



TIMPANOGOS ELEMENTARY

School Improvement Plan FY22

AIM: Every will conclude each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.

Required Goal Areas	Goal(s)	Essential Implementation Components	Budget Account Code Explanation
English Language Arts	<p>Last year, 58% of our students reached proficiency (benchmark or above benchmark), as measured by Acadience EOY. This year, we want to raise that percentage by 12 points, making our goal to have 70% of students proficient on Acadience EOY this year.</p> <p>Last year, we had 68% of our students reach typical, above or well above progress (growth), as measured with Pathways of Progress in Acadience. Our goal is to increase the percentage of students (K-6) reaching these same indicators by 10% based on Acadience EOY data.</p> <p>Based on the data from Acadience, our 2nd grade classes need to be a focus for intervention. We'd like to increase proficiency in 2nd from 35% to 50%. We'd like to increase their growth from 43% to 70%. Both of these will be measured with Acadience data.</p> <p>Our goal is to increase ELA RISE proficiency by 5% at each grade level. See below.</p>	<ul style="list-style-type: none"> ● Master Schedule followed by all staff <ul style="list-style-type: none"> ○ The Master Schedule provides sufficient blocks of time for literacy instruction ● PD for paras on intervention programs and with new teachers, as needed ● Set progress monitoring expectations ● Hold data review meetings with teachers (Scheduled for September, November, February and March) to review interventions and Acadience progress, making adjusts to instruction as necessary ● Provide tiered instruction to students daily, focusing on those that have the most critical needs first ● Provide systematic, explicit and evidence based interventions for students who are not meeting state standards, focusing on those that have the most critical needs first ● Provide enrichment for students who are exceeding state standards ● ELs will have access to ESL tiered instruction as well as all the other tiered instruction time ● LETRS Professional Development K-3; district will provide teachers support for grade-level course work time through monetary compensation for their work done outside the professional work day ● 95 Core Support for K-3 Teachers; Teachers will receive PD and implement 95 Core for the majority of the whole class literacy block ● Tech initiative -- Students will have 1-1 iPads in K-1st. 2nd-6th will have 1-1 Chromebooks 	<p>\$148,452: 7501 Instructional Assistants for intervention support in both ELA and Math</p> <p>\$60,000: 5422 Instructional Assistants from Trustlands for intervention support, currently because of hiring issues we are using \$31,634</p> <p>\$21,444: 7612 Instructional Assistants for ELs</p> <p>PD books & materials for teacher training-District is purchasing LETRS and 95% Core materials. Any additional needs for these programs will come from the 0060 budget.</p> <p>\$5,270: 0060 Substitutes for data dives (for both ELA and Math)</p> <p>LETRS: The district will provide monetary compensation for this course.</p>

	<p>3rd-24% to 29% 4th-19% to 24% 5th-22% to 27% 6th-26% to 31%</p>	<ul style="list-style-type: none"> ● Focus the few instructional assistants that we currently have in the grade levels that are most at risk and developing reading skills (2nd-at-risk; K-3 developing) ● Have all our kindergarten classes be full day to lessen the gap between same age peers from non-Title 1 schools. 	<p>\$50,122: 5678 (TSSA)</p>
<p>Mathematics</p>	<p>65% of students that took the Into Math Growth Measure (at the end of the year) in 1st-6th made adequate growth. Our goal is to increase that number by 10%, with 75% of students making adequate growth on the Into Math Growth Measure. Looking at each grade level individually, we can see that as students get older, the percent of adequate growth decreases.</p> <p>Our goal is to increase Math RISE proficiency by 5% at each grade level. See below.</p> <p>3rd-27% to 32% 4th-26% to 31% 5th-25% to 30% 6th-26% to 31%</p>	<ul style="list-style-type: none"> ● Master Schedule followed by all staff <ul style="list-style-type: none"> ○ The Master Schedule provides sufficient blocks of time for math instruction ● Provide adequate time for teachers to review GM assessment - Hold data review meetings with teachers (Scheduled for September, November, February and March) to review interventions and Math progress, making adjusts to instruction as necessary ● Teachers follow master schedule for tiered math time ● Teachers will use the District provided Tier 1 math program (Into Math) ● Provide systematic, explicit and evidence based interventions for students who are not meeting state standards, focusing on those that have the most critical needs first ● ELs will have access to tiered instruction time ● Provide enrichment for students who are above meeting state standards ● PD for 4-6th grade teachers using Into Math resources ● Tech initiative -- Students will have 1-1 iPads in K-1st. 2nd-6th will have 1-1 Chromebooks 	<p>\$148,452: 7501 Instructional Assistants for intervention support in both ELA and Math--Currently we are struggling to get anyone to apply for instructional assistant positions</p> <p>\$5,270: 0060 Substitutes for data dives (for both ELA and Math)</p> <p>PD for Into Math will be paid for by the district</p>
<p>PBIS</p>	<p>Increase the percentage of students that self report positive social emotional indicators on the EOY Panorama Survey (goals listed below).</p> <p>Students indicating all strengths=from 30% to 40% Students indicating many strengths=from 40% to 45% Students indicating some strengths=from 20% to 11% Students indicating no strengths=from 8% to 4%</p>	<ul style="list-style-type: none"> ● Second Step curriculum taught in all classrooms at least weekly <ul style="list-style-type: none"> ○ Weekly announcements from the Second Step curriculum will help the whole school know we are all working on the same skills ● PD given on “learning pit”, learner dispositions and Tigers Give me 5 (be safe, responsible, respectful, kind and a problem solver) ● Positive notes home called tiger tales to reinforce PBIS expectations ● Hire an instructional assistant to be a behavior specialist <ul style="list-style-type: none"> ○ Our behavior specialist will look over Educators’ Handbook data and share information with our Student Success Team on a bimonthly basis ○ They will also help with office referrals 	<p>Instructional Assistant for PBIS support \$33,745: 5678 (TSSA)</p> <p>Currently we don’t have anyone applying for this position</p> <p>Printing for Tiger Tales notes \$500 Stamps \$300</p>

	<p>58% of our 6th grade students self reported positive social emotional indicators on the EOY Panorama Survey at the end of last year in 5th grade. We want to increase this to 70%.</p> <p>Our 5th grade dual classes have had a spike in reported behavior to the office at the beginning of this year. Students had many instances of disrespect towards both teachers and their peers. Our goal is to decrease incidences of disrespect, as measured by observations from our district behavior specialist, Kathy Hansen.</p> <p>All students will be able to articulate what "Tigers, Give Me 5!" means.</p> <ol style="list-style-type: none"> 1. Be Safe 2. Be Kind 3. Be Responsible 4. Be Respectful 5. Be a Problem Solver <p>Posters are posted in each classroom area.</p>	<ul style="list-style-type: none"> ○ They will also help with check in/check out students ○ They will also be available to help with behavior in classes, as needed ○ They will also check and connect with our students that indicated only having some strengths on the SEL <ul style="list-style-type: none"> ● Poster Cues are hung around school in specific areas to remind students of our expectations ● Tiger Tale drawings are held each Monday morning-one student from each class is called to pick a prize from our tiger tale store ● Track student SEL data and have check and have the Student Success Team connect with those who self report no strengths on Panorama survey on a weekly basis ● Kathy Hansen (our district behavior specialist) will observe the 5th grade dual classes at the beginning and once implementation of a whole class behavior plan is put in place. We will give students a warning and then on the second offense they will be sent to the office to do some work and call their parents. Students will spend ½ hour in the office. Each time the student comes the same procedure will take place. Meaning...a student might have to call parent multiple times daily. We will track the number of times a student is called down daily and see if our intervention is working. ● As students come to the office for behavior, those working with them will refer to Tigers, Give Me 5!, restorative practices and Second Step learning. 	
English Learners	<p>Last year on the WIDA ACCESS test, 32% of our students met sufficient growth 19% of our students made minimal growth 48% of our students made no or negative growth</p> <p>Our goal is to have all students have positive growth, with at least 50% of our students meeting sufficient growth (at least .4).</p>	<ul style="list-style-type: none"> ● Monthly Professional Development for faculty and/or instructional assistants (30-60 minutes) to help them integrate SIOP strategies in all tiers of instruction ● Hold data review meetings with teachers (Scheduled for September, November, February and March) to review data and to determine the best service options for EL students. ● Updated data on currently enrolled EL students provided to teachers at least monthly, and as new students move in. ● Provide Spanish translation during parent engagement activities and provide parents information about WIDA ACCESS assessments and levels. ● Our dual immersion program also helps our EL students (that are in those classes) acquire content knowledge, as they are supported in their native language. 	<p>\$21,444: 7612 Instructional Assistants for ELs for intervention support</p> <p>\$5,270: 0060 Substitutes for data dives (for both ELA and Math)</p> <p>\$1,000: PD Supplies/materials for teachers and para professional development (i.e. books, classroom materials)</p>

	<p>Our next goal is to have 25% of our EL students meet proficiency.</p> <p>Parent Engagement needs for ELs (see Parent Engagement section)</p>	<ul style="list-style-type: none"> Teachers, instructional assistants and Rosetta Stone English will provide tiered instruction to meet the needs of all of our EL population who are WiDA level 1-5. We will use a combination of an in class and pull out program to serve our students based on need. LETRS PD for K-3 teachers to support ELs in reading instructional needs Provide systematic, explicit and evidence based interventions for students who are not meeting state standards, focusing on those that have the most critical needs first 	
<p>Parent Engagement</p>	<p><u>School:</u> The school will have the following:</p> <ul style="list-style-type: none"> Survey to determine parent needs Committee to lead Parent Engagement school-wide needs Parent Teacher Conferences School wide activities: Book Fair, Back to School Night, Preschool story time (monthly), Preschool music class (monthly) Family table talk (monthly), Family reading challenge, Internet safety night, art show <p>Our goal is to have 80% positive feedback on surveys about specific parent engagement activities.</p>	<ul style="list-style-type: none"> Advertising to all parents Translation for parents as needed Engagement activities will be posted on Facebook live and/or zoom for parents who cannot attend in person Surveys will be provided for a random sampling for parent feedback. School: Parent/Faculty committee will guide and support planning for school wide activities Advertise for all the classes at back to school night-have clipboards and get parents emails if they are interested in the preschool classes, family table talk, or family reading challenge Over the past several years, our kindergartners are coming in below their same age peers at non Title 1 schools. As a result, we've started hosting two Preschool classes that are held on a monthly basis. Preschool Story Time will be taught by our Librarian and Preschool Music Time will be taught by one of our music teachers. Early literacy skills are taught in both classes, as well as tips for parents on how to prepare their students for Kindergarten. We started the Family Reading Challenge last year and had great success with families reading books together, creating good feelings about reading, and then sharing a review with us. Families get to keep the books that they read, thus growing their own personal libraries. We will continue with this engagement activity this year and add more multicultural books to our library of books. Due to Covid and its current trends, we've decided not to hold large parent engagement events at the school. We will still have SEP Conferences, but they will be held in classrooms. As the year progresses, this will be reevaluated. Should we be able to hold a large parent 	<p>Preschool Story Time \$1000 from 7503</p> <p>Preschool Music Time \$500 from 7503</p> <p>Family Table Talk \$1000 from 7503</p> <p>Family Reading Challenge \$5,000 from 7503</p> <p>Internet Safety Night \$500 from 7503</p> <p>Art Show \$200 from 0060</p>

		<p>engagement event at the school, this will be funded out of a different budget.</p> <ul style="list-style-type: none"> • We will evaluate whether or not to hold the Internet Safety Night in person or whether we should distribute information in a different way, due to Covid and its current trends. 	
Professional Development <i>(not included above)</i>	<p>New teacher training (monthly) New teacher coaching cycle (2 rotations of 6 weeks) Intern Coach and training LETRS training for K-3 teachers 95 Core training for K-2 teachers</p>	<ul style="list-style-type: none"> • School PD coordinators will work with District PD coordinator to prepare, present, and monitor current PD • PD days and times set aside by district for 4 times during the school year • District PD days for 4th-6th grade teachers will include blended learning and “Into Math” training • 4th-5th grade teachers will also have SEED training on district PD days • PD days for K-3rd grade teachers will include LETRS training • K-3 teachers who have not yet participated in 95 Phonics Core will do so with high support from a district coach 	
Science and STEM	<p>5% increase in RISE scores from fy21 for all 4th-6th students.</p>	<ul style="list-style-type: none"> • Due to limitations with Covid, science instruction had to be taught in a blended learning model, mostly remotely. This was not conducive to retention of the material or allowing students to have a hands-on approach. • This year we will actually have time to teach science in person and teachers will specialize in certain science strands to become better prepared to teach students. • 4th-5th grade teachers will also have SEED training on district PD days 	<p>Monies will be available from 0060 for any science supplies needed throughout the year</p>
School Selected Goals aligned to District Improvement Plan			
Instructional Leadership Goal 1	<p>All students will be able to articulate what each learner's disposition (connect, be determined, self-aware, question, wonder and reflect) means. All students will also be able to explain the Learning Pit. Posters are posted in each classroom.</p> <p>Principal will conduct instructional rounds a minimum of once weekly.</p>	<p>During the principal rounds weekly and as students come to the office, the admin team will ask various students what each learner's disposition means and what the learning pit means and how to get out of the pit if they are in it.</p>	<p>Posters for each class and office-\$500 0060</p>

*Purple font indicates English Learner goals and strategies

SUMMARY OF MEETINGS/PROCESS IN TEAM PLANNING:

WE MET AS AN ADMIN TEAM TO LOOK OVER DATA AND OUTLINE THE PLAN. WE SHARED THIS WITH A SMALL GROUP OF PARENTS AND WERE GIVEN FEEDBACK ABOUT THE PLAN. WE SHARED IT WITH THE INSTRUCTIONAL LEADERSHIP TEAM FOR FEEDBACK AND THEN WITH OUR FACULTY FOR ADDITIONAL FEEDBACK.

TEAM MEMBERS INVOLVED IN PLANNING

NAME: CARRIE RAWLINS	ROLE: PRINCIPAL
NAME: KATE PACE	ROLE: TI COORDINATOR
NAME: KAREN CUSHENBERRY	ROLE: FACILITATOR
NAME: TIERRA WAKEFIELD	ROLE: TEACHER
NAME: LIZ KESLER	ROLE: TEACHER
NAME: TERESA TOVAR	ROLE: TEACHER
NAME: AIMEE CLYDE	ROLE: PARENT
NAME: SENTHIA OGLETREE	ROLE: PARENT
NAME: JOYLN SOUFFRONT	ROLE: PARENT
NAME: ERIC CHASE	ROLE: PARENT
NAME: KARI KOLLING	ROLE: PARENT

***ADD MORE ROWS IF NECESSARY**

***MAKE SURE TO HAVE EL PARENTS REPRESENTED**