2024-2025 CIP-Needs Assessment - Bridger Elementary

Staff Talent Development

Talent Development Reflection

Recruitment and Retention:
Describe the **school's recruitment and retention** efforts, highlighting successes and/or challenges:

Jim Bridger Success:

- Jenna Throop mentored Cassie Green, Elizabeth Morin (BTS), and Emma Hutchins
- The percentage of teachers with professional licenses increased and the total years of service increased in 20-21 to 14 years of service.
  In 2016-2017 there were 8 teachers with Master's degrees, however in 2020-2021 there were 11 teachers with Master's degrees
- The number of provisional teachers decreased from 2017-2018 from 7 provisional teachers to 2020-2021 to 1 provisional teacher
- University of Utah, UITE Utah Institute for Teacher Education, student teachers have been placed at Bridger for several consecutive years.
- Substitute fail-to-fill data: We used our paraeducators to fill this need

Professional Learning:
Describe the **school's professional learning**, highlighting successes and/or challenges:

Success:

- Committees developed professional development within the Academic, Behavior, and Leadership Team
- iReady Professional development math. Teachers participated in a series of 4-5 trainings with I Ready trainers with follow up assignments and coaching cycles. Most teachers also participated in the USBE Math STEM grant during the 2023-2024 school year.
- LETRS training for teacher who had not completed, completed and Special Ed teachers to meet literacy goals
- 3-5 grades worked on Writing, Math and Science lessons to meet RISE goals
- Paraprofessional training for literacy,math and professionalism
- Tuesday PLCs were designed to help grade level teams focus on academic growth by using data and formative assessments. All grade level teams were required to fill out a PLC agenda that was housed on the Bridger shared drive.
- All teachers were given 6 hours in May to work with their grade level team to discuss the new Utah State ELA core standards and how it will relate to the new ELA curriculum for next year. Teachers started planning their ELA blocks based on the new Utah ELA core standards. Our coaches helped support teachers during this ELA planning time. We also have a Google drive with all PLC and school wide data that is available for all teachers.

Evaluating Tiers of Interventions

Academic Tier I School Strengths:	Behavioral Tier I Strengths:

2024-2025 CIP-Needs Assessment - Bridger Elementary

Strengths: ELA: Teachers used 2 days in May to meet as grade level teams to analyze the new Utah ELA core curriculum. They also worked to coordinate the NEW ELA program with the new UTAH ELA core curriculum. All students use student tracking books to track mastery of core concepts and other academic tasks. ELA Rise scores from 2023 to 2024 went up

Math: we have focused on math for the past three years as a school wide focus. We have worked diligently with I READY trainers to increase the teacher's knowledge of teaching mathematics. Most teachers participated in the Utah STEM math grant to improve mathematics teaching in all grade level classrooms.

Jim Bridger's Tier One Systems of Support provide access to grade-level standards to all students by first exposing all students to grade level curriculum during whole group instruction. Teachers will provide differentiated curriculum and instruction for all students. Depending on student needs, teachers will provide accommodations for special education students to better help them access the curriculum. Teachers will also provide enrichment opportunities for Gifted and Talented students to go beyond the basic curriculum. Multilingual learners will have access to all grade level Tier I while receiving targeted language support. Bridger's school wide

Strengths:

First of year: teachers teach and review PBIS school wide expectations to students. Teachers take students on a "walking field trip" to the different parts of the school to teach and reinforce PBIS school wide expectations. Bridger has an updated decision tree and behavior matrix that is shared with all teachers and staff members.

Jim Bridger also engages a number of school-wide PBIS initiatives to incentivize all students at a Tier One level. Teachers distribute Bridger Loot to students who engage in school-wide expectations that can be exchanged for rewards. All students have the opportunity to participate in the 200 Club and Student of the Month rewards as well. PBIS has helped our students be successful in the classroom and common areas. We have had a decrease in student office referrals over the past few years. We have also continued to work on student attendance with home visits and offering incentives to students who increase their school attendance rate. In addition, teachers meet with the SST team for students who need additional behavior support. The student's behavior plans are well thought out and supported with our classroom teachers, BHA, social worker, and school psychologist.

What are the priority areas for improvement in your Tier I Systems of Support?

Main priority for Tier I Systems of support is to focus on the new ELA curriculum that has been adopted by GSD and the new ELA curriculum HMH. Teachers have attended two trainings in May and will continue to attend more ELA trainings in August and throughout the 2024-2025 school year.

Our priority areas of improvement for our Tier 1 instruction include going deeper on the ELA standards to ensure that our language arts instruction includes a vocabulary protocol and targeted comprehension instruction and strategies.

Academic Tier II Supports: How do content PLCs and/or grade level teams support students who need additional academic support?

At Jim Bridger, the SST process is going especially well. Teachers identify student proficiency levels with benchmark data and refer at-risk students to SST. Teachers meet with the SST to review student progress and develop targeted interventions to address academic and behavioral concerns. Following 4-6 weeks of daily intervention implementation, teachers then meet with

Behavioral Tier II Supports: How do content PLCs and/or grade level teams support students who need additional behavioral support?

The systems working especially well in providing Tier 2 behavioral support include:

- The SST process where teachers refer students with behavioral needs. The team identifies and writes a behavioral plan. The students check-in each day with the BHA, social worker or school psychologist. The data is tracked and the plans are

the SST to review progress. If the student is making progress, the team will either create new goals or areas to target or release the student from Tier Two support. If the student is not making adequate progress, the team will generate another intervention. Following two rounds of unsuccessful interventions, the SST will refer the student to the SpEd team for review. The SST has been successful this year in that fewer students are being referred to the SpEd team and instead making sufficient progress in Tier Two interventions.

- School wide schedule for protected Tier 2 math and reading intervention time with additional aide support.
- Trained paraprofessionals for differentiated small group instruction for both reading and math
- Scheduled ongoing PLC data meetings to adjust instruction and student groupings.
- Research and evidence based curriculum materials.
- Timely diagnostics to identify a student's academic needs.
- Scheduled and targeted progress monitoring for all students on reading and math with clear communication between aides and teachers

reviewed every 4-6 weeks to determine success rates. If the student is making progress, the team will either create new behavior goals or areas to target or release the student from Tier 2 behavior support. If the student is not making adequate behavior progress, the team will generate another behavior intervention. Following two rounds of unsuccessful behavior interventions, the SST will refer the student to the SPED team for review.

- We have also used visual schedules and social stories to help students be successful in the regular classroom.

What are priority areas for improvement in your Tier II Systems of Support

An area for improvement:

- Connecting families and schools together to support students' academic and behavioral growth.
- We have implemented a Family Center at Jim Bridger this year to help parents support their students' behavior and academic growth. We will be teaching parents how to help students with homework and other school projects. We also provided ESL classes for parents.
- Science of reading supports and materials are still needed and slowly being implemented. We implemented the 95% reading intervention program this year.

Academic Tier III Supports: What are some systems or practices working especially well in providing Tier III academic support?

Due to the diverse academic needs of students in Tier Three at Jim Bridger, we will address the two populations of students with the resource team and multilingual learners aids. The resource team was very collaborative during the school year to work with students to target academic and behavioral needs. We meet weekly to discuss students recently referred for the reevaluation and IEP dates. This resource team addressed the math and ELA needs at the same time as all students' small intervention to avoid missing Tier I instruction in general

Behavioral Tier III Supports: What are some systems or practices working especially well in providing Tier III behavioral support?

The Tier III team at Jim Bridger works well collaboratively to create targeted behavior interventions for students. This collaboration among the behavior team support was targeted to address the various needs of students, and conduct functional behavior analysis plans to be carried out and completed by school personnel to address the individual needs. The collaboration among school personnel and behavior intervention plans are communicated, shared and carried out.

education classrooms while seamlessly addressing their intervention needs. The teachers did not strictly divide the teaching load based on grade level, but instead based on student performance, which worked well. Our Resource teachers completed the LETRS training to improve their literacy instruction. Additionally, the resource team attended all the iReady math professional development to help implement our new math curriculum to address academic needs. Multilingual learners targeted language development was provided within a small group setting.	

Review of Student Achievement Data:

Student Achievement Reflection

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

Strengths that stand out:

- TSI, we exited our ELL students from TSI during the 2021-2022 school year.
- RIse growth of SWD increased by 3% from the 2022-2023 school year.
- Math Acadience data shows that all grade levels except K and 2nd had above 70% POP scores on the MOY assessment for the 2023-2024 school year.
- Reading Acadience data increased by 15% proficiency from BOY to EOY during the 2023-2024 school year.
- SGP on RISE Math for grades 3-5 went up 28.9 5% over time for 2 years.
- K-3 Acadience Reading Early Literacy we increased 9% on POP and we increased 5.2% over time on benchmark assessments. (longitudinally)
- School wide POP Reading K-5 all grades was 59% at MOY during the 2023-2024 school year.
- School wide POP Math K-5 our school met and exceeded the state goal of 60% MOY 2021-22 to 2023-24 school year with a score of 69%.
- Math Acadience Benchmark increased by 17% from BOY to EOY during the 2023-2024 school year. Percent over time change is 36.5% over a 3 year time period.
- Growth of our students who are identified as the lowest 25% went up by 13% from the 2021-2022 school year.
- Growth of all students went up by 2% from the 2021-2022 school year.
- English learners' adequate progress increased by 16% from the 2021-2022 school year.
- Achievement of all students increased by 4% from the 2021-2022 school year.
- Math RISE score for 3rd, 4th, and 5th grade increased by 8% from the 2021-2022 to the 2022-2023 school year.
- Science RISE scores for 4th and 5th grades increased by 7% from the 2021-2022 school year.

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

2024-2025 CIP-Needs Assessment - Bridger Elementary

Critical Needs:

- Students who have been identified as Students with a disability have increased by 2%.
- RIse ELA scores **decreased** by 2.5 % from the 2021-2022 school year.
- 4th grade ELA/RIse scores dropped by 13% from the 2021-2022 school year.
- 4th and 5th grade RISE ELA scores are well below the GSD average. 4th grade scored 16 percentage points below the GSD average on the 2022-2023 RIse ELA test. 5th grade scored 11% lower than the GSD average ELA RIse scores.

Reflection on use of TSSA funds:

Financial Reflection and Preview

How is your school utilizing TSSA funds this school year (2023-2024)?

TSSA Funding: Jim Bridger Elementary's TSSA budget was $34,700.00 for the 2023-2024 school year. We paid for reading and math intervention aides. The total that was spent on intervention aides was $31,849.00 for the 2023-2024 school year.

List your TSSA expenses for 2023-2024 (this current school year) here, noting which goal each expense supports.

We used TSSA funds for paraeducators this year. This supported our academic goals.

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

We will hire and train paraeducators to work with students on Tier II math and reading intervention groups.