McMillan School Plan 2023-2024
Principal: Hannah Dolata
Estimated LAND Trust Funding: $83,340
Estimated TSSA Funding: $75,008.00

MCSD District Goals for 2023-24 as outline on the 2022-2025 Elementary Strategic Plan

- **60% or higher proficiency on the RISE ELA Assessment**
- **60% or higher proficiency on the RISE Math Assessment**
- **60% or higher proficiency on the RISEScience**
- **Reduce the Achievement Gap by 11%**
- **60 MGP (Median Growth Points) each year in each content area**

**Growth goals described below in Math, Science, and ELA list specific indicators for Low SES and EL students rather than for 'Lowest 25%'. This has been structured intentionally to better facilitate target student identification and to aid in the facilitation of specific, targeted professional development and PLC discussions that support the district goal of reducing achievement gaps among underserved and at-risk students by 11%.*

GOAL 1

Goal
• 75% of students or more in each grade level will achieve a score of proficient or better on MCSD Quarterly Benchmark Assessments that measure grade level essentials in Math. • 80% or greater of kindergarten students will achieve a passing score on the EOY KEEP assessment • Additionally, each class or group of students in grades 4-6 will demonstrate an increase in Math RISE scores to support a school-wide proficiency increase of at least 2% from 22-23 EOY Math RISE scores. Additionally, growth scores for English Language Learners and Low SES students as indicated by the USBE report card will demonstrate average or above growth of at minimum a 5% increase from 22-23 collected data.
Academic Areas

Math
Technology

Measurements

-Disaggregated RISE data
- District Benchmarks
- Classroom CFAs
- Classroom Observation & Feedback
- PLC and planning session Agendas & Action Plans
- Data and observation feedback to monitor frequency and quality of mathematics-related technology use in classrooms
- Coaching Data
- Student engagement & questioning observations
- Feedback on use of Learning Targets
- Monitoring pacing and fidelity of use with selected math programs & routines

We would like each student in grades 1-6 to show individual growth on district benchmarks and see a minimum of 75% of students reach proficiency on grade level essential standards.

Action Plan Steps

- The School will create a master schedule that includes time for Tier II mathematics intervention.
- The school will provide time for teachers to plan or collaborate through the use of paras to cover classrooms during special rotations.
- The school will provide the technology, feedback, and training for teachers and students to leverage mathematical learning through technology.
- TSSA funds will be used to replace damaged or missing math manipulatives, student headphones, or computer mice to support technology integration into mathematics instruction as needed.

Teachers will teach-

Curriculum approved by the MCSD and described on the Teaching and Learning page of the district's website: https://www.murrayschools.org/teaching-learning/

Examples include: Eureka Math grades K-6, supported by the program's companion technology, Zearn.

Teachers, coaches and administration will use the following strategies to help all students reach these goals:

In preparing and planning for effective instruction:

- Professional Development and instructional coaching will be provided to teachers as needed, in alignment with school and district goals and initiatives.
- **Substitutes or paraprofessionals** will cover teachers' classrooms for professional development as needed.
- Teachers will engage in Student Academic Discourse planning with a focus on Reasoning/Justification of mathematical ideas through speaking and writing for all students, with particular attention given to planning differentiated academic language supports for EL students
- General Education and Special Education teachers, along with coaching and administrative support, will meet regularly in PLCs to discuss and plan for the literacy instruction needs of students.
- **TSSA funds** will be used to purchase **hard copies of the student workbooks** for grades 4 and 5 to increase opportunities for teachers and students to perform error analysis
- **Trustland Funds** will be used to purchase a subscription to **IXL Math**, a mathematics software program that can be used to effectively remediate, support or accelerate student learning

In delivering effective instruction:

- Teachers will focus on Math Practice Standards to help increase student proficiency.
- Teachers will use coaching support as needed to leverage varied grouping and engagement strategies during Tier I and Tier II instruction
- Teachers and paraprofessionals will use developmentally-appropriate mathematical manipulatives & models in Tier I and Tier II instruction

- Teachers will write, display and unpack with students clear Learning Targets and success criteria for all math lessons. Feedback on the effective use of learning targets will be provided by the school administrator and/or the instructional coach.
- Tier I and Tier II reteaching built into PLC agendas for instructional pacing and planning discussions
- **Paraprofessionals** will assist teachers in delivering Tier II mathematics instruction
- Gradual release of responsibility practiced in Tier I instruction
- Coaches and the principal will observe and provide feedback and support related to student engagement, with a specific focus on providing high levels of opportunities to respond and receive feedback during mathematics instruction.

In assessing, analyzing and communicating student achievement data:

- Timely Teacher Feedback for all students and parents- building on strong examples of student achievement reporting and home-school communication already occurring in our school, grade level teams will collaborate with the instructional coach and school administrator before posting a parent communication plan highlighting opportunities for parents to stay updated on their child's achievement in school.
- Teachers will monitor student progress through the use of monthly Math Acadience assessments and quarterly district math benchmarks where appropriate.

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The instructional coach and principal will be crucial in ensuring teachers have the support they need to be successful.

Category	Action	Funding Amount	Funding Source
Salaries and Employee Benefits	Math Aides for Grades K-6	$35,207.00	Trustlands

Textbooks	Hard copies of Eureka Grades 4 and 5 Learn Workbook sets (all modules)	3,000.00	TSSA
Software	IXL Math software subscription for K-6	6,633.00	Trustlands
Supplies	Math manipulatives- replace or purchase as needed	3,008.00	TSSA

GOAL 2

Goal

- **Grades 1-3.** At least 65% of students will make typical or better growth as measured by Acadience Reading Pathways of Progress. This goal mirrors the district and state goals for early literacy.
- **Grades 4-6.**
  Each class or group of students in grades 4-6 will demonstrate an increase in ELA RISE scores to support a school-wide proficiency increase of at least 2% over 22-23 EOY ELA RISE scores. Additionally, growth scores for English Language Learners and Low SES students as indicated by the USBE report card will demonstrate average or above growth of at minimum a 5% increase from 22-23 collected data.
- 80% or greater of **kindergarten** students will achieve a passing score on the EOY KEEP assessment

Academic Areas

- *Reading*
- *Writing*
- *Technology*

Measurements

-Acadience Literacy progress monitoring data for grades K-6
-District ELA Benchmark assessments
-Grade level common formative assessments
-PASI/PSI assessment data
-Classroom Observation/Feedback
-ERI/RLA assessments
-PLC Agendas/Action Plans
-Data related to use of literacy technology in classrooms
-Utah Compose Scores
-RISE Benchmark Assessments
-Feedback on use of Learning Targets
-EL Learner Progress as measured by WIDA ACCESS and State EOY assessments

These assessments will be given/used by the administrator, Literacy Specialist, and classroom teachers.

Action Plan Steps

Action
• The school will create a master schedule to support Tier II literacy instruction. District reading aides funds are used to support paraprofessional support needs in grades 1-3. **Trustland funds** will be used to provide additional para support for grades K and 4-6 in order to provide research-based literacy interventions.

- The school will supply training for paraprofessional staff to ensure integrity in providing students with research-based interventions and accurate data collection.
- Resources such as Scholastic News or Scholastic Scope magazine as appropriate may be purchased by the PTA and utilized to supplement informational reading and writing lessons
- The school will provide coaching support for teachers related to DYAD reading, with specific attention given to partnering strategies to support struggling or reluctant readers and EL students.
- Professional development and instructional coaching will be provided to teachers as needed, in alignment with school and district goals and initiatives.
- The school will provide printable or interactive resources on the school website to share strategies and resources for reading and writing practice at home
- **TSSA funds** will be used to provide substitutes or paraprofessionals to cover teachers' classrooms for professional development as needed.
- The school will supply materials to support practice at home with reading and writing standards (ex: Books-in-a-Bag, Journals, Parent workshop materials, etc).
- **TSSA funds will be used to purchase** additional Lexia software licenses to support emergent readers in grades 4-6.

Teachers will teach-

Curriculum approved by the MCSD and described on the Teaching and Learning page of the district's website: https://www.murrayschools.org/teaching-learning/ Examples: Wit & Wisdom ELA curriculum, Heggerty, 95%, SPIRE, etc…

Teachers, coaches and administration will use the following strategies to

help all students reach these goals:

In preparing and planning for effective instruction:

- **TSSA funds** will be used to provide substitute teacher coverage needed for teachers to attend professional development and planning for the vertical alignment of writing standards in grades K-6.
- General Education and Special Education teachers, along with coaching and administrative support, will meet regularly in PLCs to discuss and plan for the literacy instruction needs of students.
- Teachers will plan to collect quarterly writing samples from students to share with parents and include in a student portfolio.
- Teachers will write, display and unpack with students clear Learning Targets and success criteria for all math lessons. Feedback on the effective use of learning targets will be provided by the school administrator and/or the instructional coach.
- Tier I and Tier II reteaching built into PLC agendas for instructional pacing and planning discussions

In delivering effective instruction:

- Teachers will provide differentiated instruction and accommodations as needed to extend or scaffold instruction to ensure all students are able to access Tier I instruction.
- **Trustland funds will be used to provide paraprofessionals t**o assist teachers in delivering Tier II/small group instruction
- Gradual release of responsibility practiced in Tier I instruction
- Coaches and the principal will observe and provide feedback and support related to student engagement, with a specific focus on providing high levels of opportunities to respond and receive feedback during literacy instruction.

In assessing, analyzing and communicating student achievement data:

- Teachers, alongside principal and instructional coach, will meet regularly in PLC meetings to analyze classroom data (examples: Benchmark Assessments, DIBELS, Exit Tickets, Lexia data, Progress Monitoring, 95% Group and other phonics assessments, Classroom Assessments, Kindergarten KEEP and Quarterly Assessments etc.), discuss essential standards and growth or concerns of all students, with a focus on analysis of high risk students.
- Teachers and paraprofessional staff will continue to monitor students' progress in literacy using the MClass Acadience platform regularly for all students in grades K-6.
- Teachers will collect ongoing writing data and participate in the district writing benchmarks as determined by the MCSD in order to effectively adjust instruction and provide necessary interventions.

The instructional coach and principal will be crucial in ensuring teachers have the support they need to be successful.

- Continued training and coaching will be provided for teachers and paras in literacy topics such as Phonemic Awareness, Phonics Instruction and Vocabulary. 'Vocabulary Surge' (95% group) will continue to be implemented in order to create a continuous and consistent course of instruction throughout K-6.
- **TSSA funds** will be used for stipends or hourly pay for teachers and paraprofessionals providing leadership related to school success goals, family literacy programs and events that cultivate family engagement in helping students to achieve their literacy goals (such as workshops and outreach activities for families of students in grades K-6, family journaling and home reading support materials).

- The School Leadership Team will meet regularly, and as needed to address any urgent situations that emerge.
- Teachers will select high quality supplemental resources to support ELA and/or writing.
- **Trustland funds** will supplement other aide funds to ensure teacher planning and collaboration time is provided regularly.

Category	Action	Funding Amount	Funding Source
Salaries and Employee Benefits	Aides for reading and general academic support grades K, 4-6, and to supplement coverage during PLC rotations	40,000	Trustlands
	Stipends for teachers facilitating family literacy programs and events (Building Leadership Team and event stipends)	6,000.00	TSSA
	Aides for reading and general academic support grades K, 4-6, and to supplement coverage during PLC rotations	25,000	TSSA
Software	30 additional Lexia licenses for grades 4-6	1,500	TSSA
Professional Development	Substitute teachers or aide coverage for classrooms for teachers engaging in professional development or vertical alignment planning sessions	4,500	TSSA

GOAL 3

Goal
Each class or group of students in grades 4-6 will demonstrate an increase in Science RISE scores to support a school-wide proficiency increase of at least 2% over 22-23 EOY Science RISE scores. Additionally, growth scores for English Language Learners and Low SES students as indicated by the USBE report card will demonstrate average or above growth of at minimum a 5% increase from 22-23 collected data.
Academic Areas
● *Science* ● *Technology* ● *ELA*
Measurements
-RISE assessment data (EOY and benchmarks) -FOSS Kit investigation assessments -Classroom/grade level formative assessments -District Benchmark Assessments -Coaching Data -Feedback on use of Learning Targets -PLC Agendas/Action Plans -Classroom observations and feedback -Common Formative Assessments

Action Plan Steps

Action
● **TSSA funds** will be used to buy general supplies for STEM related materials to help students increase connections between math, science, technology, and engineering. These materials will be used to replenish existing FOSS kits as needed and to purchase supplemental materials as needed for classroom instruction and the school STEAM fair. ● **TSSA funds** will be used to support guided professional development and/or substitute or para-supported planning time will be used to plan for writing and informational text literacy integration with science standards during the 2023-2024 school year (*these funds are identified under the Literacy goal earlier in this plan and are not listed in the expenditures below*) ● Teachers will work with the school administrator to establish a designated time for science instruction on their weekly schedules to ensure that science is taught regularly and that pacing across grade levels is aligned. ● Coaching, observations, feedback, and modeling will be used to enhance science instruction ● **TSSA funds** will be used to support a family STEAM (Science, Technology, Engineering, Arts and Mathematics) night will be held to build community support and engagement in STEAM practices at school and at home. ● **Trustlands funds** will be used to purchase SeeSaw Software for the first grade classes technology ● PLCs will be used to support data driven instruction and explicit

vocabulary instruction related to science content, and to ensure adequate pacing and assessment data collection

- Schoolwide participation in a Science and Engineering Fair (through individual or classroom-level projects) will build awareness and efficacy related to STEAM practices among students and families.**TSSA funds** will be used to support material needs for the Science and Engineering Fair so that all classes can participate in the production of a class science fair project/display (for those classes not requiring individual student participation in the science fair).
- **TSSA funds will be used to purchase informational text resources** that align with the Utah core science standards

Category	Action	Funding Amount	Funding Source
General Supplies	• Materials for classroom-level science fair projects or science instruction • Materials for family STEAM night, to replenish or supplement FOSS kit materials, and to support other science lessons as needed • Purchasing informational text resources that support student reading related to the Utah core science standards (k-6)	5,000	TSSA

Software	SeeSaw Software for K-1 (1000)	$1,500	Trustlands

GOAL 4

Goal
During the 23-24 school year, we will establish staff and faculty awareness of culturally-responsive, trauma-informed practices in order to reduce student absences and behavioral referrals. At the end of the school year, 100% of teachers and paraprofessional aides will know at least one strategy to use when discussing an attendance challenge with a student or parent.
Academic Areas
All
Measurements
Attendance data, SSC notes, faculty & staff survey
Action Plan Steps

Action
A school-wide attendance intervention will be revised and implemented, with faculty orientation and training occurring during the first quarter of the 23-24 school year. Because our school recognizes that trauma plays a role in the lives of many chronically absent students, we will continue to focus on building

relationships with students and families and providing a safe and inclusive learning environment for all students.

Restorative and inclusive practices in the classroom and throughout the school will continue to build an emotionally and socially safe learning environment. TSSA funds will be used to provide PD for faculty and staff throughout the school related to trauma-informed practices.

Cooperative play coaching will be integrated into PE instruction and supported with appropriate cooperative play equipment for use during semi-structured play opportunities.

Student leadership will be cultivated through grade level service projects related to their Utah Core Curriculum. Grade levels will receive a supply budget of 150.00 each to support their service learning project.

Incentives for positive behavior (according to the school PBIS plan) and calming tools will be provided to students on an as needed basis, as determined by teachers, support staff, and the Student Services Committee. (total cost of materials not to exceed 1,000)

TSSA funds will be used to fund a student advocate position. Under the guidance of the school social worker and school principal, this individual will provide attendance tracking and work with the Student Services Committee to provide support and interventions for families experiencing problematic school attendance patterns.

Category	Action	Funding Amount	Funding Source

Salaries and Employee Benefits	Student advocate/paraprofessional to support improved family communication for improved attendance and to assist with PBIS interventions, cooperative play, and restorative justice practices	$20,000	TSSA
Professional and Technical Service	Professional development on trauma-informed practices to support positive family relationships and improved school attendance	2,000	TSSA
General Supplies	Tools for PBIS and calming tools, materials for attendance improvement challenges, grade level service projects and Cooperative play equipment	5,000	TSSA