are close to proficiency in Math with regular follow-up discussions in Teacher Collaboration Meetings (TCMs) about how these students are doing along with plans to support those who are still struggling.</p>
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By the end of the 2021-2022 school year, 100% of Uintah students will be recognized for either exemplifying one of the monthly positive character traits or being a Spotlight Student of the Month during the monthly	<p>Teachers will choose 1 student monthly as the Trait of the Month student and 3 students as the Spotlight students.</p> <p>These students will be introduced to the whole school during the monthly azzoombly/assembly held on the first Friday of each month.</p>	<p>-MTSS Team will support the use of the Positive Character Trait of the Month.</p> <p>-Positive character trait of the month will be highlighted during azzoomblies/assemblies and on the morning announcements.</p>



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azzoombly or assembly.

The SAM scores under Domain 5-Three Tiered Instructional/Intervention Model will increase; currently are at a 0 as we had no data on the Domain.

-Grade levels will help create the Trait of the Month bulletin board to help advertise the month's trait highlighting students exemplifying said trait.

-Teachers will choose a student each month who exemplifies the current Trait of the Month.

-Teachers will choose 2-3 students each month to be the Spotlight Students of the Month.

### Achievement Gap Goal

By the end of April 2022, Uintah will close the achievement gap by 6% for our SWD and MLL as measured by the EOY Acadience Reading and Math tests or the EOY RI or Rise Benchmark assessments.

### Achievement Gap Key Performance Indicators

Starting point is the BOY Acadience, RI and Rise tests.  
MOY tests of the aforementioned assessments should show a shrink in the gap of at least 3%.  
EOY tests of the aforementioned assessments should show a shrink in the gap of at least 6%.

### List the specific actions steps that you will take to reach this goal.

-Daily strong Tier I instruction for all students.  
-Regular strong Tier II and Tier III small-group or one-on-one instruction with our MLL and SWD.  
-Identification of MLL and SWD by name in each classroom with regular follow-up discussions in Teacher Collaboration Meetings (TCMs) about how these students are doing on class assignments and assessments along with their progress on Benchmark Assessments.

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**Student Success Plan**

Wasatch Elementary School

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November 8, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

ELA

2020-2021

2021 K-2 EOL proficiency for ELA was 61% with a 5 year average of 61%

2021 3-6 EOL proficiency for ELA was 56% with a 5 year average of 64%

Gap goal

2020-2021

K-2 EOL--28% of low SES students were proficient. There was not a large enough N size for ELs or SWD to calculate an average.

3-6 EOY RISE--40% of low SES students were proficient. 49% of ELs were proficient. 23% of SWD were proficient, however our student count is much lower in this category, so low SES student focus will be a more significant impact.

Culture and Climate

2020-2021

Based on the results of the SAM (Self-Assessment of MTSS Implementation) Survey, we have chosen two key areas to begin building the staff understanding and capacity of all components of MTSS (Multi-Tiered Systems of Support). The rating scale is 0-3 (0=Not Started; 1=Emerging/Developing; 2=Operationalizing; 3=Optimizing).

The 2 areas chosen were ranked a 1 and a 2.

Math

2020-2021

2021 K-2 EOL proficiency for Math was 32% with a 5 year average of 49%

2021 3-6 EOL proficiency for Math was 53% with a 5 year average of 64%

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
By June 1, 2022, Wasatch students will make a 5% increase in proficiency on district and state EOY assessments for English Language Arts.	<p>On the RISE interim assessment, our 3-6 grade average proficiency will measure 61% or higher</p> <p>On the district interim assessments, our K-2 average proficiency will measure 64% or higher</p>	<p>All K-6 teachers will use knowledge gained through LETRS training to identify instructional strategies to use in whole and small group literacy instruction.</p> <p>Diagnostic assessments will be used to</p>

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**2021 - 2022**

	<p>Increase in percentage of students proficient on Acadience Reading benchmarks (K-3) and RI 4-6</p> <p>On EOY RISE and district EOL assessments, all grades will score 5% or more proficient compared to last year's EOY scores.</p>	<p>identify gaps in literacy skills.</p> <p>PLCs will be used to plan for instructional moves to fill gaps in learning in whole and small group instruction.</p>
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By June 1, 2022, Wasatch students will make a 5% increase in proficiency on district and state EOY assessments for math.	<p>On the RISE interim assessment, our 3-6 grade average proficiency will measure 58% or higher</p> <p>On the district interim assessments, our K-2 average proficiency will measure 54% or higher</p> <p>On EOY assessments, all grades will score 5% or more proficient compared to last year's EOY scores.</p>	<p>Examine prior year EOL assessment data</p> <p>Acadience Math benchmarks</p> <p>Teach with Eureka math program</p> <p>Teachers will use Equip in grades 1-6 assessment to identify essential foundational knowledge for prior grade level learning.</p> <p>In PLCs assessment results will be used to plan instructional moves for tier 1 and tier 2 instruction.</p> <p>Backwards design using district interims during PLCs.</p>
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
By June 1, 2022, Wasatch School will improve the score on the MTSS SAM assessment by 1 point in 2 focus areas. "PD for staff on multi-tiered instruction and interventions" will increase from a ranking of 1 to 2. "MTSS defined and understood by staff" will increase from a ranking of 2 to 3.	<p>Assess first SAM focus area on December 2, 2021</p> <p>Assess second SAM focus area on May 5th, 2021</p>	<p>Review SAM scores with MTSS team and choose 2 focus areas</p> <p>Invite Emily Sutherland to do an MTSS overview with MTSS team</p> <p>Share MTSS work for 5-10 min. at each staff meeting</p> <p>Reassess progress on 1st SAM focus MOY</p> <p>Reassess progress on 2nd SAM focus at EOY</p>

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2021 - 2022

Achievement Gap Goal	Achievement Gap Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
By June 1, 2022, Wasatch students identified as economically disadvantaged will make a 10% increase in proficiency on district and state EOL assessments in both literacy and numeracy.	<p>On the RISE interim assessment, our 3-6 grade average proficiency will measure 50% or higher</p> <p>On the district interim assessments, our K-2 average proficiency will measure 38% or higher</p> <p>On EOY assessments, all grades will score 10% or more proficient compared to last year's EOY scores.</p>	<p>Use data in PLCs to identify students who scored below proficient on assessment measures from EOY testing last year and BOY testing for this year.</p> <p>Strategically choose 4 to 5 students per class and create focused action plans based on data and student strengths and weaknesses both academically and personally.</p> <p>Use diagnostic assessments to identify instructional needs.</p> <p>Incorporate strategies that will support our focus students into whole group and small group instr</p>

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**Student Success Plan**

Washington Elementary School

Plan last

November 19, 2021

**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

3-6/Literacy

2020-2021

The average ELA growth target projected for Washington 3-6 students is 4.26%. ELA RISE proficiency scores dropped from 43% proficiency in 2019 for grades 3-6 to 34% in 2021.

3-6/Numeracy

2020-2021

The average Math growth target projected for Washington 3-6 students is 6.46%. Math RISE proficiency scores dropped from 40% proficiency in 2019 for grades 3-6 to 22% in 2021.

K-6/SpEd

2020-2021

8% of SWDs scored proficient on RISE testing in 2019. Washington was designated a TSI school for SWD in 2018.

**GOALS**

<b>Literacy Goal</b>	<b>Literacy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>K-2 non-MLL students will make typical growth in early literacy skills as measured by Acadience.</p> <p>3-6 non-MLL students will make at least 4% percent growth as measured by the RISE ELA interim.</p> <p>K-2 MLL students will make above typical growth on the Acadience mid-year assessment.</p> <p>3-6 MLL students will make 8% growth on the RISE ELA interim.</p>	<p>The average ELA growth target projected for Washington 3-6 students is 4.26%. ELA RISE proficiency scores dropped from 43% proficiency in 2019 for grades 3-6 to 34% in 2021.</p>	<p>Teachers participated in reviewing our school data, via Power BI, and in teams created each of our Student Success Plan Goals. As a school we will review Acadience and RISE data in January to assess our progress and make the necessary adjustments. In weekly grade level PLCs, student data will be monitored and Tier 2 intervention groups identified.</p>
<b>Numeracy Goal</b>	<b>Numeracy Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
<p>Students in grades 3-6 will increase math proficiency from 22% to 42% as measured by the RISE assessment.</p>	<p>The average Math growth target projected for Washington 3-6 students is 6.46%. Math RISE proficiency scores dropped from 40% proficiency in 2019 for grades 3-6 to 22% in 2021.</p>	<p>Teachers participated in reviewing our school data, via Power BI, and in teams created each of our Student Success Plan Goals. As a school we will review Acadience and RISE data in January to assess our</p>

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**2021 - 2022**

progress and make the necessary adjustments. In weekly grade level PLCs, student data will be monitored and Tier 2 intervention groups identified.

<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
During the 2021-2022 school year, teachers will implement 3 student engagement strategies from the book, Making Thinking Visible, as measured by pre/post surveys.	Washington Elementary recognizes the importance of meeting our students' SEL needs. Teachers will support the district initiative of welcoming activities, student engagement, and optimistic closure with their classes on a daily basis.	At least one engagement strategy from the book will be shared with teachers on a monthly basis at faculty meeting. Teachers will either participate in the engagement strategy or present a strategy so that they have first-hand experience. At this time we have already covered a total of 8 different strategies with our teaching staff. A survey will be taken in January and April/May to determine what strategies teachers have implemented over the course of the school year.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Students with disabilities (SWD) will make 10% growth by EOY as measured by the RISE assessment.	SWDs at Washington continue to underperform compared to their peers based on common formative assessments, progress monitoring, and end of year assessments. 8% of SWDs scored proficient on RISE testing in 2019.	Gen Ed teachers will meet with SpEd teachers consistently to align instruction and to determine and share progress data. An emphasis will be placed on teacher SWDs specific strategies to decipher word problems to solve them accurately, support students in improving their knowledge and use of basic math facts, and teach specific math vocabulary in context.

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**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

82.7 % On grade level

Numeracy

2020-2021

2% increase on concept proficiency non-MLL (ACT/Aspire)  
5% increase on concept proficiency MLL (ACT/Aspire)

Culture/Climate

2020-2021

100% of student has 8 classes schedule for the 2021/2022 school year

Opportunity/Achievement Gap

2020-2021

Increase ACT concept pct proficient by 2% in all 4 areas by SY2023. Increase ACT concept pct proficient by 5% for MLLs in all 4 areas by SY2023.

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
All students will grow in literacy (measured by Lexile level) by 5% each year.	Reading Inventory	Literacy Days to administer the RI school wide for September, December, & May. Professional Development on August 16 and October 7 based on academic language and literacy instruction.
Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Increase ACT math concept pct proficient by 2% in all 4 areas by SY2023. Increase ACT Math concept pct proficient by 5% for MLLs in all 4 areas by SY2023.	ACT & Rise	In addition to the Academic Language and Literacy professional development (August 16 and Oct 5th), the math department, in collaboration with the math coach, will develop instructional strategies to intervene with specific core concepts identified in assessment data, and to apply academic language strategies into test preparation (command words) by October PLCs.

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**Student Success Plan**

West High School

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October 27, 2021

**2021 - 2022**

		Data and goal PLC placemats ready for instructional leaders and PLCs by Sept 14. ACT preparation classes for 11th grade students.
<b>Culture/Climate Goal</b>	<b>Culture/Climate Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
All student scheduled with 8 classes. (Juniors and Seniors are allowed scheduled home release, work release, or independent study in the library)	Power School Report on student schedules.	Announce new policy to students. Create procedure for parent/student/school contracts for home release, work release and independent study. Counselors work to fill all schedules by September 23. Grade level admin and counselor meeting to assure that students are scheduled. November student progress meetings between admin and counselors will also include schedule verification.
<b>Achievement Gap Goal</b>	<b>Achievement Gap Key Performance Indicators</b>	<b>List the specific actions steps that you will take to reach this goal.</b>
Increase ACT concept pct proficient by 2% in all 4 areas by SY2023. Increase ACT concept pct proficient by 5% for MLLs in all 4 areas by SY2023.	ACT & Rise Assessments	Academic Language and Literacy professional development (August 16 and Oct 5th) Data and goal PLC placemats ready for instructional leaders and PLCs by Sept 14. ACT preparation classes for 11th grade students.



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**Student Success Plan**

Whittier Elementary School

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**2021 - 2022****Data****Grade Level/Subject Area/Focus****Data Year****Data**

Literacy

2020-2021

Acadience, EOL, and RISE

Numeracy

2020-2021

EOL and RISE

Opportunity Gap

2020-2021

Acadience, EOL, RISE, WIDA, and district PowerBI school growth target

Culture/climate

2020-2021

Observations

**GOALS**

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Neighborhood: Increase the number of students at or above grade level by 11% from BOY to EOY as measured by the composite score on Acadience Reading or Lexile level on the Reading Inventory.</p> <p>ELP 4-6: Increase all students' lexile levels by 20 points as measured by the EOY Reading Inventory.</p>	<p>Acadience Reading benchmarks BOY, MOY, EOY</p> <p>Reading Inventory BOY, MOY, EOY</p> <p>80% of students will make positive growth along the growth trajectory to meet their year end goal.</p> <p>All teachers, except upper grade ELP, will complete units 1 and 2 in LETRS by Dec. 7th.</p> <p>By Dec. 19th, all lower grade students will have binders tracking their data. upper grade students will have a notebook containing their data tracking.</p>	<p>Neighborhood:</p> <p>k- para support and using the word wall</p> <p>1st: small group interventions with paras, PowerUp</p> <p>2nd: Phonics and WordWorks routines, sound boxes, and focus on yellow student growth</p> <p>3rd: para support for small group intervention and Lexia</p> <p>4th: learning parts of words, practicing syntax</p> <p>5th: students track their own data, DORF for progress monitoring</p> <p>6th: implement LETRS training on class</p> <p>ELP:</p> <p>K-2-</p> <p>3-6-DOK questions during class discussions; higher level text (Jr Great Books); look for</p>

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gaps in comprehension using Lexia; teach reading skills, teach material in chunks and check for understanding while doing so.

Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Neighborhood and ELP: K-2: Increase the number of students reaching proficiency at the end of the year by 5% as measured by Acadience Math assessment as compared to the beginning of the year data. 3-6: Increase the number of students reaching proficiency by 8% as measured by EOY RISE assessment in math compared to the previous years' EOY RISE data.</p>	<p>K-2-Acadience Math BOY, MOY, EOY 80% of students will make positive growth along the growth trajectory to meet their year end goal. 3-6-EOY RISE 3-6th grade will meet or exceed the average on all district math interims.</p>	<p>K-100 chart games with smartboard, writing dates on assignments, counting on games in acadience progress monitoring, domino games, playdough for creating shapes 1st-manipulatives, adapt lesson plans to meet students where they are in balance with pacing guides, fluency pages to progress monitor computation skills, use concept development to dig into "why" and students will have time to practice and process math concepts by spiraling 2nd-daily spiral math review and math review computation practice, different strategies to solve problems, modeled clear steps for math equations 3rd-frequently use vocabulary and create math word wall, test taking strategies (pacing, reading carefully) 4th-explicit instruction, supplement for additional practice, practice test taking skills, daily spiral, use of math vocab, differentiation 5th-2 days a week, DOK 2&amp;3, story problems before computation, online practice and data collection with math facts 6th-tier 2 instruction (exit tickets), iReady, starters, sprints, focusing on select yellow students to green</p>
Culture/Climate Goal	Culture/Climate Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
<p>Everyday from the the beginning of the school year to the end of the school year, as measured by weekly tracking, all teachers will implement daily welcoming routine of greeting everyone of their students by name as they walk into the building or into</p>	<p>Bi-weekly tracking will show consistent implementation of this goal.</p>	<p>All teachers will: -learn students' names -come outside to pickup classes -come to school on time to greet students -greetings will be authentic to meet the needs of individual students</p>

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## Student Success Plan

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2021 - 2022

their classroom, to promote an affective domain and help students feel welcome and ready for the school day.

Achievement Gap Goal	Achievement Gap Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
The percentage of our TSI focus students (MLLs, Economically disadvantaged, Hispanic population, and SWD) scoring proficient or higher in ELA and Math will increase by 8% by May 2022 as measured by Acadience Math, RI and Acadience Reading.	TSI focus students (MLLs, Economically disadvantaged, Hispanic population, and SWD) will improve by mid-year on RI or Acadience Reading/math by 4%. Teachers will identify TSI students, who performing below proficient in their classroom, by name by November 27th. Administration will hold teachers accountable for students from within the TSI status categories at PLCs.	TSI focus students will start with: targeted small group intervention, schoolwide LETRS training, consistent weekly PLC meetings that are data driven where teachers will determine course of action to increase growth with the help of academic coaches.