

## 2024-25 SCHOOL IMPROVEMENT PLAN WASHINGTON

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

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

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

74 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: Achievement

### POINTS WEIGHTED TO OVERALL SCORE



Achievement	37% (56 points possible)	20 points earned
Growth	37% (56 points possible)	31 points earned
English Learner Progress	9% (13 points possible)	5 points earned
Growth of the Lowest 25%	17% (25 points possible)	16 points earned

**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?**

Area of focus: Achievement	
Teacher generated classroom tests (Common Formative Assessments)	
WCSD Diagnostic Tests	
Acadience Reading and Math tests	
Progress Monitoring	
Teacher formative assessments	
RISE tests in Language Arts, Math, Science, and Writing	

<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	70%	Focus on engaging tier 1 instruction based on intentional planning of learning targets and success criteria using the Science of Reading strategies and 95% Group in the upper grades and Heggerty materials in the lower grades. Students will track their learning and closely monitor their progress, setting goals and commitments that support a class goal documenting their progress in personal binders/folders.
Students with disabilities	19%	Tier 2 instruction based on individual student plans (IEPs) will be held using the Science of Reading strategies/techniques along with materials from the 95% Group. Students will track and monitor their own progress in the Special Education classes in the same manner as they do in the general education classes. We will now focus more on students working on their grade level materials in the Special Education classes in addition to materials from past (lower) grade levels.
Students identified as English learners	13%	Students will attend their regular classroom Tier 1 instruction in English with only 20-30 minutes of pullout instruction in small groups with a teacher and para who are specially hired to work with ELL students. The students will be encouraged and expected to speak orally with classmates and answer questions orally from the teacher in full sentences. A focus on "academic vocabulary" stressing the understanding of words used frequently in each curriculum area.
Students in major racial and ethnic groups	39%	Teachers will monitor and adjust their instruction in response to the cultural and linguistic needs of individuals and groups of students. They will use the students' differences as an asset to adapt and deliver instruction for all.

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

Teachers will clearly declare the learning targets of their lessons at the beginning and end of the lesson or unit of study. They will also include the success criteria so the students know how to be successful in their learning. Teachers will check for understanding after they explicitly teach lessons followed with feedback and review using smaller chunks of learning when needed. Planning will be intentional based on the Utah Core Standards with engaging lessons planned ahead to include when to require students to discuss learning with partners and when to independently practice skills and strategies. Teachers will plan Depth of Knowledge questions/expectations of D.O.K. levels 2 and 3. Teachers will use competition and other motivational strategies to encourage consistent engagement in lessons.

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

Special Education classes will be held for those who qualify.. W.I.N.(What I Need) intervention times for all students, K-5, systematically 4 days a week. ESL pull-out classes for those who qualify. Additional one-on-one and smaller group work with trained paraprofessionals for students identified as needed. Small groups of students in class working with the teacher while others are working on independent practice.

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

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

Students with disabilities

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

Special Education classes will be held for those who have been identified with a disability. The teacher will utilize the Science of Reading strategies learned in the LETRS courses she has completed, including the 95% Group materials to support those who struggle with Reading. The teacher will explicitly instruct, check for understanding, reteach when needed using the Utah Core Standards on the students' appropriate grade level. She will support the general education classroom teacher's lessons and learning targets.

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

Teachers will use sound, step-by-step teaching, where he/she clarifies the purpose of the lesson and then alternates among teaching, monitoring student progress, checking for understanding, and reteaching as needed. We will identify the best evidence-based practices, train our teachers to apply them, and monitor their implementation.

**FOCUS AREA 2: SAFE LEARNING ENVIRONMENT**

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

Teachers observe student behavior, keep data, and report during each weekly PLC collaboration meeting. We have set school-wide goals on student behavior with rewards for classes who show the best weekly behavior based on the specific skill selected for the week. Our "Restorative Room" (Skills Room) with staffed Behavior Techs also keeps data on student referrals to the Skills Room and how often students need skills lessons.

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

Description	Link
Log entries in PowerSchool	
Office Referrals	
Restorative Room (Skills Room) referrals	
Wellness Room usage	
School Counselor	

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

How are you formatively assessing your progress in this area?

Observations and feedback from stakeholders

List and link your school's data sources here:

Description	Link
Weekly collaboration as PLCs	
Bi-monthly Faculty/Professional Development meetings.	
Individual coaching sessions with Learning Coach	

**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		\$3,008.90
Distribution for 2023-24	+	\$62,692.64
Total Available Funds		\$65,701.54
Estimated Expenditures	-	\$65,701.54
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		\$4,191.07
Distribution for 2023-24	+	\$82,248.96
Total Available Funds		\$86,440.03
Estimated Expenditures	-	\$86,440.03
Net Amount		\$0.00

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

Yes  No

**ALIGNING GOALS WITH 2024-25 BUDGET**

<b>PEERS GOAL #1</b>	On average, 40% or more of the 3rd - 5th grade students at Washington Elementary will be Proficient on the 2025 RISE state end-of-year tests including Science, English/Language Arts, Writing, and Math.	
<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>	
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>SCIENCE</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>
RISE end-of-year test 3rd - 5th grade	1 Paras will be hired to intervene (WIN Times)	Salaries & Benefits	TSSA	\$46,322.13
			TITLE 1	\$100,000.00
	2 Classroom teacher aides hired to assist teachers with small group and whole group teaching and intervening.	Salaries & Benefits	SLT	\$45,681.56
			TITLE 1	\$20,000.00
	3 Pay a portion of a classroom teacher to support our goal.	Salaries & Benefits	TSSA	\$40,117.90
	4 Provide counselor support to allow students to regulate and be ready to learn each day.	Salaries & Benefits	TITLE 1	\$30,000.00
	5 Provide behavior tech paraprofessional support to allow students to regulate and be ready to learn each day.	Salaries & Benefits	SLT TITLE 1	\$20,019.98 \$18,500.00
	6 Professional Development	Contracted Services	TITLE 1	\$12,000.00
	7 Classroom supplies and resources for teachers and students	Supplies	TITLE 1	\$25,000.00

**\$357,641.58**

**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 funds to purchase books and technology such as chromebooks, headphones and projectors to support our existing goal.

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

School website, marquee, emails.