

Teacher and Student Success Plan

School Year: 2024-25

School: Canyon Rim Academy

Budget: \$120,000 (approx.)

Goal 1: Our objective is to enhance classroom support for all students by effectively implementing Tier 1 and Tier 2 interventions focused on behavior management and social-emotional learning (SEL) for both students and teachers. Central to this effort is the creation of executive functioning groups as a Tier 2 behavior support, equipping students with vital skills such as organization, time management, and self-regulation. The Director of Student Supports will also lead the development of a peer mediation program, empowering students to resolve conflicts constructively and fostering a school culture rooted in collaboration and respect.

In addition, we will introduce a structured recess program designed to promote positive social interactions and physical activity, offering students healthy outlets for their energy and engagement. We also plan to expand the Positive Behavioral Interventions and Supports (PBIS) framework, strengthening its use school-wide to provide a consistent approach for encouraging positive behavior.

The Director will oversee professional development for teachers, ensuring they are well-prepared to support students both academically and socially. By focusing on these targeted strategies, we aim to cultivate a supportive, responsive learning environment that prioritizes both behavioral growth and emotional well-being, ultimately leading to better educational outcomes for all students.

Our goal is to reduce behavior-related office referrals from an average of 10–12 per week to 4–6 per week over the course of the year.

Goal 2: Increase literacy proficiency across all grade levels (K-6) by 2% by the end of the 2024-2025 school year as measured by the Acadience Reading Assessment. Increase math proficiency in grades K-3 by 2% by the end of the 2024-2025 school year as measured by Acadience Math Assessment. Additionally, increase RISE reading scores in grades 3-6 by 2% from 2023-2024.

Action Plan: 1. Baseline Assessment: Conduct initial literacy and math assessments using Acadience at the beginning of the school year to determine students' current levels. 2. Targeted Interventions: Implement 95% Group reading interventions for all students who are below/well-below the benchmark in ELA. Provide targeted support using research-based programs and strategies for students who are below/well-below benchmark in Math. 3. Professional Development/Faculty Training: • Provide all teachers with support in literacy instruction, focusing on evidence-based strategies based on the Science of Reading. Support K-3 teachers with their LETRS Professional Learning. • Engage in a year-long vertical alignment of current ELA standards, intentionally targeting the skills deemed essential for progression in the next academic school year. 4. Monitoring and Feedback: Regularly assess student progress and adjust instructional strategies based on the data.

Budget:

- 30% of the TSSA fund will be used for general classroom salaries/employee benefits/bonuses/stipends for teachers.
- 35% of the TSSA fund will be used for the partial salary of the S.E.L. Director.
- 35% of the TSSA will be used for the partial salary of the Academic Director.

Measurable Outcome:

Increase in student academic achievement by 1% per year as required by UCA 53G-7-1304.