

2025-26 SCHOOL IMPROVEMENT PLAN WASHINGTON ELEM

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

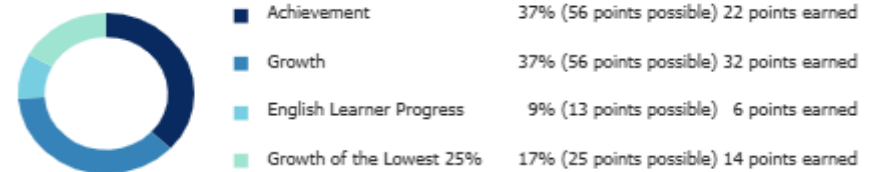
74 Was your school's total points on the most recent report card.

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

76 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 the Lowest 25%



[View more info on the system >](#)

[View more info on the calculation >](#)

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: Growth of the Lowest 25%	
Progress Monitoring	
WCSD Diagnostic Tests - Performance Matters	
Acadience Reading & Math	
Teacher generated classroom tests (CFA)	
RISE - ELA, Math, Science (Interim, Benchmark & Summative)	

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	61%	Focus on engaging Tier I instruction based on intentional planning of learning targets and success criteria using the Science of Reading (SOR) strategies, 95% Group in the upper grades, Heggerty materials in the lower grades and using our HMH Core ELA Program with fidelity. Students will track their learning and closely monitor their progress, set goals and make commitments that support a class goal.
Students with disabilities	24%	Tier II & Tier III instruction based on individual student plans (IEPs). Strive to deliver content and provide support for student to access the gen ed curriculum. Provide time and structure to facilitate collaboration between gen ed and SPED.
Students identified as English learners	12%	Students will attend their regular classroom for essential Tier I instruction. ELL pull out time will be only 20-30 minutes of instruction with teacher and para who are specifically hired to help with ELL students. Academic Vocabulary will be a strong focus.
Students in major racial and ethnic groups	43%	Teachers will monitor and adjust instruction in response to the cultural and linguistic needs of individuals and groups of students. Unique student differences will be viewed as an asset.

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

Teachers will identify success criteria with each lesson. Check for understanding and reteach or extend as needed. PLC and collaboration used effectively to plan and prepare for students. DOK, be sure to get to 3 and 4 level questioning. Appropriately work to motivate students and ensure engagement.
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What additional interventions might help those subgroups?

WIN for all students based on student need. ESL pull out for students who are identified. SPED (Tier 3) supports for identified students. Small group instruction provided to students by subject/skill.
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This section is only for TSI Designated Schools :

What subgroup(s) designate your school as TSI?

CSI: Students with disabilities.

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

SPED classes for all identified students. SOR Strategies utilized to support the learning of the students. Follow WCSD approved curriculum with fidelity. Explicitly teach with engagement strategies, check for understanding and reteach. Have high student expectations, strive for on grade level instruction and student mastery.

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

Collective Teacher Efficacy, Student Engagement, DOK - provide PD and our learning coach will provide targeted coaching sessions with each teacher to continue to empower our teachers

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

PowerSchool attendance data, PowerSchool log entries and incident reports, Wellness Room data, school wide behavior data, skills room (restorative room) data.

List and link your school's data sources here:

Description	Link
Log Entries/Incident Reports in PowerSchool	
Office Referrals	
Restorative Room referrals	
Wellness Room usage	Wellness Room Usage
School Counselor	https://docs.google.com/document/d/1c8Z4be0daPeUCiNzje5yHX5YbPyT6gMFM6bWUdp49M/edit?usp=sh

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 collaborations as PLCs	
Faculty & PD mtgs	Faculty & PD Mtgs
Coaching sessions with learning coach	WES LC Coaching Logs

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		\$2,834.65
Distribution for 2025-26	+	<u>\$68,874.47</u>
Total Available Funds		\$71,709.12
Estimated Expenditures	-	<u>\$71,709.13</u>
Net Amount		\$0.00

Is SLT carryover from 2024-25 expected to exceed 10% of the school's 2024-25 distribution?

Yes ☐

No ☒

TSSA FUNDING ESTIMATES

Carryover from prior year		\$10,491.87
Distribution for 2025-26	+	<u>\$88,978.63</u>
Total Available Funds		\$99,470.50
Estimated Expenditures	-	<u>\$99,470.51</u>
Net Amount		\$0.00

Is TSSA carryover from 2024-25 expected to exceed 10% of the school's 2024-25 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.)

We would like to use these funds to fund certified staff.

ALIGNING GOALS WITH 2025-26 BUDGET

PEERS GOAL #1	50% proficient in all areas on RISE by the end of the 2025-26 year.		
FOCUS AREA	1. STUDENT LEARNING		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	ENGLISH / LANGUAGE ARTS		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	MATHEMATICS		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>			

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
RISE Summative Assessment (Grades 3-5)	1	Pay for a portion of certified staff to support our goal.	Salaries & Benefits	TSSA	\$48,978.89
	2	Hire Paraprofessionals to provide targeted, skill based instruction in small groups (WIN Time).	Salaries & Benefits	TSSA SLT	\$45,926.66 \$39,994.02
	3	Provide BST support for students as needed & Full time school counselor support.	Salaries & Benefits	SLT TITLE 1	\$26,071.84
	4	Fund Classroom Teacher aides to assist teachers with small group instruction, whole group teaching support and help with intervention and extension.	Salaries & Benefits	TITLE 1	
	5	Professional Development targeted to support our goal.	Contracted Services	TITLE 1	
	6	Pay for substitutes for classroom teachers to allow for Professional Development and unit planning time throughout the school year to support our goal.	Salaries & Benefits	TSSA SLT	\$1,000.00 \$4,000.00
	7	Technology to support student learning (individualized student practice and extension opportunities), such as chromebooks, projectors, monitors and mice to support our goal.	Technology Related Supplies	TSSA SLT	\$3,564.96 \$1,643.27

\$171,179.63

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?

We will use additional funds to purchase skill based readers, technology (chromebooks, headphones, computers) or to pay for substitutes to allow for in depth structured planning time for teachers to unit plan, coordinate, data dive

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

Website, marquee, email to stakeholders