SY2021-22 Teacher & Student Success Act Plan

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum
Phonological Awareness	**10 Min.**	**Daily**	**K-2**	**Spalding Writing Road to Reading Core Knowledge Language Arts (CKLA) Lexia**
Phonics	**15-20 min.**	**Daily**	**K-3**	**Spalding Writing Road to Reading CKLA Lexia**
Fluency	**15 min.**	**Daily**	**K-3**	**Repeated passage readings (Six Minute Solution) CKLA Read Naturally**
Vocabulary	**10-15 min**	**3 to 4 days a week**	**K-3**	**Spalding Writing Road to Reading CKLA**
Comprehension	**15-20 min**	**At least 4 days a week**	**K-3**	**Spalding Writing Road to Reading CKLA**
Oral Language	**10-20 min.**	**Daily**	**K-3**	**Spalding Writing Road to Reading CKLA**
Writing	**30 min**	**2-3 times a week**	**K-3**	**Spalding Writing Road to Reading CKLA**

Assessments are used to drive instructional practices and decisions regarding interventions. These assessments include Acadience Reading, NWEA MAP, Core Phonics Survey, Spalding Writing Road to Reading assessments, teacher created assessments, teacher observations and online reading programs like Lexia and others. Small group instruction is provided for students to deepen understanding of the Tier 1 content during daily ELA rotations and through blended learning platforms. Small group instruction, paired student learning, and independent practice implement these work cycles.

Tier 2: Universal screeners are administered at least three times a year. The data collected from the screeners, teacher observations and classroom assessments are used to determine if a student should be referred to Tier 2. The MTSS team makes that decision using predetermined cut scores set by the team.

Tier 2 interventions last for 6 weeks. Interventions are provided by the classroom teacher and/or a MTSS coordinator before, after or during school hours, but will equal at least one additional hour of support a week in addition to tier 1 instruction. Teachers have a wide range of materials available for their use including Read Naturally, 6 Minute Solution, Rewards, Words Their Way, Florida Center of Reading Resources, Sound Partners, Phonics Blitz, Reading Street, 95% Group, KPals, Dyad and others. The MTSS team determines which strategies and interventions to use based upon the formative data collected. Emphasis will be placed in phonemic awareness, phonics, fluency, vocabulary and comprehension if the data demonstrates that they are below the predetermined cut scores.

If students are not making adequate progress at the end of the 6 weeks, they are moved to tier 3. Determination to move to tier 3 is based on scores remaining the same or a decrease according to progress monitoring assessments.

Progress monitoring using Acadience Reading assessments, NWEA Skills assessments take place at least twice a month. In addition, the online reading programs provide ongoing formative progress monitoring accessible to the teacher at any time. This data is reviewed weekly by the classroom teacher, MTSS team, and MTSS coordinator.

Tier 3: Tier 3 services are designed to address the needs of students who are experiencing significant problems and/or are unresponsive to Tier 1 and Tier 2 efforts. Despite the implementation of one or more well designed, well-implemented interventions tailored specifically for the student, he or she fails to 'close the gap' with classmates

Tier 3 becomes more intensive by adding additional time and may be administered individually to ensure students are receiving the proper instruction and Tier 3 data collection occurs at least weekly.
These services are provided by the classroom teacher and the MTSS teacher. The duration of these interventions is typically 10 to 12 weeks. And typically, it is an additional 2 to 3 hours a week of instruction and interventions before, after and during school.

Determination to move to tier 3 is based on scores remaining the same or a decrease according to progress monitoring assessments. If, at the end of the 12 weeks of the implementation of the well designed, well-implemented interventions students are not making adequate progress at the end of the 12 weeks, they are referred to the special education department for potential identification of a learning disability.

Examples of tier 3 interventions may include:

- Review Fry's Instant Sight Words Consistently
- Repeated Reading
- Systematic and Sequential Phonics and Decoding
- Increased Independent Reading Time
- Technology-Assisted Reading
- Reader's Theater

Teachers are provided training on effective practices for implementation, data review, and student support towards meeting goals through our school wide MTSS plan. We are providing teachers professional development on formative assessments and analyzing data to drive instruction and standards-based grading with identification of the power standards or learning targets. Teachers will receive professional development on the use of formative assessment and analyzing data to drive instruction, identifying power standards/learning targets. K-3 teachers, special education teachers, MTSS teacher and the administrator will participate in the LETRS professional development offered by the state.

MATHEMATICS:

JHCS uses Saxon Math as the primary curriculum for mathematics with additional support created by the classroom teacher and blended online programs such as iReady, IXL, and Reflex Math.

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Math manipulatives are used to build conceptual understanding. Manipulatives also create an anchor of learning so students can refer back to the anchor when learning new concepts. Manipulatives assist students to model concepts, and then verbalize their results. Manipulatives assist students in understanding abstract ideas and to show different representations of the same mathematics. Activating prior knowledge to generate new knowledge, and to use that new knowledge to solve problems in unfamiliar situations is also crucial for conceptual understanding. Students are provided guided inquiry opportunities daily.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Students have daily reinforcement, practice and application of basic skills and concepts. This is completed through the daily direct instruction, math games, and ongoing formative assessments to check for understanding. Whole group, small group, peer to peer, and individual instruction is implemented. The teacher ensures that mathematical vocabulary is modeled and explicitly taught.
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to	Students have daily opportunities to formulate mathematical problems, represent them and solve them. They practice problem solving using a variety of solution strategies. They practice formulating problems by learning mathematical vocabulary, logic and guided practice.

justify the logic used to arrive at the solution.	
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Students participate in mathematical instruction and practice daily. All subjects are cross curricular, so they practice mathematical reasoning all day in social studies, science, art, music and language arts. This daily connection, outside of the formal math class, creates an atmosphere where students recognize that math is meaningful and an important aspect of their daily lives.

Assessments are used to drive instructional practices and decisions regarding interventions. These assessments include Acadience Math, NWEA MAP, Saxon Math weekly assessments, teacher created assessments, teacher observations and online programs such as iReady, IXL and others. Small group instruction is provided for students to deepen understanding of the Tier 1 content during daily math instruction and through blended learning platforms. Whole group, small group, peer to peer, and individual instruction is implemented.

Tier 2: Tier 2 interventions last for 6 to 8 weeks. Interventions are provided by the classroom teacher and/or a MTSS teacher before, after or during school hours, but will equal at least one additional hour of support a week in addition to tier 1 instruction which will include explicit instruction, cumulative review and practice, creating strong conceptual basis, and motivators as necessary to regulate student attention and behavior. Teachers have a wide range of materials available for their use including Do The Math, Touch Math, Khan Academy, various manipulatives, and online programs such as iReady and IXL. The MTSS team determines which strategies and interventions to use based upon the formative data collected biweekly. If students are not making progress at the end of the 8 weeks, they are moved to tier 3.

Tier 3: Tier 3 becomes more intensive by adding additional time and may be administered individually to ensure students are receiving the proper instruction. These services are provided by the classroom teacher and the MTSS teacher. The duration of these interventions is typically 10 to 12 weeks. And typically, it is an additional 2 to 3 hours a week of instruction and interventions before, after and during school.

Goals:

By June 1, 2022, the first-grade teacher will maintain the percentage of first grade students at or above benchmark on the Acadience Reading ORF fluency from MOY to EOY. The teacher will attend professional development on Multi-Tier Systems and Supports (MTSS), instructional coaching, core instruction of CKLA Reading, reading endorsement courses, LETRS training and training on data analysis. The teacher will implement evidence-based interventions and strategies for tier 2 and 3 students. Interventions will include partner repeated readings, choral reading, reading with recordings, timed repeated oral reading and echo reading. These practices will be implemented to maintain the percentage of students who are on benchmark by the end of first and second grade.

Goals:

By June 1, 2022, the second teacher will increase the percentage of second grade students at or above benchmark on the Acadience Reading ORF fluency from MOY to EOY by 7%. The teacher will attend professional development on Multi-Tier Systems and Supports (MTSS), instructional coaching, core instruction of CKLA Reading, reading endorsement courses, LETRS training and training on data analysis. The teacher will implement evidence-based interventions and strategies for tier 2 and 3 students. Interventions will include partner repeated readings, choral reading, reading with recordings, timed repeated oral reading and echo reading. These practices will be implemented to maintain the percentage of students who are on benchmark by the end of first and second grade.

Professional Learning

JHCS will focus this year on the LETRS training as provided by USBE. LETRS is an evidence-based, comprehensive professional learning opportunity being provided for K-3 teachers, coaches, and school leaders. LETRS is targeted and aligns with a deep knowledge of the science of reading and has proven outcomes. LETRS is delivered over a 2-year period that consists of 8 professional learning sessions and online coursework that includes a job-embedded Bridge to Practice implementation piece. Coaches and leaders are included to support implementation and long-term change. LETRS has proven outcomes in Mississippi and has been reviewed in ESSA for Evidence.

This training is evidence based on providing teachers the skills needed to teach reading to all students. It is focused on the specific pillars of good reading instruction, and it is job embedded because it will be provided during school hours and teachers will be compensated for their time and effort to complete the modules as outlined by USBE.

LETRS is comprehensive and will be sustained over 2 years, ensuring teachers will implement the practices learned. Walk throughs and observations will focus on LETRS principles to ensure teachers are implementing what they are taught. Teachers will also have the opportunity to observe other teachers so they can learn from each other and collaborate on best practices presented in LETRS.

Our goals this year focus on ELA, specifically fluency in first and second grades. Our professional learning opportunities include LETRS training, courses towards reading endorsement, training provided by our online blended learning providers and LEA specific training focused on fluency, writing, accuracy and vocabulary building.

LETRS is aligned with all tier 1, core instructional components in the Early Literacy section of our plan and supports all students including those with identified needs and/or intervention. The learned skills and strategies can be used to ensure that classroom instruction matches each students' personalized needs. LETRS is aligned with our local goals that currently address our performance gaps in student literacy data and provides specific skills and strategies for improving student outcomes.

We expect fluency scores to increase and then overall literacy scores to increase as measured by the NWEA MAP, Acadience Reading, and other assessments used to determine student progress. Professional learning opportunities will be continuous and will support our efforts to increase fluency for our students, especially for first and second grades. We will measure the effectiveness based on the MOY progress towards our literacy goals as stated above.

LETRS improves teacher, coach, and school leader knowledge and effectiveness while ensuring student achievement and improvement through feedback and monitoring. Fidelity to implementation will be key to ensuring improvement in Acadience Reading in grades K-3.

Learning Communities: occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment	The PLC teams meet weekly. These communities are dedicated to: Continuous collective learning Continuous individual learning Goal setting and continuous review LETRS provides collaboration with a national facilitator through 8 face-to-face or virtual end of unit professional learning days. The LETRS course of study that helps educators master the content and promotes collaboration among participants and colleagues around principles of effective reading, language, and literacy instruction. Having K-3 teachers and coaches as part of this professional learning helps to build a collective responsibility, shared purpose, and mutual accountability. Building leaders are creating supportive conditions by participating in LETRS for Admin.
Skillful Leaders: requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning	We have 8 classroom teachers, our special education teacher and a handful of specialty teachers. PLCs have a team lead, record keeper, and timekeeper. The school leadership team includes the director, special education director, MTSS coordinator and a classroom teacher. This team ensures PLC teams meet weekly, have the resources they need to make decisions and provide interventions, and receive collective and individual professional learning opportunities as determined by formative and summative assessment data. LETRS Professional Learning provides a sustainable model for all teachers with additional support in the science of reading. LETRS ensures that every teacher is supported by highly knowledgeable national facilitators that can provide further personalized support for educators throughout this ongoing, job-embedded professional learning experience. By including coaches and administrators in this professional learning opportunity we will be building a mentor and support system within our LEA.

Resources: requires prioritizing, monitoring, and coordinating resources for educator learning	The PLC teams prioritize resources needed on campus. We have a shared document that is continuously monitored by the PLCs that contain a list of resources found on campus with the location of each. It is updated as new resources are acquired and as others are discontinued. LETRS Professional Learning provides equitable access of knowledge and resources to move the learning forward for teachers, coaches, and leaders participating in the professional learning opportunity. LETRS resources consist of print manuals, online unit instruction with learning activities and video modeling, learning resources for the participants attending face-to-face or virtual end of unit professional learning sessions. These funds are effectively prioritizing teacher professional learning around early literacy.
Data: uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning	JHCS utilizes the following to collect data: Student: NWEA MAP Assessments, Acadience Reading, Core Phonics Survey, ESGI (for progress monitoring), teacher created assessments, RISE (for 3rd grade), and data provided from online platforms such as Lexia, iReady, IXL. Educator: Surveys, summer visits with the director, observations, informal walkthroughs, self-identification, and personal goal setting. System Data: We use OTUS to collect data points in one location. This system allows all teachers, PLC team leaders and the leadership team to quickly access all assessment data and analyze the data. LETRS provides educators and leaders with the knowledge needed to collaborate, gather, analyze, and interpret various literacy assessments that are used to guide instruction and improve student outcomes in the Utah Core Standards-foundational skills (phonological awareness, phonics, fluency, comprehension, and writing). Teachers, coaches, and administrators will use this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals.

| **Learning Designs:** integrates theories, research, and models of human learning to achieve its intended outcomes | Because we have such a small school and thus, less than 10 teachers, it is easy for us to collaborate together and come to focused shared objectives regarding our professional learning sessions. Teachers have a real voice and are part of the decision making regarding their own professional learning. Time is set apart within the school calendar and school day which is dedicated to ongoing professional learning. This year teachers will participate in the LETRS training provided by the state and will be given the time and resources to complete the training during school hours.

Teachers also have the opportunity to learn from each other. Teachers have the opportunity to observe other teachers, learn from each other during sharing of best practices in PLC meetings and they have time to collaborate and ask questions of each other.

Overall, we design the learning opportunities around their needs and desires to improve their capacity as teachers.

LETRS professional learning builds upon the prior knowledge learned in teacher preparation courses and methodically addresses the systems of language and literacy instruction. Through the LETRS Bridge to Practice, teachers implement learned practices through explicit, job-embedded activities with individual students and in the classroom setting. Teachers also reflect upon these practices through journal entries and participation in PLCs. Coaches and leaders will be able to provide follow-up and feedback to provide support and monitor the practice to promote the skills and strategies learned in LETRS. |

| **Implementation:** applies research on change and sustains support for implementation of professional learning for long-term change | Teachers are provided time during their schedule to allow for professional learning. They also have options, such as online, in person, or blended platforms. Teachers are provided the technology needed to participate in professional learning opportunities including adequate Wi-Fi, laptop, access to Canvas/Nearpod, and other online programs.

This year we will focus on the LETRS training which offers a structure to our professional learning with a facilitation guide, explicit action plans, and timelines for completion.

LETRS professional learning includes a Bridge to Practice component that provides supportive risk taking and ongoing reflection of these new strategies to support continuous improvement in practice. Coaches and administrators will participate in LETRS professional learning to provide ongoing support and help educators apply and implement the instructional strategies in the classroom. |

Outcomes: aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah	The PLC questions and protocols are created by the faculty within the first month of school. They then use these questions and protocols throughout the year to analyze data and collaborate regarding the needs of the students. Communication will take place in person at the PLC meetings, using shared documents on the school google drive, and OTUS (online assessment data management program). Data review will take place at every PLC meeting. Data will include Acadience, RISE, NWEA MAP, Core Phonics Survey, ESGI, teacher created assessments, and online assessments from programs such as Lexia, IXL, iReady, etc. With the focus on increasing student learning, LETRS professional learning provides educators with the deep knowledge of the science of reading that is needed to provide high quality instruction to students in the Utah Core Standards-foundational skills of phonological awareness, phonics, vocabulary, fluency, comprehension, and writing. LETRS provides teachers, coaches, and administrators with the knowledge of how to analyze student data and outcomes to provide personalized instruction to each student. Outcomes for LETRS participants can be measured through pre and post assessment data at the end of each unit. These data are included in the LETRS database system. These assessments measure the level of knowledge on the science of reading prior to and after training.

Technology: both incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices; and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.	JHCS has access to various technology tools to assist in design, delivery and evaluation of professional learning. These tools include Canvas, Nearpod, and Google Suite for collaboration. We also offer courses through USBE, UEN, Canvas, Nearpod, and Teaching Channel. LETRS Professional Learning offers engaging online coursework that includes video modeling, interactive activities, Bridge to Practice instructions, and virtual support. The online coursework enhances the learning that participants will engage in with the print materials. The Bridge to Practice activities allow teachers to implement the learning immediately in their classrooms while having coaches available to provide follow-up and feedback. The online platform allows for access to professional learning in a personalized way.	

Behavioral / Mental Health

	Direction	Group	Data Element	Expected Outcome	Date of Outcome
Goal 1 (Required)	**Decrease**	**Whole School**	**Absenteeism collected through SIS system**	7%	**By the end of the 2024 school year.**

Goal 2 (Optional)	Decrease	Office Referrals	Decrease by 10% from the 2020/21 school year.	10%	By the end of the 2024 school year.

Students will be identified through a multi-tiered systems and supports (MTSS) plan and mental health screeners administered by our school counselor. Referrals will be made to the School Mental Health Counselor from the MTSS teams. A needs assessment will be conducted including gathering information from the students, parents, observations, teachers, and or staff members including administration. Once the needs assessment is completed, the Mental Health Counselor will create a treatment plan which will include behavior and mental health goals with specific outcomes and timelines for checking on progress towards those goals. A tracking system will continue to be implemented to track student progress and teachers can make notes regarding any concerns they feel need to be addressed. We will also implement the SAFE UT app. The Mental Health Counselor will meet with identified students at least monthly throughout the school year to meet their treatment plan goals.

The Mental Health Counselor is also a resource for all students, teachers, and staff to support social/emotional learning (SEL). The counselor will conduct classroom discussions and presentations throughout the school year.   In addition, the counselor will create a monthly newsletter and blog on the school's website to support SEL at home.

Throughout the school year, the counselor will provide ongoing professional development on SEL-related topics, substance abuse, and suicide prevention.