

Emery School District Teacher and Student Success Plan (SB 149)

Name of School: Cleveland Elementary

School Year: 2021-2022

Principal: Jenny Gagon

Amended 10/12/21 by Janet Ewell

Explain how the school's plan will work within the Emery School District Board of Education's TSSA framework:

According to the Emery School District Board of Education's framework, each school within the district is expected to demonstrate a minimum of 1% in student growth within the summative assessment relevant to RISE, ACT Aspire, and ACT testing for 11th graders. The School Board approved 40% of the funding to be allocated directly to qualifying salaries and 60% of the funding will go directly toward specific school-level needs.

Cleveland Elementary will work towards this 1% in student growth by focusing on how SEL supports can increase student safety and wellbeing at school, thus allowing them to make progress in academic areas.

Funding Breakdown:

1. Cleveland Elementary will use a portion of the TSSA funds to hire a **paraprofessional** (3 hours) to help support, monitor, and assist teachers and our school social workers to meet our SEL goals.
 - This paraprofessional will assist our school social worker and the school principal with our Tier II students in our SEL plan. We currently offer weekly lessons by both the principal and school social worker as Tier I SEL support. In addition to this, the school social worker meets with small groups to help teach social skills to students identified as needing Tier II support. The paraprofessional will also provide small group support as needed, under the direction and supervision of the school social worker. As needed, this paraprofessional will "check in" with students who are on positive behavior support plans, under the supervision and guidance of both the school principal and social worker/counselor.
2. Cleveland Elementary will use a portion of the TSSA funds for a school wide **SEL curriculum** and **training** for teachers, staff, and social workers/counselors.
 - The SEL team at Cleveland Elementary (consisting of the school principal, school counselor, school social worker, and a representative from our vertical PLC teams) will research and recommend funding for a well established SEL curriculum that can be used in our SEL plan. This plan included Tier I-III support with classroom lessons, small group instruction, and 1:1 counseling and advising for those students that need additional positive behavioral support.
3. Cleveland Elementary will use a portion of the TSSA funds to provide **materials** and **supplies** for our Emotional Regulation Room and for classroom teachers to help support

students needing additional SEL support both in whole group classroom settings and small group and individual time with counselors.

- The supplies can include books, sensory materials for students, weighted blankets, alternative seating options for students, etc. Essentially anything the teacher, principal, and/or school social worker/counselor deems will help support a student's social and emotional needs at all times in the school building.
4. Cleveland Elementary will use a portion of the TSSA funds to provide materials and supplies to help support our STEM program.
- The supplies can include technology programs, supplies for projects and learning activities, books or kits.

List the school's improvement goals relevant to the Student Success Plan:

- Focusing on a single curriculum and/or approach to SEL, all students at Cleveland Elementary will show qualitative growth on a SEL survey given at least three times a year.
 - This goal will be met by providing weekly classroom SEL lessons using our purchased common curriculum and training for staff.
 - In addition, some students will receive SEL support in small groups based on identified needs from teachers and parents. These groups will be tracked and monitored by our SEL team during our monthly intervention meetings.
 - Finally, some students will receive one on one time with our social worker or counselor. Working with the school principal, our paraprofessional will help support students who are on individual behavior intervention plans with daily "check-ins"

List the criteria to be used in measuring the degree of success toward meeting the school's goals:

- To determine our degree of success with our SEL program implementation, we will track office referrals and student discipline reports to determine if there is a reduction in incidents. We will also use quantitative data (surveys, lessons taught, and individual use of the "reset room") to determine how students feel about the program and support and if it is helping them regulate their emotions.

Explain how TSSA funds will be used to advance the school goals. In the response, include specific allocated amounts:

- Our funds of \$16,883 will be spent in the following manner:

School TSSA Budget - FY22

Enter School Name			
Object	Description	Budget	Detail / Explanation
131	Teacher Wages	\$ 8,000	Approx 3 hours for a paraprofessional to help support the SEL team.
161	Aide Wages	\$ -	
220	Social Security	\$ -	
330	Purchased Services	\$ -	
580	Overnight Travel	\$ -	
611	Supply (Unallocated)	\$ 3,883	Supplies for classrooms and emotional regulation room to support students' SEL needs.
619	Supply (Budgeted)	\$ 5,000	SEL Curriculum and Training for our school social worker (RULER program will cost \$1,000 for one person) \$1,000 for stem supplies. The other \$3,000 will be used to purchase a researched based SEL program that can be used school-wide.
641	Textbooks	\$ -	
644	Library Books	\$ -	
650	Tech Supplies	\$ -	
670	Software	\$ -	
730	Equipment (over \$5,000 per)	\$ -	
734	Tech Equip (over \$5,000 per)	\$ -	
		\$ 16,883	
Allocated Budget		\$ 16,883	
Difference		\$ -	

Rollover of Additional Funds:

- We do not have any funds that will be “rolled over”.

List the stakeholder groups which contributed to the design of the plan:

- This plan was created with input and feedback from teachers and staff members. The school community council is presented with ideas for this plan and given opportunities

for feedback. In addition, Cleveland works closely with district administration and other elementary principals when considering the use of these funds.