

VIEWMONT ELEMENTARY School Improvement Student Success Plan 2024-2025

School Name: Viewmont Elementary

School Year: 2024-2025

School LAND Trust Allocated Amount \$ 77,159.81

Teacher Student Success Allocated Amount \$ 90,867

Early Literacy Budget \$ 38,867

GOAL #1

Goal
Grades K-6: By the end of the 2024-2025 year, at least 65% or more students in each grade level will make typical or better growth as measured by Acadience Reading Pathways of Progress.
Academic Areas
English Language Arts (ELA)
Measurements
Acadience Reading Pathways of Progress
Action Plan Steps
<ol style="list-style-type: none"><i>A master schedule will be created to include Tier II Intervention time built into the schedule 4 days a week (except on early-release Wednesday).</i><ol style="list-style-type: none">Teachers will work alongside trained paraprofessionals who push into classrooms during this time. Students receive either intervention or extension opportunities. This paraeducator support will be provided through a combination of funds from the Early Literacy Budget, Land Trust funds, and TSSA funds.Targeted Reading Groups will take place in grades K-3. Reading Paraeducators also help with reading screeners and other reading assessments, providing 95% Group Interventions (Phonics or PA), RFAL, etc.<i>Each grade level teacher, BTSALP teacher, & Special Educator (Mild, Mod, & ESN) will have opportunities to dive into student ELA data while</i>

continuing to hone their curriculum alignment to Core Standards & defined Essential Standards.

3. **Teachers, along with the Academic Coach and Principal, will meet for 35 minutes in grade-level PLCs weekly to discuss classroom data** (e.g. Progress Monitoring, Exit Tickets, Benchmark Data, 95% Group, Classroom Assessments, Attendance Data, etc.), discuss progress toward Essential Standards, growth and/or concerns regarding students, place a focus on the analysis of high-risk students, and refining Learning Targets and develop Common Formative Assessments. The Special Education liaison for the grade level will join the grade-level PLCs *at least* bi-monthly.
4. **Progress Monitoring:** Teachers have time built into their specialist rotations to progress monitor students on the Acadience Reading measures. The teachers on the grade level team, the Special Education liaison, the Principal, and the Academic Coach will use the data to determine how students respond to Tier 1 instruction as well as to targeted reading interventions. This data will allow the team to discuss and modify instruction as needed to facilitate student growth.
5. **Continued use of Lexia (K-5) and Power Up (Grade 6)** for student growth and academic achievement. This recognition will not exceed \$2 per student. These tools support students at their level and provide additional support, reteaching, and growth opportunities for all learners.
6. **Needed reading intervention materials and supplies will be purchased** to replace materials that have worn out, are out-of-date with the current version, or that will be new materials for both students and para educators to use during the introduction of content as well as during interventions. These will supplement both Tier 1 and Tier 2 instruction.
7. **Viewmont's Leadership Team will meet regularly** to determine progress toward our identified school goals and what, if necessary, needs to be adjusted to meet them.
8. **Learning Targets (LTs)/Opportunities to Respond (OTRs)/Depth of Knowledge (DOK):** Teachers will continue to refine their skills and develop, plan, and use LTs, OTRs, & DOK in all classrooms to contribute to student success and growth.
9. **Academic Coaching.** Teachers will work with the Academic Coach in response to teacher requests, classroom observations, provisional teacher support, and initiatives presented by MCSD. This work will involve individual teacher planning, coaching cycles, Professional Learning, observations, etc. Ongoing focus areas may include but are not limited to DOK, Learning Targets, student engagement through OTRs, and technology integration.
10. **The Principal will provide ongoing observations and feedback to teachers.**
11. **Support Software will be purchased for students in grades 3-6 to extend their learning or to practice skills and reteach material** (e.g. IXL)

Category	Action	Funding Amount	Funding Source
Salaries & Employee Benefits	Provide Targeted Reading Interventions for students K-6.	\$37,179 <i>(estimated amount)</i>	Early Literacy Budget
Salaries & Employee Benefits	Provide Targeted Reading Interventions for students K-6.	\$36,977.81	Land Trust
Salaries & Employee Benefits	Provide Targeted Reading Interventions for students K-6.	\$15,167	TSSA
Salaries & Employee Benefits	Data dive days with grade level teams, Academic Coach, and Principal to examine ELA data, determine trends and needs, and identify next steps with student instruction, interventions, etc.	\$1600	Land Trust
Supplies	Purchase needed reading intervention materials and supplies. Each year we need to replace materials that have worn out, are out-of-date with the current version, or are new materials for both students and para educators to use during intervention times.	\$500	Land Trust
Supplies	Student recognition for growth, academic, achievement, etc. Not to exceed \$2/student.	\$832	Land Trust
Technology - Software	Purchase of ELA Support Software for students to extend their learning - e.g. IXL.	\$2000	Land Trust

GOAL #2

Goal
Grades K-6: By the end of the 2024-2025 year, at least 70% or more students in each grade level will make typical or better growth as measured by Acadience Math Assessment (Pathways of Progress).
Academic Areas

Mathematics

Measurements

Acadience Math Assessment

Action Plan Steps

1. ***A master schedule will be created to provide targeted Math Tier II Interventions and extensions built into the schedule 4 days a week (except on early-release Wednesday).***
 - a. Teachers work alongside trained paraprofessionals who will either push into classrooms or pull out students for small-groups.
 - b. Paraprofessionals also help in administering and collecting progress data toward the identified skills. Each year we need to replace materials that have worn out or are outdated with current versions, or new materials for both students and para educators to use during their intervention times.
2. ***Teachers, along with the Academic Coach and Principal, will meet for 35 minutes in grade-level PLCs weekly to discuss classroom data (e.g. Math Progress Monitoring, Exit Tickets, Benchmark Data, Classroom Assessments, Attendance Data, etc.), discuss progress toward Essential Standards, growth and/or concerns regarding students, place a focus on the analysis of high-risk students, and refining Learning Targets and develop Common Formative Assessments. The Special Education liaison for the grade level will join the grade-level PLCs at least bi-monthly.***
3. ***Each grade level teacher and Special Educator (Mild, Mod, & ESN) will have opportunities to dive student Math data*** and continue curriculum alignment to Core Standards and defined Essential Standards.
4. ***Progress Monitoring:*** Teachers have time built into their specialist rotations to Progress Monitor students on the Acadience Math measures. The teachers on the grade level team, the Special Education liaison, the Principal, and the Academic Coach use the data to determine how students respond to Tier 1 instruction and targeted Math interventions. This data allows the team to discuss and modify instruction as needed to facilitate student growth.
5. ***Purchase of Math Intervention Materials and Math Supplies & Manipulatives.*** Needed Math intervention materials and supplies will be purchased to replace those materials that have worn out, are out-of-date, or that will be new for both students and para educators to use during both introduction of content as well as during interventions. These will supplement both Tier 1 and Tier 2 instruction.

6. ***Continued use of Zearn.*** Grades K-6.
7. ***The School's Leadership Team will meet regularly*** to determine progress toward our identified school goals and what, if needed, needs to be adjusted to meet them.
8. ***Learning Targets (LTs)/Opportunities to Respond (OTRs)/Depth of Knowledge (DOK):*** Teachers will continue to refine their skills and develop, plan, and use LTs, OTRs, & DOK in all classrooms to contribute to student success and growth.
9. ***Academic/Instructional Coaching.*** Teachers will work with the Academic/Instructional Coach in response to teacher requests, classroom observations, provisional teacher support, and initiatives presented by MCSD. This work will involve individual teacher planning, coaching cycles, PD, observations, etc. Ongoing focus areas may include but will not be limited to DOK, LTs, student engagement through OTRs, and technology integration.
10. ***The Principal will provide ongoing observations and feedback to teachers regularly.***
11. ***Support Software will be purchased for students in grades 3-6 to extend their learning or to practice skills and reteach material (e.g. purchase Math & Science IXL).***

Category	Action	Funding Amount	Funding Source
Salaries & Employee Benefits	Provide Targeted Math Interventions & Extensions for students K-6.	\$27,350	Land Trust
Salaries & Employee Benefits	Paraprofessional support to assist with instruction and help to provide Tier 2 support in Math.	\$17,500	TSSA
Salaries & Employee Benefits	Data dive days with grade level teams, Academic Coach, and Principal to examine Math data, determine trends and needs, and identify next steps with student instruction, interventions, etc.	\$3200	Land Trust
Supplies	Needed Math intervention materials and supplies. Each year we need to replace materials that have worn out or are new materials for both students and paraeducators to use during intervention times.	\$500	Land Trust
Technology - Software	Purchase of Math Support Software for students to extend their learning - e.g. IXL.	\$2000	Land

			Trust
Technology Related Hardware	Purchase of technology items such as projectors, headphones, Screen Beams, document cameras, etc.	\$2200	Land Trust
Salaries & Employee Benefits (\$1500) AND Supplies (\$200)	BLT to participate in a deep data dive & retreat (ELA, Math, Attendance, & Behavior)	\$1700	TSSA

GOAL #3

Goal
Viewmont will continue to decrease the number of incident referrals, in a typical school year, by 15% and to increase instructional time by continued implementation of the Second Step curriculum, encouraging safe, fair play while outside, through the use of student advocates, a schoolwide PBIS program, and the use of Restorative Practices at Viewmont.
Academic Areas
ELA and Math
Measurements
Viewmont will use the following to help measure progress toward the goal: <ul style="list-style-type: none"> • The number of incident forms completed and categorized as Tier 1, Tier 2, and Tier 3. • The number of students showing behavioral growth due to working with a Student Advocate <i>(as a part of the Check-In/Check-Out program, other small group, or 1:1 work)</i>. • The number of students successfully participating in social skills groups led primarily by the school Social Worker with some other groups led by the Student Advocates • The number of students on a behavior contract <u>or</u> LEVEL System. • The number of positive referrals submitted to the principal <i>(e.g. the Book of Good Deeds, positive calls home, postcards mailed home, etc.)</i> • PBIS program supported by PTA and staff (ex: Eagle Tickets).
Action Plan Steps

1. Viewmont will continue its work with teachers implementing the Second Step curriculum lessons in the classrooms and staff helping to reinforce the strategies taught.
2. Viewmont will continue its work with the school Social Worker & Student Advocates to help with students exhibiting Tier 2 and Tier 3 Behaviors.
3. Viewmont will continue its use of a schoolwide PBIS program
4. Viewmont will also continue its work in helping to provide an environment of inclusion while also teaching students to have fun, play fair, and utilize conflict resolution strategies when disagreements arise.
5. Viewmont's SST will meet weekly to discuss student academic, attendance, and/or behavior concerns as well as to identify strategies to help derive successful behaviors and growth.
6. The Student Advocates will set up Check-In/Check-Out protocols for students in need as determined based on student data, SST, and recommendations from the principal, teachers, and/or the social worker.
7. Viewmont's Student Advocates will help support students who need support by leading programs such as Kimochis, Marvelous Me, Peekapak, Bully Blockers, etc., and reinforce the strategies taught in these programs.
8. TSSA funds will be used to hire a staff member to supervise students outside before school begins. This individual will also help students participate in safe, fair play and in using conflict resolution strategies. This position will help to alleviate the number of behavior incidents a teacher must mitigate in her/his classroom.
9. Viewmont will continue to broaden its implementation of Restorative Practice led by the Social Worker.

Category	Action	Funding Amount	Funding Source
Salaries & Employee Benefits	Student Advocates will be employed to support students with Tier 2 & Tier 3 Behaviors, role-model conflict resolution skills, support Second Step skills, collect behavior observation data as needed, facilitate check-in and check-out protocols, teach curricula such as Kimochi, Marvelous Me, Peekapak, Bully Blockers, etc. as needed, be contributing members of the School Support Team, monitor acceptable cafeteria, recess, and hallway behaviors, etc.	\$48,000	TSSA

Salaries & Employee Benefits	An individual will be employed to support before-school supervision and during lunch recess in an attempt to promote safe, fair play and to assist in the reduction of potential conflict.	\$8500	TSSA
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Total Projected Expenditures for 2024-2025 School Year

\$ 77,159.81 – School LAND Trust

\$ 90,867 – Teacher Student Success Allocated Amount

\$37,179 – Early Literacy Budget (**estimated amount*)