



## Castle Heights Elementary



### Comprehensive Needs Assessment Summary

Data Collected and/or Analyzed	Findings
<ul style="list-style-type: none"> <li>Acadience Reading data</li> <li>Acadience Math data</li> <li>District's leveled reading assessment data</li> <li>i-Ready Math Diagnostic data</li> <li>Reflex Math data</li> <li>RISE data</li> <li>Attendance data</li> <li>Behavior data: reset room and office referrals</li> </ul>	<p>From the data analysis, it was determined a representation of all student groups are experiencing deficiencies within the identified goal areas. The developed plan will appropriately support all student groups, and should result in an increase of growth or proficiency within each student group.</p>

Budget Details	Plan & Goals	Essential Implementation Components
<b>TSSA</b> \$45,848	<p>Increase the percentage of grades K-5 students reading on grade level by 3% on the district-wide reading leveled reading assessment.</p>	<ul style="list-style-type: none"> <li>Paraprofessionals to support interventions and extensions in reading and math.</li> <li>Books for reading instruction and for rewards for leveling up.</li> <li>Supplies for reading interventions</li> <li>Supplies for PBIS efforts</li> <li>Paraprofessionals to conduct art, music, and p.e. while teachers collaborate and/or have negotiated planning time.</li> <li>Supplies for art, music, and p.e.</li> <li>Professional development to support paraprofessionals and teachers to build capacity in their instructional areas and needs</li> <li>Progress monitoring schedule</li> <li>Grade levels planning and implementing citizenship activities that incorporate aspects related to behavior and attendance</li> <li>Professional development for teachers to build capacity within the instructional programs</li> <li>Instructional coach providing training, mentoring, coaching, and interventions</li> </ul>
<b>School Land Trust</b> \$84,832	<p>To support building a positive school culture, decrease the overall negative behaviors of unsafe, unkind, disrespectful, and/or irresponsible behaviors.</p>	
<b>Title I</b> \$154,215	<p>Maintaining or increasing the 73% of grades K-5 students achieving typical or above typical growth in Acadience Reading</p> <p>Increase the percentage of grades K-5 students by 4% that are proficient in their grade level as measured by the i-Ready Math Diagnostic</p> <p>Increase the percentage of grades 1-5 students by 4% that are mastering math facts as measured by Reflex Math</p> <p>95% attendance</p>	

Goal Area	Goal(s)	Essential Implementation Components
<b>English Language Arts: Reading</b>	<p><u>FY23 Acadience Reading Report</u> 73% of students were reading at benchmark or above benchmark as measured by Acadience EOY benchmark</p> <p><b><u>FY24 Acadience Proficiency Goal</u></b> <b><i>Maintaining or increasing above 73% of students reading at or above benchmark as measured by Acadience EOY benchmark</i></b></p> <p>FY23 District Leveled Reading Assessment 60% of students were reading on their grade level as measured by the district selected reading assessment</p> <p><b><u>FY24 District Leveled Reading Assessment</u></b> <b><i>63% of students will be reading on their grade level as measured by the district selected reading assessment</i></b></p>	<ul style="list-style-type: none"> <li>● PLC Expectations <ul style="list-style-type: none"> <li>○ Mondays are an early release day. Grade level teams will meet to collaborate on essential standards, data analysis, and to determine next steps for Tier I, II, and III instruction. <ul style="list-style-type: none"> <li>■ PLC groups will use an agenda, celebrate progress, and make commitments of action</li> <li>■ The principal and instructional coach will attend PLC meetings to provide support as well as to identify areas needing support</li> <li>■ Paraprofessionals will have a schedule to meet with the PLC teams to review and be trained on upcoming interventions and/or extensions.</li> <li>■ PLC teams will set 45-day goals in accordance with out school improvement plan and will track their progress towards the goals</li> </ul> </li> </ul> </li> <li>● School Leadership Team Expectations: <ul style="list-style-type: none"> <li>○ The SLT will meet at least monthly to review data and feedback related to the school goals as well identify new school needs. <ul style="list-style-type: none"> <li>■ The SLT members will inform their PLC teams of adjustments as well as gather feedback to report back to the SLT team.</li> </ul> </li> <li>○ The SLT team will prepare celebrations</li> <li>○ The SLT team will prepare information for PD</li> </ul> </li> <li>● Instruction <ul style="list-style-type: none"> <li>○ The principal will oversee the creation of a master schedule that outlines instructional times including Tier II and III interventions</li> <li>○ Teachers will follow the Utah State Core standards</li> <li>○ Interventions will be provided using evidence based interventions</li> <li>○ Extensions will be provided as needed</li> </ul> </li> <li>● Professional Development <ul style="list-style-type: none"> <li>○ LETRS Training <ul style="list-style-type: none"> <li>■ The state mandates K-3 and SpEd teachers, however, due to the value of the learning, all teachers and the principal will complete LETRS training</li> </ul> </li> <li>○ The instructional coach will provide ongoing training to the paraprofessionals conducting assessments as well as in the programs and/or skills they are working on with students.</li> <li>○ Teachers will be provided PD as needs are identified <ul style="list-style-type: none"> <li>■ PD may include: school-level, district-level, or outside</li> </ul> </li> </ul> </li> </ul>
<b>Mathematics</b>	<p><u>FY23 i-Ready Diagnostic</u> 65% of students were proficient at their grade level as measured by the i-Ready Math Diagnostic</p> <p><b><u>FY24 i-Ready Diagnostic</u></b> <b><i>69% of students will be proficient at their grade level as measured by the i-Ready Math Diagnostic</i></b></p> <p>FY23 Reflex Math Facts 64% of students mastered their grade appropriate math facts by the EOY</p> <p><b><u>FY24 Reflex Math Facts</u></b> <b><i>69% of students will master their grade level appropriate math facts by the EOY.</i></b></p>	

		<p>PD opportunities</p> <ul style="list-style-type: none"> <li>● Mentoring and Coaching <ul style="list-style-type: none"> <li>○ A mentor will be assigned to all teachers within their first three years of teaching <ul style="list-style-type: none"> <li>■ Mentors and mentees will meet bi-weekly to review successes, challenges, and identify needs or supports <ul style="list-style-type: none"> <li>● Observations of other teachers will be scheduled at least quarterly</li> </ul> </li> </ul> </li> <li>○ The instructional coach will provide support to teachers requesting assistance or as assigned by the principal</li> </ul> </li> </ul>
<b>PBIS</b>	<p>All students will be able to articulate what being safe, kind, respectful, and responsible means.</p> <p>Decrease the referrals to the Reset Room by 10% each quarter compared to the same quarter in 2022-2023.</p> <p>Celebrations three times a year centered around 95% attendance.</p>	<ul style="list-style-type: none"> <li>● Second Step curriculum will be taught by the school counselor in all classrooms to support common strategies and skills</li> <li>● Announcements and information displayed throughout the school will support the strategies and skills being taught in the Second Step lessons.</li> <li>● The first week, all students will receive instruction related to the school expectations and procedures.</li> <li>● Weekly and monthly, students are recognized for achieving their behavior and attendance goals</li> <li>● Quarterly, students celebrate achieving their behavior and attendance goals</li> <li>● Students are recognized as Mighty Knights for being a model student in behavior and academics</li> <li>● Parents/guardians will be invited to attend recognition assemblies</li> <li>● Poster cues are hung around the school in common areas to remind students of the expectations.</li> <li>● Tracking of positive and negative behaviors occurs to assist in data analysis efforts</li> <li>● The Reset Room is used for student advocated, teacher recommended, or office directed breaks. In addition, behavior interventions are conducted in this space.</li> <li>● In situations that students have escalated beyond the classroom or office managed behavior management, the district's behavior interventionist will be involved to assist with creating a behavior plan.</li> <li>● Parents will be provided information regarding the services available to support their student: school counselor, school based mental health therapist, outside community agencies</li> </ul>
<b>Parent Engagement</b>	<p>To reflect and gather feedback from the School Community Council, PTA, and through other methods to address school-wide engagement needs.</p>	<ul style="list-style-type: none"> <li>● Advertising to all parents <ul style="list-style-type: none"> <li>○ Messages sent to cell phones</li> <li>○ Flyers sent home with students</li> <li>○ Social media</li> <li>○ Website</li> </ul> </li> </ul>

	<p>School-wide Activities:</p> <ul style="list-style-type: none"> <li>• Back to School Night: August</li> <li>• Student, Parent, Educator (SEP) Conferences: October and February</li> <li>• Movie Night: September</li> <li>• Book Fair: October and February</li> <li>• Read with a Parent: November</li> <li>• Open Library Activity: February</li> <li>• Game Night: March</li> </ul> <p>PTA holds meetings and will advertise and encourage parent involvement. Opportunities will be provided for parents to support classroom activities and school events.</p> <p>Our goal is to have 80% positive feedback on surveys about specific engagement activities.</p>	<ul style="list-style-type: none"> <li>○ Marquee</li> <li>• Translation for parents as needed</li> <li>• Interpreters available when needed</li> <li>• Access to computers and staff to assist parents with registration, free and reduced applications, McKinney Vento process</li> </ul>
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### Summary of the process in planning:

The School Improvement Plan was created through a collective effort between the School Community Council, PTA, School Leadership Team, and PLC teams. Through data analysis and feedback, goal areas were identified and then goals were created and implementation components were identified.

### Team Members: Name and Role

Wendy Fluckey Principal	Renee Pressett Instructional Coach	Kim Carver Teacher	Moiria Madrid Teacher	Paige Haddock Teacher
Arlene Winn Teacher	Missy Labrum Teacher	Stacy Fincher Teacher	Amanda Ori School Counselor SCC Member (Employee)	Kerstina Thayn Teacher
Chelsi Johnson SCC Chair (Parent)	Alex Krum SCC Member (Parent)	Erin Marchello SCC Member (Parent)	Maria Garcia SCC Member (Parent)	Alex Bonaquisto SCC Member (Parent)
Liz Bryner SCC Member (Employee)	Amanda Steele PTA	Valarie Gibson PTA	Leslie Holzier PTA	Mindy Tullio PTA