

---

# Teacher and Student Success Plan

## 2024-2025

---

## School Information

Name of Administrator: Kristi Hancock

Name of School: Farr West Elementary

## Goal # 1

*Each goal must promote improved student performance and student academic achievement*

### Goal #1:

From the beginning to end of the 2024-2025 school year, 65% of students K-6th grades will achieve typical, above typical, or well above typical growth as measured by the Acadience Reading Pathways of Progress program. At the end of the 2024-25 school year, 3rd-6th grades will increase Language Arts RISE score by 2% compared to the previous year.

### Goal #1 Action Steps

<ol style="list-style-type: none"><li>1. Grade level essential learning targets will be monitored through common formative assessment data from introduction to proficiency and evaluated throughout the year to determine student progress. Essential learning target mastery will be determined by 80 percent of students achieving 80 percent proficiency or higher.<ol style="list-style-type: none"><li>a. Grade level teams will continue to develop grade level common formative assessments directed at essential learning targets.</li><li>b. Student growth percentiles will be monitored, in each grade level, and compared with progress towards proficiency improvements.</li><li>c. Acadience Reading assessments will be utilized in grades K-6.</li><li>d. Reading Horizons phonemic program will be utilized in grades K-3.</li></ol></li><li>2. In addition to classroom Tier II instruction, paraprofessionals will be hired to provide students identified as intensive by the Acadience Reading assessments with additional reading interventions or extensions individually or in small groups from the Reading Aide team. (\$80,000)</li></ol>	\$80,000
<ol style="list-style-type: none"><li>3. Professional Development on the PLC process or other best practices to further knowledge and help teachers to use the data from common formative assessments that will drive their instruction. This will</li></ol>	\$10,000

ultimately help our students to increase their literacy skills. (\$10,000)	
4. Subs will cover classrooms while teachers attend professional learning events or observe other teachers demonstrate best teaching practices. (\$2000)	\$2,000
5. Our Instructional Coach will work with PLC teams and individual teachers to improve student learning.	\$0
6. Technology items, software and/or other materials will be purchased to support our goal of increasing reading proficiency and performance.	\$17,500
7. To start students off with strong skills, we will hold a kindergarten camp the summer before students enter kindergarten.	\$2,000

**Goal #1 Expenditure Category**

*Keep in mind that expenditures may not supplant funding for existing public education programs or be used for capital expenditures. (Please right click on the checkbox(es) below and select the checkmark icon for each applicable category.)*

- School personnel stipends
- Professional learning
- Additional school employees
- Student wellness support
- Student leadership development
- College and career readiness skills
- Technology
- Before – or after – school programs
- Community support programs or partnerships
- Early childhood education
- Class size reduction strategies
- other

Substitute Pay

**Goal # 1 Measures of Success**

*Include a description of how progress toward the goals will be measured.*

This goal will be measured by comparing beginning of year to end of year Acadience Reading Pathways of Progress data for grades K-6, and end of year RISE data from 2024 to 2025 for grades 3-6.

**Goal #2**

*Each goal must promote improved student performance and student academic achievement.*

**Goal #2**

At the end of the 2024-2025 school year, 65% of students K-3rd grades will be at benchmark or above as measured by the Acadience Math assessment. At the end of the 2024-25 school year, 3rd-6th grades will increase Math RISE proficiency scores by 2% compared to the previous year.

**Goal #2 Action Steps**

<ol style="list-style-type: none"> <li>1. Grade level essential learning targets will be monitored through common formative assessment data from introduction to proficiency and evaluated throughout the year to determine student progress. Essential learning target mastery will be determined by 80 percent of students achieving 80 percent proficiency or higher.               <ol style="list-style-type: none"> <li>a. Grade level teams will continue to develop grade level common formative assessments directed at essential learning targets school wide.</li> <li>b. Common formative assessment data will help determine student performance and needs, individually and as a grade, for grades K-6.</li> <li>c. Teachers will receive continued professional development focusing on student learning, building a collaborative culture, and improving results through data analysis in professional learning communities.</li> </ol> </li> <li>2. Grade level interventions and regrouping for conceptual reteaching, as determined by common formative assessments, will be implemented to target identified learning needs.</li> <li>3. Subs will cover classrooms while our teachers do needed assessments with students. (\$1,200)</li> </ol>	<p>\$1,200</p>
<ol style="list-style-type: none"> <li>4. Our Instructional Coach will work with PLC teams and individual teachers to improve student learning.</li> </ol>	<p>\$0</p>
<ol style="list-style-type: none"> <li>5. To improve STEM skills we will continue our before/after school Robotics and STEM Club. A stipend will be paid to teachers (lead and two assistants) coordinating the program.</li> </ol>	<p>\$2,400</p>
<ol style="list-style-type: none"> <li>6. We will purchase technology items and software to support our goal of increasing math proficiency. (\$7,500)</li> <li>7. We will purchase tools needed to run our Robotics and STEM Club, and science core. (\$2,500)</li> </ol>	<p>\$10,000</p>

**Goal #2 Expenditure Areas**

*Keep in mind that expenditures may not supplant funding for existing public education programs or be used for capital expenditures. (Please click on the checkbox(es) below and select the checkmark icon for each applicable category.)*

- School personnel stipends
- Professional learning
- Additional school employees
- Student wellness support
- Student leadership development
- College and career readiness skills
- Technology
- Before – or after – school programs
- Community support programs or partnerships
- Early childhood education
- Class size reduction strategies
- other

Substitute Pay

### Goal # 2 Measures of Success:

*Include a description of how progress toward the goals will be measured.*

This goal will be measured by comparing beginning of year to end of year Acadience Math data for grades K-3, and end of year RISE data from 2024 to 2025 for grades 3-6.

## Do you have a Goal #3

*(Please click on the checkbox(es).)*

- Yes
- No

*\*If no then skip to Proposed Budget*

## Goal #3

*Each goal must promote improved student performance and student academic achievement.*

### Goal #3

Leadership and social emotional skills impact and support academic achievement. To further support Goal #1 (reading) and Goal #2 (math), we will increase 2% in the areas of “Grit”, “Emotion Regulation”, and “Sense of Belonging” from spring 2024 to spring 2025 as measured by the Panorama assessment.

### Goal #3 Action Step

- |   |         |
|---|---------|
| 1. We will continue our Leader In Me process to teach leadership skills and support student efficacy, well-being, and academic achievement. | \$7,500 |
|---|---------|

The Leader In Me program specifically teaches and gives students opportunities to practice using grit and emotion regulation, and increases their sense of belonging through leadership roles.	
2. To support our Leader in Me process which helps our students achieve academically, coordinators will be paid stipends to facilitate.	\$3,000
3. Our Behavior Aide/Student Advocate will help support students with emotional regulation and wellness. She will also help in other areas throughout the school to meet student needs and promote growth academically.	\$40,000
4. To help the students grow and manage their own behaviors we utilize a PBIS school-wide behavior program. This program helps decrease the amount of time spent on managing behaviors, increases student belonging and gives us time to focus on academics. A stipend will be paid to those coordinating the program.	\$2,000
5. A Mental Health Therapist will be funded to support student wellness so they can focus on academics.	\$5,130
6. Choir will be offered in the fall, spring, and summer to help increase student belonging, engagement, confidence, and connection to school.	\$1,000
7. Panorama Education will be used to help identify student needs, improve student outcomes, and measure our outcome.	\$900
8. Increased ELL Aide hours will be used to connect and support students and families.	\$0
9. Our school counselor and counseling aide will teach classroom lessons (Tier 1) aimed at teaching students emotional regulation skills. Our counselor will also provide small group (Tier 2) and individual (Tier 3) interventions to students as needed.	\$0
10. We will implement school wide mindfulness activities to support emotion regulation.	\$0
11. Teachers will continue to explicitly teach and identify "Grit" in their classrooms.	\$0

**Goal #3 Expenditure Areas**

*Keep in mind that expenditures may not supplant funding for existing public education programs or be used for capital expenditures. (Please click on the checkbox(es) below and select the checkmark icon for each applicable category.)*

- School personnel stipends
- Professional learning

- Additional school employees
- Student wellness support
- Student leadership development
- College and career readiness skills
- Technology
- Before – or after – school programs
- Community support programs or partnerships
- Early childhood education
- Class size reduction strategies
- other

fill in here

### Goal #3 Measures of Success

Include a description of how progress toward the goals will be measured.

This goal will be measured by comparing spring 2024 Panorama data to spring 2025 Panorama data for the areas of “Grit” and “Emotion Regulation”.

## Proposed Budget

### [Budget Upload](#)

## Stakeholder Involvement

Who was involved in developing this plan? *(Please click on the checkbox(es) below and select the checkmark icon for each applicable stakeholder group.)*

- Educators
- Collaborative Leadership Team
- Administrators
- Students
- Community Council Members
- Parents
- Support Professionals
- Other

fill in here

## Signature

Administrator Signature

Please type the name of the administrator submitting this application. This is considered an electronic signature for the application. By signing, the administrator agrees that the plan provided will be implemented and followed in order to reach the specified goals.

Signature : Kristi Hancock	Date: 7/11/2024
----------------------------	-----------------