



TIMPANOGOS ELEMENTARY FY23

School Improvement Plan FY23

AIM: Every child 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>In fy22, 58% of our students reached proficiency (benchmark or above benchmark), as measured by Acadience EOY. This year, we want to raise that percentage by 7 percentage points, making our goal to have 65% of students proficient on Acadience EOY this year.</p> <p>Also, we had 70% 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 5% based on Acadience EOY data, making it our goal to reach 75%.</p> <p>Based on the data from Acadience, our 1st grade classes need to be a focus for intervention. We'd like to increase proficiency in the Kindergarten students coming up to 1st grade from 59% to 65%. Second graders moving to 3rd grade also need to be a focus for intervention. We'd like to increase their proficiency from 43% to 50%. Both of</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 ● PD for teachers on administering the Acadience Benchmarks and Progress Monitoring ● 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 that are new to K-3 or who need a refresher will receive PD and implement 95% Core, supplemented by Wonders during the whole class literacy block ● Set progress monitoring expectations ● Admin team to hold data review meetings (data dives) with teachers (scheduled for the beginning of October and the beginning of February, after SEP Conferences) to review interventions and Acadience progress, making adjustments to instruction as necessary ● Teachers will discuss ELA data monthly in their PLCs ● Provide tiered instruction to students daily <ul style="list-style-type: none"> ○ Teachers will instruct students on the Utah State Core ELA Standards during Tier 1 time, using Wonders (K-6) and 95% Core (K-3) ○ Provide systematic, explicit and evidence based interventions/enrichment for all students <ul style="list-style-type: none"> ■ All grade levels will have a half hour ELA 	<p>\$142,650: 7501 Instructional Assistants for intervention support in both ELA and Math</p> <p>5422 Instructional Assistants from Trustlands for intervention support</p> <p>\$23,199: 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>\$____: 5678 (TSSA)</p>

	<p>these will be measured with Acadience data.</p> <p>Our ELA RISE goal will be to increase our overall school's proficiency by 5%, from 26% to 31% (according to raw data). We will look at the school report card when it comes out, to see if our overall percentage changes and we will adjust accordingly.</p>	<p>intervention/enrichment time, Monday through Thursday</p> <ul style="list-style-type: none"> ■ ELs will have access to ESL tiered instruction as well as all the other tiered instruction time ■ New to the Country EL students will participate in an intervention class designed for their needs <ul style="list-style-type: none"> ● Tech initiative -- Students will have 1-1 iPads in K-1st. 2nd-6th will have 1-1 Chromebooks ● Have all our kindergarten classes be full day to lessen the gap between same age peers from non-Title 1 schools 	
<p>Mathematics</p>	<p>In fy22, 72% 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 5%, with 77% 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 will be to increase our overall school's RISE Math proficiency by 5%, from 33% to 38% (according to raw data). We will look at the school report card when it comes out, to see if our overall percentage changes and we will adjust accordingly.</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 the Into Math Growth Measure assessment - Hold data review meetings with teachers (Scheduled for October and February) to review interventions and Math progress, making adjustments to instruction as necessary ● Provide tiered instruction to students daily <ul style="list-style-type: none"> ○ Teachers will instruct students on the Utah State Core Math Standards during Tier 1 time, using Into Math ○ Provide systematic, explicit and evidence based interventions/enrichment for all students <ul style="list-style-type: none"> ■ 1st-6th will have a half hour Math intervention/enrichment time, Monday through Thursday ■ ELs will have access to tiered instruction time <p>● PD for 4-6th grade teachers using Into Math resources</p> <ul style="list-style-type: none"> ● Tech initiative -- Students will have 1-1 iPads in K-1st. 2nd-6th will have 1-1 Chromebooks 	<p>see above: 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 33% to 40%</p>	<ul style="list-style-type: none"> ● Second Step curriculum taught in all classrooms at least weekly - Principal has set the expectation of this. During the summer, grade levels created a pacing guide and shared it with Admin ● Weekly announcements from the Second Step curriculum will help the whole school know we are all working on the same skills 	<p>Printing for Tiger Tales notes \$500 Budget: 0060</p>

	<p>Students indicating many strengths=from 40% to 45% Students indicating some strengths= from 17% to 11% Students indicating no strengths=from 7% to 4%</p> <p>9 of 23 students who reported no strengths on the EOY 2022 SEL Survey were 5th graders. Only 66% of our 5th grade (going into 6th grade) are on track, as reported by the EOY 2022 SEL Survey. 6th grade needs to be an area of focus with check and connect and teaching Second Steps.</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> <p>In fy22, according to the SET Survey, 100% of our students surveyed were able to articulate school expectations (Tigers, Give Me 5!). We want to continue that trend into this next year</p>	<ul style="list-style-type: none"> ● At the beginning of the year during our PD days, we will hold a review on "learning pit", learner dispositions and Tigers Give me 5 (be safe, responsible, respectful, kind and a problem solver) ● Principal will hold a series of whole school assemblies, in conjunction with celebrating students of the month, to go over PBIS expectations ● Positive notes home called tiger tales to reinforce PBIS 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 ● Poster Cues are hung around school in specific areas to remind students of our expectations ● Track student SEL data and have the Student Success Team connect with those who self report no strengths on Panorama survey on a weekly basis ● 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 ● There is a school wide expectation that Second Steps will be taught weekly in every classroom 	
English Learners	<p>Last year on the WIDA ACCESS test, 49% of our students met sufficient growth 20% of our students made minimal growth 32% of our students made no or negative growth</p> <p>Our goal is to have all students have positive growth, with at least 55% of our students meeting sufficient growth (at least .4) on the ACCESS test.</p>	<ul style="list-style-type: none"> ● Beginning of the year PD on best practices for academic success of EL Students - Breaking Down the Wall: Essential Shifts for English Learners' Success by Margarita Espino Calderon ● Monthly Professional Development for faculty and/or instructional assistants to help them integrate SIOP and EL strategies in all tiers of instruction ● Hold data review meetings with teachers (Scheduled for October and February) 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. 	<p>\$23,199.15: 7612 Instructional Assistant for ELs for intervention support</p> <p>\$5,270: 0060 Substitutes for data dives (for both ELA and Math)</p> <p>\$1,000: 7612 PD Supplies/materials for teachers and para professional development (i.e. books, classroom materials)</p>

	<p>In fy22, 7 students met proficiency (receiving a 5 or higher on their composite) on the ACCESS test. We'd like to have at least 15 students meet proficiency in fy23.</p> <p>6th grade students that participate in the ACCESS have struggled to make adequate growth over the last few years (only 3% made adequate growth in fy21 and only 8% made adequate growth in fy22).</p> <p>Parent Engagement needs for ELs (see Parent Engagement section)</p>	<ul style="list-style-type: none"> • 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. • Teachers, instructional assistants and Lexia English will provide tiered instruction to meet the needs of all of our EL population who are WiDA level 1-5. Students that are WiDA level 5-6 will be monitored closely to make sure they are maintaining their academic progress. 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 • 95% Core (K-3) and Wonders (K-6) will be used to instruct ELs in Tier 1 instruction • 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 (95% PA, 95% Phonics, QuickReads, EL Wonders, 95% Comprehension, etc.) 	
<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 and interests for classes • Committee to lead Parent Engagement school-wide needs • Parent Teacher Conferences • School wide activities: <ul style="list-style-type: none"> • Book Fair • Back to School Night • Preschool Story Time (monthly) • Preschool Music Class (monthly) • Family Focused Conversations (monthly) • Family Reading Challenge • Internet Safety Night • Social Emotional Learning Night • Celebration of Diversity Night 	<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 our beginning of the year SEP Conferences in August and have interested parents sign up for more information about all classes • 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 in 2020 and had great success with families reading books together, creating 	<p>Preschool Story Time \$1000 from 7503</p> <p>Preschool Music Time \$350 from 7503</p> <p>Family Table Talk \$1000 from 7503</p> <p>Family Reading Challenge \$2000 from 7503</p> <p>Internet Safety Night \$500 from 7503</p> <p>Social Emotional Learning Night \$300 from 7503 Other funding as needed from 0060</p> <p>Celebration of Diversity Night \$350 from 7503</p>

	<ul style="list-style-type: none"> • Music Nights by grade level bands (K, 1-2, 3-5 and 6) • Mobile Food Pantry (monthly) • Principal's Pantry supplied by Community Action (shelf food, fresh produce and meats, blankets, coats, clothing, etc) • Classes from Community Center (United Way) - Possibly including <ul style="list-style-type: none"> ○ Screenings for Preschool children - United Way will then get those that need help through community resources ○ Ready to Learn ○ Early Language ○ Digital Literacy ○ Play Groups ○ English Classes ○ WIC Mobile Van - on the same day as the Mobile Food Pantry • PTA is going to hold monthly meetings on the 2nd Thursday of each month at 5:30 p.m., in the hopes of involving more parents, especially those from different cultures, in this parent group. They will also host a movie night and a carnival. <p>Our goal is to have 80% positive feedback on surveys about specific parent engagement activities.</p>	<p>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.</p> <ul style="list-style-type: none"> • Celebration of Diversity Night - Claudia Barillas, our Family Liaison from the District, will be coordinating efforts and helping us plan this. • Social Emotional Learning Night - Marsha Baird, our school social worker and Brad Crockett, our school psychologist, will be coordinating efforts and helping us plan this. 	<p>Other funding as needed from 0060</p>
<p>Professional Development <i>(not included above)</i></p>	<ul style="list-style-type: none"> • 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-3 teachers 	<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 	

	<ul style="list-style-type: none"> District PD Days with a variety of classes School Portion of PD Days 	<ul style="list-style-type: none"> 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	5% increase in RISE scores from fy22 to fy23 for all 4th-6th students, going from 28% proficiency to 33% proficient.	<ul style="list-style-type: none"> In 3rd-6th grade, teachers will specialize in certain science strands to become better prepared to teach students the core standards 4th-5th grade teachers will also have SEED training on district PD days 	Monies will be available from 0060 for any science supplies needed throughout the year
School Selected Goals aligned to District Improvement Plan			
Instructional Leadership	<p>Teachers will set grade level goals in accordance with our school improvement plan.</p> <p>Principal will build the capacity of grade level leaders and instructional leadership team, by holding monthly meetings with a focus.</p> <p>Principal, with the help of the admin team, will guide grade levels through data dives.</p> <p>Principal will conduct instructional rounds a minimum of once weekly. During formal evaluations, the principal will hold a pre and post conference to discuss instructional quality.</p>	<ul style="list-style-type: none"> During our beginning of the year PD, teachers will set goals with their grade levels Schedule Monthly leadership and grade level leader meetings on the calendar before August 2022 Schedule grade level data dives on the calendar before August 2022 	Grade Level Leaders and Instructional Leadership Team - Teachers receive a set stipend for being on these teams Budget: 5226

*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 IT WITH THE INSTRUCTIONAL LEADERSHIP TEAM FOR FEEDBACK AND THEN WITH OUR FACULTY FOR ADDITIONAL FEEDBACK. WE SHARED IT WITH SEVERAL PARENTS AND TOOK ADDITIONAL FEEDBACK FROM THEM.

TEAM MEMBERS INVOLVED IN PLANNING

NAME: CARRIE RAWLINS	ROLE: PRINCIPAL
NAME: KATE PACE	ROLE: TI COORDINATOR
NAME: KAREN CUSHENBERRY	ROLE: FACILITATOR
NAME: TERESA TOVAR	ROLE: 6TH GR. TEACHER
NAME: LIZ KESLER	ROLE: 3RD GR. TEACHER
NAME: TIERRA WAKEFIELD	ROLE: K TEACHER
NAME: TADEO PERALTA	ROLE: 2ND GR. TEACHER
NAME: JOLYN SOUFFRONT	ROLE: PARENT
NAME: KAREN GERMAN	ROLE: PARENT
NAME: AIMEE CLYDE	ROLE: PARENT
NAME: KARI KOLLING	ROLE: PARENT
NAME: SENTHIA OGLETREE	ROLE: PARENT