

**Teacher and Student Success Plan- TSSA
2026-2027**

School: Book Cliff Elementary
Principal: Gaylene Erwin

School Community Council Members: Darci Quist, Dylan Keele, Rebecca Bastian, Lynsey Kyle, Sara Bradbury, Gaylene Erwin.

1) What are the school's most critical academic needs?

Our school's most critical needs are in the areas of:

Language Arts- Reading
Phonological Awareness
Vocabulary/Language
Reading Fluency
Reading Accuracy
Text Comprehension

Writing
Focus
Organization
Support/Elaboration
Conventions

Math
Numbers and Operations/Algebraic Thinking
Measurement and Data

Science
Process and Thinking
Science Concepts
Scientific Communication

2) List other areas in need of improvement that would enhance or improve academic achievement and community environment for students.

- Student attendance
- Creating an atmosphere where learning and achieving are student goals. (Intrinsic Motivation).
- Character education
- Physical education to promote healthy mind and body
- Increased targeted instruction
- Increased communication and support between the community, stakeholders and school

3) Describe how these needs were determined. Detail the data or other sources of information that were used to determine the school's greatest academic or other needed areas of improvement.

Needs were determined by:

- Attendance records
- Office referrals
- Proficiency in software programs measure grade-level standards and progress monitoring
- Beginning, Middle, and End of year Acadience Reading benchmarks
- Beginning, Middle, and End of Year Acadience Math benchmarks
- RISE 2025-2026 Summative assessments
- Teacher Assessments, (Both Formative and Summative)
- Informal Observations
- Parent feedback

4) List and describe what strategies, programs, practices, materials, and other resources the school will use to best address the needed areas of improvement.

Students will be provided, based on the level of need, either individualized, small group instruction, and whole class instruction within the needed skill area. Instruction may include, but is not limited to:

- Guided Reading Groups
- W.I.N. Time
- Guided Math Groups
- Title-1 Assistance
- Resource Services
- Really Great Reading groups
- ELL Services
- Cooperative Learning
- Blended Learning/Instruction
- School Counselor Presentations
- School Counseling skills groups & 1:1

Other areas will include, but will not be limited to:

- Software programs
- RISE benchmarks
- Acadience progress monitoring
- Scribble
- STEAM Fair
- Really Great Reading Playground and InferCabulary

5) Describe what financial resources are available and how they will be used to implement the School Improvement Plan.

- Resources from our school budget will be used to ensure the needed materials are available for teachers and students.
- Trust Land will continue to be used to support academic programs to promote growth in reading across all subject areas.
- TSSA will support intervention aides and software.
- Grants (such as STEM) will be used to facilitate site licenses for use of Lexia Core 5 and IXL.

6) Explain how success will be measured and evaluated. How will the results of plan implementation be reported to the School Community Council, parents, School District Administration, and Board of Education?

Success will be measured and evaluated by the use of:

- Formative/Summative Assessments
- Teacher Observation
- Reading Assessments
- Skill-Performance Tasks
- Acadience (progress monitoring, BOY, MOY, EOY)
- RISE Testing

Results will be relayed in the following manner:

- Parent-Teacher communication paper and phone
- Parent-Teacher conferences
- Communication Between Staff and Faculty
- PLCs – district and school
- Goals for each student and classroom to monitor progress
- Community Council Meetings
- Administrative Council

7) Describe the school's plan for staff development, including what strategies, programs, practices, materials, and other resources the school will use to best address the staff development needs of the school. Also, outline how the plan coordinates with the following components outlined in Utah Code 53A-3-701.

Professional Development:

District-wide Professional Development days are scheduled to increase capacity in many areas and will be held twice this school year. BCE will have two in-house professional development days where training will be centered specifically to what our school needs. Professional development is also pushed out to individual teachers based on principal

observations and feedback. Teachers meet with the administrator to discuss options and ways to build capacity.

Specific Professional Development for LETRS, Really Great Reading, and identifying needs that pertain to Book Cliff Elementary will be scheduled to ensure teachers and staff are well-educated in the area in which they teach. We will be using SESC literacy coach to do coaching cycles with our K-3 teachers.

PLCs:

Quarterly district grade-level PLCs will focus on student needs, growth, strengths, and weaknesses in Acadience reading and math. These groups will also be diving into mastery grading and portrait of a graduate.

BCE faculty will meet weekly to place students in W.I.N. groups using data to determine placement and the science of reading to ensure skills are explicitly taught.

8) Outline the timetable and/or schedule for plan implementation.

August: Meet as district administrators to identify needs within each grade-level PLC and create action items to ensure needs are addressed. BCE faculty plans for the needs of our students, meet with parents and creates schedules for individual student services.

Weekly School-based WIN time: The teachers of Book Cliff will meet together as a team to review student progress, concerns, and student groupings for targeted intervention. Faculty review school-wide goals, progress, and areas of concerns.

Quarterly Grade level PLCs Each grade level will meet as a district to continue to work on student achievement. Each term, the results of the common assessment will be discussed, and strengths and weaknesses will be identified. Through discussion, best practices will be identified and taught, and teams will work together to problem-solve weaknesses.

End of year review (May): Faculty reviews current summative testing and student growth in each area. Determines next steps and goals, then collaborates with next year's teachers in transition meetings to keep momentum and plan for students' individual needs.

9) Describe what financial resources are available and how they will be used to implement the school Staff Development Plan.

District-level PLCs have been pre-established and have been scheduled after school on Mondays. Keeping our early out Friday schedule.

School-based PLCs will be funded with Book Cliff's funding sources, such as Teacher Supply and Trust Land funds that have been designated to facilitate professional learning, training, PLCs, Instruction, supplies, books, or materials for classrooms.

10) Explain how success will be measured and evaluated. How will the results of plan implementation be reported to the School Community Council, parents, School District Administration, and Board of Education?

Ultimately, success will be based on a minimum of a 2% increase from RISE within each grade level per test, which would translate to a goal of an 8% increase in math and language arts and a 6% increase in science school-wide. BCE has made Acadience goals of an increase of 11% in proficiency on the EOY Acadience compared to the EOY 2026 scores and a 25% increase in Acadience reading measured my EOY proficiency compared to EOY 2026.

The success of an individual concept or program will be measured by how effective or ineffective the implementation was. Each program or activity should demonstrate monitored growth from the beginning, middle, and end of term evaluations (whether formative or summative).

Implementation of Professional Development, PLCs, and team-level meetings will be evaluated and measured by the progress and growth that has been made throughout the year. Adjustments and changes, if needed, will be addressed at that time. The faculty/staff will determine its worth within the school and relay this information through the appropriate avenues: School Community Council Meetings, parent-teacher conferences, School board meetings, or Faculty/Staff meetings.

Positive growth and progress will be recognized within the school throughout the year as deemed appropriate by the faculty and staff of Book Cliff Elementary. Student recognition is frequent through teacher/class, morning announcements, Friday lunch announcements, newsletters, website, and monthly Growth All-stars.

Reporting will be done through principal presentations at Community Council meetings, parent nights, parent teacher conferences, school board meetings, and by submitting test results to USBE.

Budget:

Aide Wages - \$31, 500.00

Software- \$678.00

Total- \$32,178.00