

2022-2023 Continual Improvement Plan - Driggs

Reflection on School Achievement Data:

What strengths stood out while reviewing student levels of achievement?

Driggs students performed extremely well during the 2020-2021 school year. Our summative RISE score averages for ELA, Math, and Science were at their highest or the highest they have been since 2014 (where we have data to go back to) Our 20-21 school year K-3 and K-5 POP scores for Acadience reading were the highest in Granite School District. Our 4th grade team had the highest RISE scores they have had in all areas. The preliminary Rise scores for the 2021-2022 school year are the highest average they have been since we have records back to 2014. The progress in POP scores from MOY 2021-2022 to EOY 2021-2022 was tremendous- an average of 19.5% increase.

What are areas of school “critical academic need”?

Our current lowest area of achievement is ELA when we look at summative assessments. We would like to see more growth in our Resource students.

Based on this initial review of data, what are some *initial* ideas for needed school wide academic goals?

Our school wide goals are to increase student proficiency levels on RISE and GSD benchmarks by 1% or more in the coming year. Our second goal is to improve the number of students achieving their Pathways of Progress (POP) goals by 1% or more in the coming year.

School Goals:

1-Academic Learning Goals	2-Social Skills and Dispositions Goals	3-Talent Development Goals
1a. The number of students reaching their Pathways of Progress goal on Acadience reading will increase by 1% over the previous year.	2a. Tier one social social emotional learning skills and mindfulness will be taught schoolwide K-5 using the Mind-up and Second Step curriculum. At the end of the 2022-2023 school year, there will be a 15% reduction in the overall number of office disciplinary referrals compared to the number that occurred during the 2021-2022 school year.	3a. By the end of the 2022-2023 school year, teachers will improve their Learning Environment by a teacher average of .5 points measured by comparing their Fall Observation Domain III score with their Spring Observation Domain III score. Teachers will implement highly effective strategies using Active Student Engagement. Feedback will be shared with teachers and Professional development provided.
1b. The number of students reaching proficient levels in ELA, Math and Science on RISE and GSD Benchmarks will increase by 1% over the previous year.		

Strategies:

Academic Learning Strategy #1	If paraprofessionals are hired, trained, and assigned to facilitate interventions with students, this will enhance the classroom	This strategy primarily supports the following <i>Academic Learning</i> goals: 1a and 1b	This strategy also supports the following <i>SSD</i> goals: Tier one social emotional learning skills and	This strategy also supports the following <i>Talent Development</i> goals:
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	instruction (ex: phonemic awareness, phonics, fluency, comprehension, and vocabulary) and increase students' ability to perform well on assessments.		mindfulness will be taught schoolwide K-5 using the Mind-up and Second Step curriculum. This will result in a school wide decrease in office referrals using Educator Handbook data. This supports this goal by increasing student access to written materials.	Teachers will implement highly effective strategies using Active Student Engagement. Feedback will be shared with teachers and Professional development provided. This supports this goal by increasing student access to written materials.
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Academic Learning Strategy #2	If we facilitate a school Coding club, STEM club, and Garden Club, then students will receive the enrichment needed to be proficient on core standards.	This strategy primarily supports the following <i>Academic</i> goals: 1a	This strategy also supports the following <i>SSD</i> goals: 2a	This strategy also supports the following <i>Talent Development</i> goals: 3a
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Academic Learning Strategy #3	Begin to eliminate learning loss from the COVID-19 pandemic. Summer school from Monday through Thursdays in small groups for 1 hour time blocks between 9AM and 1PM. Targeted intervention work on reading and math skills.	This strategy primarily supports the following <i>Academic</i> goals: 1a	This strategy also supports the following <i>SSD</i> goals: 2a	This strategy also supports the following <i>Talent Development</i> goals: 3a
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School Behavioral Plan	<p>To accomplish our school's SSD goals above, we annually create a School Behavior Plan that outlines schoolwide positive behavior expectations for students, outline our school's bully prevention, suicide prevention, and substance abuse prevention initiatives, summarize tiered student interventions, and outline our plan to communicate these efforts.</p> <p>The link to your current School Behavior Plan is here.</p>			
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Social Skills and Dispositions Strategy #1	Driggs has identified more students this past year 20-21 that show signs of anxiety, depression, and need social-emotional support. To address these students' needs Mindfulness will be taught bi-weekly to all students. The Mind-up and second step programs will be	This strategy primarily supports the following <i>SSD</i> goals: 1a and 1b	This strategy also supports the following <i>Academic Learning</i> goals: 2a	This strategy also supports the following <i>Talent Development</i> goals: 3a
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	used for program curriculum taught by a full time social worker.			
Social Skills and Dispositions Strategy #2	Implement Mindfulness/ Breathe 4 Change Club before and after school	This strategy primarily supports the following SSD goals: 1a and 1b	This strategy also supports the following <i>Academic Learning</i> goals: 2a	This strategy also supports the following <i>Talent Development</i> goals: 3a
Talent Development Strategy #1	Create extra PLC times during “data days” to help bring teachers teams closer together using data.	This strategy primarily supports the following <i>Talent Development</i> Goals: 1a and 1b	This strategy also supports the following <i>Academic Learning</i> goals: 2a	This strategy also supports the following <i>SSD</i> goals: 3a
Talent Development Strategy #2	Provide teachers with feedback and coaching on their use of Active Student engagement strategies	This strategy primarily supports the following <i>Talent Development</i> Goals: 1a	This strategy also supports the following <i>Academic Learning</i> goals: 2a	This strategy also supports the following <i>SSD</i> goals: 3a

Reflecting on Success:

LAND
Trust
Reflection:

<p>Did your school reach its goals?</p> <ul style="list-style-type: none"> • Our school met its 2021-2022 LAND Trust goals in our RISE scores increasing our school averages by 1% in ELA, Math, and Science. • Our school made progress in our Pathways of Progress data from our extremely low middle of the year data. Many of our grade levels scored between 50-65% on their Middle of the Year scores, our End of Year scores were above 80% for both K-3 and K-5. <p>How did LAND Trust funding help address the critical academic needs of students?</p> <p>Land Trust Funding allowed us to fund a team of paraprofessionals to intervene with students across K-5 grades in reading. It also allowed us to pay teachers for time outside of contract hours to plan for student instruction in relation to the Utah core standards.</p>
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TSSA
Reflection

<p><i>Read: TSSA law requires that schools reflect on their academic achievement and reflect on the ways that their TSSA funding contributed to overall academic success.</i></p> <p>How did TSSA funding contribute to the academic success at your school?</p> <p>TSSA funding allowed us to hire an extra .5 FTE of Kindergarten. This allowed us to add an additional half day class of kindergarten reducing class sizes from 28-30 students down to 20-25 students. This allowed for additional small groups and one on one time across four classrooms. Our kindergarten Pathways of Progress scores were the highest End of Year scores we have had yet!</p>
