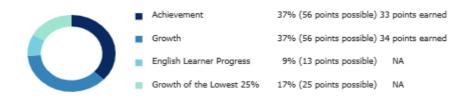# 2025-26 SCHOOL IMPROVEMENT PLAN
SPRINGDALE ELEM

(TSSA, TSI, TITLE 1, SLT)
ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

__67__   *Was your school's total points on the most recent report card.*

https://utahschoolgrades.schools.utah.gov

__69__   *is the minimum score your school will need to demonstrate a 1% increase.*
(This number is based on a maximum score of 150 points)

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: Growth of Lowest 25%

■	Achievement	37% (56 points possible)	33 points earned
■	Growth	37% (56 points possible)	34 points earned
■	English Learner Progress	9% (13 points possible)	NA
■	Growth of the Lowest 25%	17% (25 points possible)	NA

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?

We are using the Acadience Reading and Math assessments and the progress monitoring as recommended.

Acadience Reading BOY, MOY, EOY	Acadience Math BOY, MOY, EOY
WCSD Diagnostic Reading Assessments	Acadience Math Progress Monitoring
Acadience Reading Progress Monitoring	Monthly RISE Math Benchmark Assessments
RISE ELA and Writing Benchmark Assessments	Common Formative Math Assessments
ESGI	RISE Science Benchmark Assessments
Grade Level Common Formative Assessments	Student Engagement
Student Engagement	

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	63%	Intentional instruction using essential standards. Strong tier 1 instruction is our focus for professional development. WIN Time, Interventions, Small Group with Teacher, Determine where the child needs additional instruction and remediate to meet those needs.
Students with disabilities	10%	Intentional instruction using essential standards. Strong tier 1 instruction as our focus for professional development. WIN Time, Interventions, Small Group with Teacher, Determine where the child needs additional instruction and remediate to meet those needs.
Students identified as English learners	18%	Intentional instruction using essential standards. Strong tier 1 instruction is our focus for professional development. Prioritize each student's IEP, ensuring accommodations and modifications are effectively integrated into their learning experience. Interventions, Small Groups with Teacher, Encourage academic vocabulary focused explicit instruction from a trained ELL Teaching Assisstant. Computer Software program Imagine Learning for 20 minutes a day.
Students in major racial and ethnic groups	>10%	

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

Provide additional training in explicit instruction and student engagement to enhance learning in all classrooms. A key focus will be increasing the use of effective engagement strategies to ensure active participation and deeper understanding for all students.

What additional interventions might help those subgroups?

WIN Time includes targeted instruction in phonemic awareness and phonics skills, using decodable books to build reading fluency. Students also engage with district-approved language and math computer programs to reinforce learning and support skill development.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Progress will be measured through student participation data, including the number of individual and group counseling sessions, as well as parent involvement. Teacher and staff feedback can provide insights into the counselor's impact on student behavior, emotional well-being, and classroom engagement. Student progress can be tracked through pre- and post-assessments, attendance, and behavior data. Additionally, the effectiveness of schoolwide programs, crisis interventions, and social-emotional learning initiatives can be evaluated through participation rates and school climate surveys.

List and link your school's data sources here:

Description	Link
Behavior Reports	Powerschool Log Entries
PowerSchool Attendance Report	Powerschool Atttendance Reports
Powerschool Nudge Report	Powerschool Nudge Reports
Basic 5 Observation Data	
Climate Surveys for parents, students, and teachers	

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

How are you formatively assessing your progress in this area?

PD Training Attendance, Collaborative Team Meetings, Coaching Teachers and classroom observations and feedback.

List and link your school's data sources here:

Description	Link
Professional Development Attendance	
Coaching Log	Coaching Log
Coaching Survey of Teacher Perception of Help	District LC Coaching Survey
CSIP	https://csip.washk12.org/
Basic 5 Observation Data	

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.

2025-26 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		$52.12
Distribution for 2025-26	+	$5,466.23
Total Available Funds		$5,518.35
Estimated Expenditures	-	$5,518.35
Net Amount		$0.00

Is SLT carryover from 2024-25 expected to exceed 10% of the school's 2024-25 distribution?   Yes [　]   No [X]

TSSA FUNDING ESTIMATES

Carryover from prior year		$2,000.00
Distribution for 2025-26	+	$10,631.21
Total Available Funds		$12,631.21
Estimated Expenditures	-	$12,631.21
Net Amount		$0.00

Is TSSA carryover from 2024-25 expected to exceed 10% of the school's 2024-25 distribution?   Yes [X]   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.)

We are carrying over more than 10% due to not hiring all our paras. We will use the money for para salaries.

ALIGNING GOALS WITH 2025-26 BUDGET

PEERS GOAL #1	70% of students in grades K-5 will achieve a Typical or Better Growth score on the End-of-Year (EOY) Acadience Math and Reading Assessments, with a 7% increase in proficiency from Beginning-of-Year (BOY) to EOY. Students in grades 3-5 will increase their RISE proficiency in Math and Reading by 5%, while maintaining a growth score of 70% or higher.
FOCUS AREA	**1. STUDENT LEARNING**
ACADEMIC AREA (*required for goals supported by SLT funds*)	**MATHEMATICS**
ACADEMIC AREA (*required for goals supported by SLT funds*)	**ENGLISH / LANGUAGE ARTS**

How will you measure whether this action step had a positive impact on student learning? (*This must be tied to your goal.*)		**Action Steps / Expenditure Description**	**Expenditure Category**	**Funding Source**	**Estimated Cost**
Acadience Reading and Math, WCSD Diagnostic Reading Assessment, RISE Benchmark Assessments, RISE Summative Assessment, Lexia Data, STMath Data	1	Hire paraprofessionals to support Math and Reading WIN Time interventions four days a week, providing targeted, skill-based small group instruction.	Salaries & Benefits	SLT	$5,518.35
				TSSA	$9,815.89
	2	Purchase needed supplies such as Math manipulatives and Language Arts decodables.	Supplies	TSSA	$2,815.32
					$18,149.56

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

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

PEERS GOAL #2	Improve students' ability to navigate challenges and enhance problem-solving skills. Ensure all students feel a sense of safety and belonging within the school community.
FOCUS AREA	**2. SAFE LEARNING ENVIRONMENT**

How will you measure whether this action step had a positive impact on student learning? (*This must be tied to your goal.*)		**Action Steps / Expenditure Description**	**Expenditure Category**	**Funding Source**	**Estimated Cost**
Decrease in student wellness needs, classroom observations, student, parent, and staff surveys.	1	Hire a counselor to work with students individually and in small groups one day per week. The counselor will also provide monthly classroom instruction. (Funding: NESS)	Salaries & Benefits	OTHER	$14,207.75
Leader in Me Measurable Results Assessment for students, parents, and teachers.	2	Fund the Leader in Me program to help students develop self-reliance, initiative, goal setting, conflict resolution, and other essential life skills. (Funding: NESS)	Contracted Services	OTHER	$1,500.00
					$15,707.75

PEERS GOAL #3	100% of teachers and staff will engage in professional development focused on student engagement and explicit instruction.

FOCUS AREA	3. LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL DEVELOPMENT
ACADEMIC AREA *(required for goals supported by SLT funds)*	ENGLISH / LANGUAGE ARTS
ACADEMIC AREA *(required for goals supported by SLT funds)*	MATHEMATICS
ACADEMIC AREA *(required for goals supported by SLT funds)*	SCIENCE

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*		Action Steps / Expenditure Description	Expenditure Category	Funding Source	Estimated Cost
Increase in RISE ELA and Math Growth and Proficiency Classroom observations and Principal evaluations.	1	Provide professional development for certified staff.			
	2	Provide ongoing professional learning in the Leader in Me framework. (Funding:From program purchased in Goal #2)			
					$0.00

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

We will use the additional funds to purchase technology, equipment and paraprofessionals.

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

School Website, Parent communication/notes sent home.