

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

Name of School: Cottonwood Elementary School

School Year: 2026-2027

Principal: Tiffany Cowley

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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.

Based on the agreement of involved stakeholders, Cottonwood Elementary will continue to focus on supporting English Language Arts (ELA), math, music and art education. Additionally by increasing our instructional support, educational support professionals, and providing small group learning opportunities for our students.

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

- To increase our students' ELA skills, especially in reading and writing.
- To increase our students' ability to interact appropriately socially and emotionally in all settings within the school, including specialties, and extra curricular activities.
- To provide students' with opportunities to build and practice skills using fine and gross motor, critical thinking, effective communication, resilience, personal responsibility, strong work ethic, and citizenship .

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 reading program implementation. We will use data collected by the online reading program's algorithms, student lessons, and other various data to verify the success of our plan and as a basis for needed changes.
- Our criteria of determining success will be to evaluate our students' ELA learning as assessed and as tracked in Acadience at beginning, middle, and end of year to determine what interventions are needed to target students/groups that are not performing proficiently.
- As a faculty and staff, we will review our learning growth at the beginning, middle, and end of year to determine if appropriate progress is made. We will then verify the success of our plan as a basis and determine needed changes in instruction.
- We will use our end of year summative data to determine our success in raising achievement within our school. This data will include, but not be limited to: Grades 3-5

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RISE and Acadience Reading and Math. In grades K-2 summative testing and Acadience Reading and Math will be used.

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

We are projecting an allocation of \$25.065 for the 2026-2027 school year.

- Of our total allocation, \$18,400 will be spent in the following manner:
 1. An instructional coaching position for Cottonwood Elementary focusing on collaborating with Emery County School District coaches in efforts to support teachers in instructional strategies that will support current methods of learning. (\$3,000)
 2. Music and Art Specialist, Alisha Hughes, to help with fine motor skills/critical thinking, social skills, team/group work (\$5,900)
 3. Educational Support Professional, Amy Dewitt, to support students in small group learning in both Math Blocks and Phonics Groups, while providing in classroom support for students (\$5,500)
 4. Educational Support Professional, Sierra Price, to support students in small group learning while providing in classroom support for students. (4,000)
- An additional approximate \$5,800 will be spent in the following categories:
 - 1) Purchased Services. Assemblies and/or learning experiences that help promote literacy skills, such as local author visits or student wellness assemblies. (\$1,300)
 - 2) Music and Art Supplies. (\$1,000)
 - 3) Physical Education Equipment. (\$500)
 - 4) Technology. (\$1,000)
 - 5) Educational Software: Mystery Science (\$1,000)
 - 6) Professional Development Travel & Overnight Stay (\$1,000)

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Rollover or Additional Funds:

Any additional or rollover funds will be used to help meet our goals as listed above as well as support teacher professional development needs or leadership roles, provide opportunities for students, and improve current programs and practices.

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

This plan was created with input and feedback from teachers, staff members, and the 2025-2026 school community council.

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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 other areas with measurable data points such as Acadience Math and Reading, as well as Lexia.

Based on the agreement of involved stakeholders, Cottonwood Elementary will continue to focus on supporting English Language Arts (ELA), math, music & art, and physical education learning. Additionally by increasing our instructional support, paraprofessional, and resource classroom support to provide small group help for our title 1 and resource students.

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

- To increase our students' ability to interact appropriately socially and emotionally in all settings within the school, including specialties such as library, computers, music & art, and PE.
- To increase our students' ELA skills, especially in reading and writing.
- To provide students opportunities to build and practice using their fine and gross motor skills as well as critical thinking skills.

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 reading program implementation. We will use data collected by the online program's algorithms, classroom lessons, and other various data to verify the success of our plan and as a basis for needed changes, should the need arise.
- Our criteria of determining success will be to evaluate our students' ELA learning as tracked in Acadience at beginning, middle, and end of year to determine what interventions are needed to target students/groups that are not showing as proficient.
- As a faculty and staff, we will review our learning growth at the beginning, middle, and end of year to determine if appropriate progress is being made. We will then verify the success of our plan as a basis for needed changes in instruction.

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- We will also use our end of year summative data to determine our success in raising achievement within our school. This data will include, but not be limited to: Grades 3-5 RISE and Acadience Reading and Math. In grades K-2 school-based summative testing and Acadience Reading and Math will be used.

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

We are projecting an allocation of \$28,228 for the 2025-2026 school year.

- Of our total allocation, \$22,026.20 will be spent in the following manner:
 1. An instructional coaching position for Cottonwood Elementary focusing on collaborating with Emery County School District coaches in efforts to support teachers in instructional strategies that will support current methods of learning. (\$3,000)
 2. A 12.5 hours per week paraprofessional, Marie Hansen, who will be focusing on ELA and math in our upper grades as well as working with our special education team. (\$8703.50)
 3. Music and Art Specialist, Alisha Hughes, to help with fine motor skills/critical thinking, social skills, team/group work (\$5,514.86)
 4. Physical Education Specialist, Amy Dewitt, to help with fine/gross motor skills, critical thinking, social skills, team/group work, calming skills (\$4,807.84)
- An additional approximate \$5,900 will be spent in the following categories:
 - 1) Assemblies and/or learning experiences that help promote literacy skills, such as local author visits by Gary Hogg. (\$1,000)
 - 2) Music and Art Supplies. (\$1,000)
 - 3) Physical Education Equipment. (\$500)
 - 4) Replace/Add Technology. (\$1,000)
 - 5) Educational Software: Mystery Science and Vocabulary City (\$1,400)
 - 6) Professional Development Travel & Overnight Stay (\$1,000)

Rollover or Additional Funds:

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Any additional or rollover funds will be used to help meet our goals as listed above as well as support teacher professional development needs or leadership roles.

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

This plan was created with input and feedback from teachers, staff members, and the 2024-2025 school community council.

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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.

Based on agreement of involved stakeholders, Cottonwood Elementary will continue to promote and heavily engage in teaching our Social-Emotional Learning (SEL) curriculum. Teachers will continue to teach SEL lessons for a 15-20-minute block during the day and all faculty and staff are expected to use the language of the program as part of daily conversation. We believe that this will continue to increase our students' ability to manage themselves and their emotions, thus increasing learning opportunities in class.

With the support of paraprofessionals who will focus on supporting English Language Arts (ELA), math, music & art, and physical education learning classrooms, we are confident we will enjoy quick successes which will in turn result in gains in student learning in all areas. Additionally, by increasing our resource classroom support to a full 5.9 hours (we will add 2.4 hours to the current provided hours for one of our two part-time paraprofessionals), we will be able to provide smaller group help for our resource students.

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

- To increase our students' ability to manage and self-regulate their emotions as well as interact appropriately socially in all settings within the school, including specials such as library, computers, music & art, PE, as well as at home.
- To increase our students' ELA skills, especially in writing.
- To provide students opportunities to build and practice using their fine and gross motor skills as well and critical thinking skills to support writing and SEL skills.

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

1. To determine our degree of success with our SEL program implementation, we will continue to track office referrals and student discipline reports to determine if there is a reduction in incidents. We will also use data collected by our social worker in the form

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of surveys, classroom lessons, and other various data to verify the success of our plan and as a basis for needed changes, should the need arise. Additionally, we will use data gathered through a software platform called Aperture, to measure and support students SEL needs.

2. Our criteria of determining success will be to evaluate our students' ELA learning as tracked in ASPIRE at each mid-term (minimum) and determine what interventions are needed to target students/groups that are not showing as proficient. We will then put our plan into action to support our students.
3. As a faculty, we will review our students gross and fine motor skills to determine if appropriate progress is being made. These skills are vital for good writing and developmental progress, which can affect SEL.
4. We will also use our end of year summative data to determine our success in raising achievement by 20% within our school. This data will include, but not be limited to: RISE and Acadience Reading in grades 3-5. In grades K-2 school-based summative testing and Acadience Reading will be used.

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

We are projecting an allocation of \$26, 930.27 for the 2024-2025 school year.

Of our total allocation, \$21,180.26 will be spent in the following manner:

- An additional ten hours per week to an existing paraprofessional who will be focusing on ELA and math in our upper grades. (\$5987)
- Music and Art Specialist to help with fine motor skills/critical thinking, social skills, team/group work (\$4998)
- Physical Education Specialist to help with fine/gross motor skills, critical thinking, social skills, team/group work, calming skills (\$4585)
- Extension of 2.4 hours per day/four days per week for one of our special education aides working in resource. (\$5701)

An additional approximate \$5,750 will be spent in six different categories. These include:

- 1) Continue our focus on updating the non-fiction books in the school library (\$500)
- 2) Assemblies and/or learning experiences that help promote literacy skills, such as local author visits. (\$1500)
- 3) Music and Art Supplies (\$1000)

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- 4) Physical Education Equipment (\$500)
- 5) Replace/Add Chromebooks (\$1000)
- 6) Educational Software (\$1,250)

Rollover or Additional Funds:

Any additional or rollover funds will be used to help meet our goals as listed above.

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

This plan was created with input and feedback from teachers, staff members, and the school community council.