

## 2023-24 SCHOOL IMPROVEMENT PLAN SPRINGDALE ELEMENTARY SCHOOL

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

66 Was your school's total points on the most recent report card.

<https://utahschoolgrades.schools.utah.gov>

68 is the minimum score your school will need to demonstrate a 1% increase.  
(This number is based on a maximum score of 150 points)

### POINTS WEIGHTED TO OVERALL SCORE



Achievement	37% (56 points possible)	14 points earned
Growth	37% (56 points possible)	29 points earned
English Learner Progress	9% (13 points possible)	8 points earned
Growth of the Lowest 25%	17% (25 points possible)	15 points earned

Based on your school report card's overall score, which area would make the most sense to prioritize in order to demonstrate a 1% increase?

Answer: Achievement with an added focus on Reading

### Step 1: Determine your current level of performance. Look at your most recent, relevant assessment data.

#### FOCUS AREA 1: STUDENT LEARNING

**How are you currently assessing your progress in this area?**

Acadience MOY	
2022 RISE: English Language Arts. 24.1%. GROWTH 57.8%	
2022 RISE: Mathematics 32.1%. GROWTH 46.7%	
2022 RISE: Science 20.0%. GROWTH. ND	
2022 RISE: GROWTH OF LOWEST 25%. 60%	
READING % of Proficient On & Above in Acadience MOY 2023	MATH % Proficient On & Above in Acadience MOY 2023
Acadience: K: 55%	Acadience: K:
Acadience: 1st: 80%	Acadience: 1st 80%
Acadience: 2nd: 100%	Acadience: 2nd 80%
Acadience: 3rd: 67%	Acadience: 3rd 33%
Acadience: 4th: 91%	Acadience: 4th 45%
Acadience: 5th: 73%	Acadience: 5th 36%

<b>Subgroup</b>	<b>Percentage</b>	<b>Based on your data, what will you do to increase student learning in these subgroups?</b>
Students identified as economically disadvantaged	46%	WIN Time, Small Group with Teacher
Students with disabilities	2%	WIN Time, Small Group with Teacher
Students identified as English learners	24%	WIN Time, Small Group with Teacher and ELL Teaching Assistant, and Continue to build and maximize language acquisition time
Students in major racial and ethnic groups	38%	WIN Time, Small Group with Teacher

**What tier 1 changes might help those subgroups and your school's level of performance?**

The direct instruction of VOCABULARY in all classrooms would benefit ALL students. We will continue to focus on student engagement strategies and supports

**What additional interventions might help those subgroups?**

WIN time would include specific 95% docodable books focusing on phonics skill scope and sequence. Fluency and accuracy instruction would also be targeted for RED and YELLOW students.

***This section is only for TSI Designated Schools :***

**What subgroup(s) designate your school as TSI?**

Hispanic student group

**How will your plan address the area that qualifies you as a TSI School?**

Specific VOCABULARY instruction would benefit our Hispanic population.

**What Tier 1 practices do you need to target/focus on? What coaching support will teachers need to make those changes?**

Teachers will be trained on the most current strategies for teaching VOCABULARY to ALL students.

## FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

**How are you formatively assessing your progress in this area?**

Teacher Referrals to the Behavior Technition, Parent Concerns, and student, parent and teacher/staff surveys.

**List and link your school's data sources here:**

Description	Link
Second Step Lesson Completion	
PowerSchool Attendance Report	
Basic 5 Observation Data	

## FOCUS AREA 3: LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING

**How are you formatively assessing your progress in this area?**

Collaborative PLC Meetings, LETRS training, coaching of teachers with students that have specific academic or behavior needs, and classroom observations and feedback.

**List and link your school's data sources here:**

Description	Link
LETRS Training Completion	
Coaching Log	
Coaching Survey of Teacher Perception of Help	

**Step 2: Outline your school's specific, measurable goals for the year.**

**Step 3: Define specific actions your school must make and how you will measure their success.**

**Step 4: Define the funding source and estimated expenditures.**

**2023-24 BUDGET SUMMARIES**

**STATE LANDS TRUST FUNDING ESTIMATES**

Carryover from prior year		\$1,438.07
Distribution for 2023-24	+	\$7,202.77
Total Available Funds		<u>\$8,640.84</u>
Estimated Expenditures	-	<u>\$8,640.84</u>
Net Amount		\$0.00

Is SLT carryover from 2022-23 expected to exceed 10% of the school's 2022-23 distribution?

Yes

No

**TSSA FUNDING ESTIMATES**

Carryover from prior year		\$4,780.91
Distribution for 2023-24	+	\$10,280.91
Total Available Funds		<u>\$15,061.82</u>
Estimated Expenditures	-	<u>\$15,061.81</u>
Net Amount		\$0.00

Is TSSA carryover from 2022-23 expected to exceed 10% of the school's 2022-23 distribution?

Yes

No

**If you answered "yes" provide an explanation for why more than 10% will be carried over.**

*(Funds to be carried over should be identified for a specific future need, and should not be saved for unexpected contingencies.)*

Our Behavior Technition resigned from the position. I posted the position and was not able to fill it.

**ALIGNING GOALS WITH 2023-24 BUDGET**

<b>PEERS GOAL #1</b>	Classroom management and student behaviors will improve as students are actively engaged and enjoy school.
<b>FOCUS AREA</b>	<b>2. SAFE LEARNING ENVIRONMENT</b>

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*

	<b>Action Steps / Expenditure Description</b>	<b>Expenditure Category</b>	<b>Funding Source</b>	<b>Estimated Cost</b>
Classroom Observations; student, parent, and teacher/staff surveys.	1 Hire a Behavior Technician and/or paras to work with students who have academic, emotional, and physical limitations and needs.	Salaries & Benefits	TSSA	\$12,518.61
	2 Instructional supplies	Supplies	TSSA	\$2,543.20
				<b>\$15,061.81</b>

Does this goal include a Digital Citizenship or Safety Principles component?      Yes       No

Has SLT (Trust Lands) been designated as a funding source for this goal?      Yes       No

<b>PEERS GOAL #2</b>	Increase Acadience Math and Reading Scores by 10% from BOY to EOY.		
<b>FOCUS AREA</b>	<b>1. STUDENT LEARNING</b>		
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>ENGLISH / LANGUAGE ARTS</b>		
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>MATHEMATICS</b>		

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*

	<b>Action Steps / Expenditure Description</b>	<b>Expenditure Category</b>	<b>Funding Source</b>	<b>Estimated Cost</b>
Acadience Reading and Math Assessments will be given three times a year.	1 The hiring of classroom paras to help with math and reading interventions. WIN Time 4 days a week with paras. These individuals help deliver targeted, skill based, small group instruction to our at-risk students.	Salaries & Benefits	SLT	\$8,059.44
	2 Instructional Supplies UFLI Reading program will be purchased. Paper	Supplies	SLT	\$581.40
				<b>\$8,640.84</b>

Does this goal include a Digital Citizenship or Safety Principles component?      Yes       No

Has SLT (Trust Lands) been designated as a funding source for this goal?      Yes       No

**If additional funds are available for TSSA, how will the school spend the funds to implement the goals in this plan?**

Addition instructional materials for all content areas including replacement of student devices.

**If additional funds are available for Trust Lands, how will the school spend the funds to implement the goals in this plan?**

Addition instructional materials for all content areas including replacement of student devices.

**Provide an explanation of how your school will publicize its plan.**

Website