

2026-27 SCHOOL IMPROVEMENT PLAN WASHINGTON ELEMENTARY

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

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

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

64 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%



Achievement	37% (56 points possible) 19 points earned
Growth	37% (56 points possible) 26 points earned
English Learner Progress	9% (13 points possible) 5 points earned
Growth of the Lowest 25%	17% (25 points possible) 12 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: 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	72%	Focus on engaging Tier 1 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, using HMH Core ELA Program with fidelity. Students will track learning and closely monitor their progress, set goals and make commitments that support classroom and school wide goals.
Students with disabilities	25%	Tier 2 & Tier 3 instruction based on individual student plans (IEPs). Strive to deliver content and provide support for the student to access the gen ed curriculum. Provide time and structure to facilitate collaboration between gen ed and SPED.
Students identified as English learners	9%	Students will attend their regular classroom instruction for essential Tier 1. ELL pull out time will be 30 minutes of instruction with teacher and para who are specifically hired to help with ELL students. Frontloading academic vocabulary will be the focus. Teachers will track progress and hold regular meetings to ensure student needs are being met.
Students in major racial and ethnic groups	45%	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.

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

Teachers will identify success criteria for each lesson. In addition, they will check for understanding and reteach or extend as needed. PLC collaboration will be used to effectively plan and prepare to meet the needs of students. DOK - plan intentionally to get to level 3 and 4. Appropriately work to motivate students and ensure engagement.

What additional interventions might help those subgroups?

WIN for all students based on identified individual student need. ESL pull out for students who are identified. SPED (Tier 3) supports for individual students. Small group intervention instruction provided by students by subject/skill.

This section is only for TSI Designated Schools :

What subgroup(s) designate your school as TSI?

CSI - SWD (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. Follow WCSD approved curriculum with fidelity. Explicitly teach with engagement strategies, check for understanding and reteach as needed. Maintain high 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, ELA - we've worked with Jennifer Throndsen throughout this year to support our teachers in improving their practice.

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. Our school counselor also provides regular check ins regarding the impact they are having with regards to helping students.

List and link your school's data sources here:

Description	Link
Log Entries/Incident Reports (PowerSchool)	https://docs.google.com/document/d/1_ZaXmowqib1QjiA7vuqyRCdFf6e1tdscTC88M3AkM18/edit?usp=sharing
Office Referrals	https://docs.google.com/document/d/1_ZaXmowqib1QjiA7vuqyRCdFf6e1tdscTC88M3AkM18/edit?usp=sharing
Restorative Room data	
Wellness Room data	https://drive.google.com/file/d/1ELG3DZ-gsuta4JnmFHCKZp0z5N-2flsS/view?usp=sharing
School Counselor	https://docs.google.com/document/d/1JqGVmnYmD3KxKhxbYIDqsVrOGY0SQffnITDOGHQLfM/edit?tab=t.0

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 meetings (PLCs)	https://docs.google.com/document/d/1dUp0Ee78RQa7VcD9Q-CwvRVu1rGuqy5jtJcv_ZlwTg/edit?usp=sharing
Faculty & PD Meetings	https://docs.google.com/document/d/1DZHQjNBckGzM3Nk5JfSBqef_nbZnOFkDBkhKRGonMms/edit?usp=sharing
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.

2026-27 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from 2025-26		\$5,006.47
Distribution for 2026-27	+	<u>\$75,936.83</u>
Total Available Funds		\$80,943.30
Estimated Expenditures	-	<u>\$80,943.30</u>
Net Amount		\$0.00

Is carryover from 2025-26 expected to exceed 10% of the school's 2025-26 distribution?

Yes ☐

No ☒

TSSA FUNDING ESTIMATES

Carryover from 2025-26		\$9,219.97
Distribution for 2026-27	+	<u>\$108,658.27</u>
Total Available Funds		\$117,878.24
Estimated Expenditures	-	<u>\$117,878.24</u>
Net Amount		\$0.00

Is carryover from 2025-26 expected to exceed 10% of the school's 2025-26 distribution?

Yes ☐

No ☒

ALIGNING GOALS WITH 2026-27 BUDGET

PEERS GOAL #1	50% proficient in all areas on RISE by the end of the 2026-27 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	\$39,892.87
	2	Hire paraprofessionals to provide targeted, skill based instruction in small groups (WIN Time).	Salaries & Benefits	TSSA SLT TITLE 1	\$61,941.57 \$64,146.55
	3	Provide BTS support for students as needed & FULL time school counselor support	Salaries & Benefits	TITLE 1	
	4	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	SLT	\$5,600.00
	5	Technology to support student learning (individualized student practice and extension opportunities), chromebooks, teacher computers, iPads, projectors, monitors, mice and headphones to support our goal.	Technology Related Supplies	TSSA SLT	\$13,828.91 \$1,196.75
	6	Individualized student software licenses to allow for students to effectively use technology to enhance student learning and to differentiate curriculum	Software	SLT	\$10,000.00
	7	Google - Oct 1 Enrollment 398 @ \$3 per student. School Messenger to support parent involvement and student learning.	Software	TSSA	\$2,214.88
					<u>\$198,821.54</u>

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 pay for substitutes to allow for additional in depth structured planning time for teachers to unit plan, coordinate, data dive

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

We will share our plan on our school website, on our marquee, and via email and other communication to our stakeholders and community members.