2025-2026 CIP-Needs Assessment - Elk Run Elementary

Staff Talent Development:

Talent Development Reflection

Recruitment and Retention:

What was the school's **turnover rate** for the 2024-2025 school year?:

In 2024-2025 we were in an unusual situation with a much lower population projection than ever before, this meant that we would lose a significant number of teachers. Four 6th grade teachers all left for other positions in the district, one teacher retired, one teacher was surplussed to another Granite school but ultimately changed districts to be closer to her home where she could teach kindergarten. One SPED teacher resigned. We will be starting the school year with only 1 teacher who is new to our school!

Professional Learning:

What **professional learning** took place in 2024-2025?

We were able to partner with the Literacy department to create PL for our teachers using UFLI and HMH. The focus was on "Using evidence based strategies to teach the standards using the district provided curriculum". We also provided PL on how to stop bleeding, and on Visible Learning and what things truly influence student achievement. We also gave a truncated PL on backward design that was done by our coaches. There was NOT enough time to dive into HOW to design with standards in mind so it was not effective.

Why was this **professional learning** given?

This professional learning was designed in response to our reading data. We need support teaching Tier I ELA. Additionally we needed to focus on what strategies make a difference when we are instructing students, so a focus on how to teach using high-impact strategies was critical.

How do you know that this **professional learning** was impactful?

These events were determined after attending the "PL" given on our new program at the beginning of the year. Teachers were given a brief overview on how to use the HMH website, but no guidance on how to teach the program. The evidence I have that the PL was impactful came from sitting in on my Kindergarten PLC the week of their training. They were discussing their instruction and what they learned from the PL. It was such an impactful PLC meeting. Unfortunately, PL was slow to roll-out because it had to be designed for each grade level and that took time. We did not actually start designing it until November of 2024. While the learning opportunity was well-received, I don't think it had enough of an impact to make a difference this year. As a result, I have been carefully designing my principal-directed PL time for the coming school year with these factors in mind.

Where is your school headed into 2025-2026 in building on your **professional learning** plan?

2025-2026 CIP-Needs Assessment - Elk Run Elementary

We will “workshop” professional learning making each event an active workshop where we address effective planning of teaching the standards in evidence-based ways using district provided curriculum

We will do this by:

- Teaching how to identify the standard(s) to be taught in each of the ELA content areas
    - Foundational Skills
        - Phonological Awareness
        - Phonics
        - Spelling/Dictation
        - Word Reading
        - Decodable text
        - Fluency
    - Comprehension
        - Core text
        - Knowledge Building
        - Vocabulary
    - Writing
        - Foundational Writing
            - handwriting, spelling, punctuation, sentence organization
        - Composition
            - writing process, text structure/genre
    - Tier I supplemental instruction
        - Phonemic awareness
        - Decoding
        - Fluency
        - Vocabulary
        - Comprehension
- Use a “value-added” approach that encompasses the need to work with the literacy coach and how to use the results of the instruction to guide PLC meetings
- Focus on Tier I instruction, planning, and evidence-based practices
- Teach how to use the following in conjunction with their adopted curriculum
    - Curriculum maps
    - Pacing guides
    - Assessment tools
- Leveraging our Master Schedule to provide time for EACH component of ELA Tier I instruction as guided by the USBOE to ensure each component of literacy is taught for the times prescribed for success.

2025-2026 CIP-Needs Assessment - Elk Run Elementary

Evaluating Tiers of Interventions

<table>
<tr><td>Academic Tier I School Strengths:</td><td>Behavioral Tier I Supports:</td></tr>
<tr><td>Strengths:

● Implementation of UFLI with fidelity resulted in marked growth in student ability
● Teachers used HMH trainings to learn the new program
● Teachers are collaborating more effectively
● Teachers are collectively supportive of one another which supports Tier I</td><td>Strengths:

● We implemented Herd Huddle, an opportunity to gather the students together in grade bands to discuss PBIS areas. We taught whole-school behavior strategies and recognized students for their work in the Graduate of Granite standards, it was such a success.
● We had a full time SSW who taught SEL lessons in nearly all classes on a weekly basis. This was so successful! We taught kindness, KYHFOOTY, anti-bullying, the importance of attendance, and many other topics, some more than once.
● We utilized Elliot tickets for desired behaviors and had the Elliot store as well for students to get little rewards. Teachers had access to the Elliot store during their own time block each week for students to spend their tickets.</td></tr>
<tr><td colspan="2">What are priority areas for improvement in your Tier I (whole school) Systems of Support?

A priority is Tier I instruction support by providing effective PL that will support teachers in using evidence-based strategies to teach the standards using the district-provided curriculum.</td></tr>
<tr><td>Academic Tier II Supports:
How do content PLCs and/or grade level teams support students who need additional academic support?
● Data from ALO is used to identify students to assess for intervention groups
● State-approved resources are used for interventions
● Progress monitoring our students as required by the state
● Intervention data is utilized in SST to determine next steps for students
● Our master schedule provides consistent time</td><td>Behavioral Tier II Supports:
How do content PLCs and/or grade level teams support students who need additional behavioral support?
● Teachers are proactive at taking contract data to identify areas where students need support.
● SSW and Psych and BHAs are very supportive with students and teachers
● We have utilized district support with critical behaviors and we understand the process of getting students needed support</td></tr>
</table>

<table>
<tr><td>for Tier II instruction across grade levels that never infringes on Tier I time.</td><td></td></tr>
<tr><td colspan="2">What are priority areas for improvement in your Tier II (group) Systems of Support?

Our Student Support Team could use additional training on their roles and responsibilities. The staff as a whole needs additional training on the SST process, particularly with behavior support and processes.</td></tr>
<tr><td>Academic Tier III Supports:
What are some systems or practices working especially well in providing Tier III academic support?
Our SST team is very good at tracking and monitoring data and then interfacing with the SPED team to make referrals as appropriate.
Our SPED team is highly effective at providing Tier III support and intervention for students. They are able to identify and provide instruction that works for their students, and students make adequate progress toward their goals!</td><td>Behavioral Tier III Supports:
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Our SPED team is highly effective at providing Tier III support and intervention for students. They are able to identify and provide instruction that works for their students, and students make adequate progress toward their goals!</td></tr>
<tr><td colspan="2">What district or other supports are needed in improving your Tier III (individual) Systems of Support?

We will need support for our new SPED teacher.</td></tr>
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2025-2026 CIP-Needs Assessment - Elk Run Elementary

Review of Student Achievement Data:

Student Achievement Reflection

What **strengths** stood out while reviewing student levels of academic achievement?

- Kindergarten made great gains in ALO math and reading
- First grade had gains in ALO literacy and math
- Fourth grade had promising results on their RISE math results
- There are definite stand-out teachers with EOY results that we can leverage to increase collective teacher efficacy
- Significant score change on WIDA in the following areas: Composite, from 21 to 29; Listening from 17 to 36; Speaking from 7 to 30; Writing from 21 to 30

What are areas of school "**critical academic need**?"

- Collective teacher efficacy
- PLC focus on standards
- Professional Learning
- Attendance
- Office Referrals

2025-2026 CIP-Needs Assessment - Elk Run Elementary

Reflection on use of TSSA funds:

Financial Reflection and Preview

How is your school utilizing TSSA funds this school year (2024-2025)?

- Funded a parent liaison to support our ML families
- Funded after school professional learning opportunities for teachers
- Funded family engagement night stipends for teachers
- Funded instructional para educators
- Funded supplies for instruction
- Funded recess support

List your TSSA expenses for 2024-2025 (this current school year) here, noting which goal each expense supports.

- Academic Action Step 3b Parent Liaison 22,000
- Academic Action Step 1a PL for teachers 5,250
- Academic Action Step 3a Family engagement stipends for teachers 1,750
- Academic Action Step 3b and SSD Action Step 1b Playground Paraeducator Para educators 7,951
- Academic Action Step 1a Supplies for instruction 1,044

Lastly, how are TSSA funds influencing the school's current level of success?

- TSSA funds allowed us to provide Professional Learning opportunities for our teachers this year. Without these funds, we would not have been able to provide a stipend for attending which helped us get over 90% of our teachers to participate in the opportunities.
- TSSA funds provided a way to open a community center run by our Parent Liaison. The involvement in the school from the center was impactful to the community and the school! It was a very positive experience for all involved.
- TSSA funds helped pay for para educators to support with instruction and SEL needs at recess.
- TSSA funds helped pay for family engagement activities to support math and literacy.