

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

Name of School: **Huntington Elementary**

School Year: **2026-2027**

Principal: **Jody Carter**

Funding Allocated: **\$52,000**

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

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

Goal #1 – Students at Huntington Elementary will improve reading scores by 3% on Acadience Reading and Math.

Student Literacy Support:

- The goal of Huntington Elementary is to help all students learn to read or improve their reading skills. We will accomplish this by providing extra support in areas that need additional resources in the form of 3-hour aides. We will continue to pay for the four aides to be dedicated to students' greatest needs to be determined by teachers, principal, and data year by year.
- *3 paraprofessionals =* *\$ 25,039.00*
- *Angela Fox Sped Aide Funds:* *\$20,530.00*
- *School instructional coach* *\$5,500.00*
- *Total =* *\$51,069.00*

Based on the unanimous agreement of the faculty, principal, and community council of the Huntington Elementary School, the most current need and the best use of the TSSA funding for our school would be to have additional aides or aide time in classrooms. The funding we have available for our school would allow us to continue to fund our four - 3-hour aides. These aides would provide the following services:

- Reading support in our classes doing 100 Easy Lessons, Heggerty Phonemic Awareness Reading Program, along with Lexia lessons, and Really Great Reading lessons. They will provide small group pull-out lessons and in-class support.

Huntington Elementary is continuing to use Land Trust Funding to purchase supplemental materials in the Really Great Reading Program to assist the reading paraprofessionals with their lessons.

- Help in administering the Acadience Math (Dynamic Indicators of Basic Early Literacy Skills) assessment for reading intervention and growth.
- Additional Burst groups for direct reading intervention (now supported only through Title 1 funding).
- Administer intensive reading help to the students we deem most in need using Really Great Reading, Corrective Reading, and Decoding with (Word-Attack Basics, Skill Applications, and Decoding Strategies.)
- Aides will rotate around to each classroom doing small group instruction using Lexia lessons.

Aides would be assigned as needed from year to year and within the school year to provide the above services to those students and areas where they are most needed.

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

The essential measurement will be the Acadience assessments as well as Really Great Reading. All students' assessments will be at the beginning, middle, and end of the school year. We also have access to the previous year's testing data for every student who attended our school for several years. Students are also Progress Monitored in all

classes, especially the primary grades, to catch their reading concerns early. We hope to see a 3% growth, meaning that students who test at the beginning of the school year as RED = Intensive Intervention or YELLOW = --- intervention will move to GREEN = At Grade Level scores.

- RISE assessments may be used as a measure, as it is proven to be valid. That assessment will provide another snapshot at the end of the year, and over the years, as data is collected, it will be a more useful tool.
- Teacher Data will be the most beneficial of all through in-place formative assessments throughout the year.
- The following test will be administered three times a year to gauge students who need intensive work and measure their progress and growth.
- Really Great Reading
- Acadience Reading and math
- All of these instruments will be used to see a 3% growth in reading.

Student Social/mental health and well-being

Funding remaining would be used to provide professional development for faculty and staff to serve students' Social/Emotional Learning better, using online, on-site workshops, conferences, and existing professionals in the district and county and supplies to supplement our current program.

Destri Gray is using the RULER program. She is doing in-class lessons once a week and small group pull-out lessons.

This year we plan to provide the teachers and staff with social, emotional, and professional development training.

- We want to bring in experts to help educate the faculty on how to help best assist and handle students who require social and emotional assistance. We will also use some of our above reading aides to do some social-emotional pullouts with students. They will pull them out and do a quick check-in with them.

- Destri Gray and Jennifer Thomas will provide professional development opportunities to the faculty and staff on social and emotional training.

To assess student growth, we will use teacher, parent, and student surveys and questionnaires to determine the progression of the student's success with social-emotional lessons.

- Criteria for assessing Social/Emotional Learning will be the skills that teachers gain over the next few years to help students through curriculum and training.
- Surveys to students and teachers will also establish a baseline and end-of-year achievement.

Explain how TSSA funds will be used to advance your school's goals:

Our TSSA funding will advance our goal by providing students with individualized attention to help fill learning gaps. This will assist the students and bring each student up to grade level. The kindergarten aide will provide students with much-needed support to get them started in the right direction in their first year of school.

TSSA Employees: Wages

Cathy Livingston (3 hours a day)	\$9,800.00 including benefits.
Hailee Willis (3 hours a day)	\$11,863.00 including benefits.
Lauren Ison (1 hours)	\$3,376.00 including benefits.
Angela Fox 5.9 hours a day. SPED	\$20,530.00 including benefits.
Instructional Coach	\$5,500.00

Any remaining funds

Used to provide aides with extended hours. Aides would pull students to do catch-up work. Aides would visit each classroom and pull students who will miss work or missing

instruction and provide them with catch-up and reteach concepts that they need extra support in.

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

Community Council Members, Jennifer Mortensen, and Special Education Teacher, Adrian Jensen.

Please include a categorized budget – this can be a separate spreadsheet:

See attached.