



TIMPANOGOS ELEMENTARY FY24

School Improvement Plan FY24

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

TSSA Plan & Goal(s)	Essential Implementation Components	Budget Details
Improve Math and Reading by 5% overall in both growth and proficiency.	Instructional assistants will be hired to be our PE coach and art teacher so that teachers will be able to have planning time per the teacher negotiations. Instructional assistants will be hired to help in Kindergarten and have an additional Spanish speaker in the main office during critical times.	\$108,000 TSSA Instructional assistants as mentioned in Implementation

Required Goal Areas	Goal(s)	Essential Implementation Components	Budget Account Code Explanation
English Language Arts	<p><u><i>fy23 Acadience proficiency report</i></u> <i>62% of our students reached benchmark or above benchmark, as measured by Acadience EOY.</i></p> <p><u>fy24 Acadience Proficiency Goal 1 - Increase the overall proficiency by 5%, making our goal 67% of students meeting proficiency on Acadience EOY</u></p> <p><u><i>fy23 Acadience growth report</i></u> <i>76% of students met typical, above or well above progress (growth) as measured by Pathways of Progress (POP) in Acadience.</i></p> <p><u>fy24 Acadience Growth Goal</u></p>	<p>For all content areas:</p> <ul style="list-style-type: none"> ● PLC training - Tier I focus <ul style="list-style-type: none"> ○ Guiding questions developed by leadership team and teachers ○ Faculty meeting once a month PLC focused ○ Admin attending PLCs for full 90 minutes ○ PD days - PLCs (i.e. Tier I focus, team development, guiding questions, formative assessments, differentiation strategies, essential learning standards) ○ One Monday a month - grade level leader PD ● Ensure instructional schedule is followed by teachers, adjust as necessary to meet Tier 1 standard of 80% students meeting grade level essential skills <ul style="list-style-type: none"> ○ Admin: Ensure the Master Schedule provides sufficient blocks of time for Tier I instruction and for interventions ● Provide PD for instructional assistants and new teachers (as 	<p>\$195,680: Title 1 (7501) Instructional Assistants for intervention support in both ELA and Math</p> <p>\$80,000: Land Trust (5422) Instructional Assistants from Trustlands for intervention support</p> <p>\$25,650 : Title III (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>81% of students will make typical or better progress as measured by POP</p> <p>fy24 RISE Goal Increase proficiency by 7%, from 23% to 30%</p>	<p>needed) on curricular programs</p> <ul style="list-style-type: none"> ● Facilitate data review meetings with teachers in October and the end of January to review student progress, making adjustments to instruction and the instructional schedule as necessary ● Teachers will follow the Utah State Core ELA & MA Standards during Tier 1, using district adopted curriculum <ul style="list-style-type: none"> ○ For Tier 2 - Provide systematic, explicit and evidence based interventions as needed ○ Provide enrichment for students as needed <ul style="list-style-type: none"> ■ All grade levels will have intervention/enrichment time; SWDs will have access to tiered instruction overseen by a certified Special Education teacher ■ MLs will have access to tiered reading and/or writing instruction, based on individual student needs, as determined by ACCESS scores ■ New to the Country ML students will participate in an intervention class designed for their needs 	<p>\$2,000: Principal's budget (0060) Substitutes for data dives (for both ELA and Math)</p>
<p>Mathematics</p>	<p><i>fy23 Into Math Growth Measure</i> 60% of students made adequate growth</p> <p>fy24 Growth Goal 70% of students will make adequate growth on the Into Math Growth Measure</p> <p>fy24 RISE Goal Our goal will be to increase our overall school's RISE Math proficiency by 5%, from 31% to 36%</p>	<ul style="list-style-type: none"> ● Canvas PD specialist (Olivia Sterling) will help teachers, as needed, on their Canvas page ● Monthly Professional Development for faculty and/or instructional assistants to help them integrate SIOP and ML strategies in all tiers of instruction ● New teacher training (monthly) ● New teacher coaching cycle (2 rotations of 6 weeks) ● Intern Coach and training <p>For ELA:</p> <ul style="list-style-type: none"> ● PD for teachers on administering the Acadience Benchmarks and Progress Monitoring and Pathways of Progress goals ● LETRS Professional Development K-3 ● 95% Core Support for K-3 Teachers BOY PD for new teachers <p>For Math Goals:</p> <ul style="list-style-type: none"> ● Provide adequate time for teachers to review the Into Math Growth Measure assessment ● BOY PD for 4-6th grade teachers and Spanish 1-3 grade teachers for systematic approach to addressing holes in math skills in intervention classes. 	<p>\$108,000: TSSA (5678) Instructional Assistants for intervention support in both ELA and Math</p> <p>see above: 7501 Instructional Assistants for intervention support in both ELA and Math</p> <p>See above: 0060 Substitutes for data dives (for both ELA and Math)</p>
<p>Science and STEM</p>	<p>5% increase in RISE scores from fy23 to fy24 for all 4th-6th students, going from 33% to 38% proficient.</p>		

		<ul style="list-style-type: none"> Math Acadience Training for those that are administering and grading the test <p>For Science Goals:</p> <ul style="list-style-type: none"> In 4th-6th grade, teachers will specialize in certain science strands to become better prepared to teach students the core standards 	
<p>PBIS</p>	<p>All students will be able to articulate what “Tigers, Give Me 5!” means.</p> <ol style="list-style-type: none"> Be Safe Be Kind Be Responsible Be Respectful Be a Problem Solver <p>Posters are posted in each classroom and common area.</p> <p><u>fy23 SET Survey</u> 100% of students surveyed were able to articulate school expectations (Tigers, Give Me 5!)</p> <p><i>63% in monitoring and decision making</i></p> <p>Goal: Comply with the recommendations on the SET survey</p> <ul style="list-style-type: none"> Share Educator Handbook Data weekly at SST meetings Share this data with the faculty and staff three times during the year at faculty meetings. <p><u>fy24 PBIS Goal</u> Add a Wellness Room and BASICS’ room (Behavior, Attention, Safety, Instruction and Care)</p> <p>Add a behavior specialist and behavior instructional assistant who will facilitate these rooms</p> <p>fy23 Data</p>	<ul style="list-style-type: none"> Second Step curriculum will be taught in all classrooms at least weekly Grade levels review pacing guide plan for Second Step Weekly announcements from the Second Step curriculum will help the whole school know we are all working on the same skills 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). Teachers will be expected to teach these things to their students and maintain these expectations throughout the year. <ul style="list-style-type: none"> According to our SET Survey, we need to add our Tigers, Give Me 5 Posters to our cafeteria and hallways, so that adults can refer to them. Instructional Assistants will also have a mini version of Tigers, Give Me 5 to refer when they are on recess duty or teaching small groups.. 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 Creation of a Wellness Room and a BASICS Room (Behavior, Attention, Safety, Instruction, and Care) along 	<p>Printing for Tiger Tales notes, Tiger Posters, Learning Pit posters, Expectations posters, \$3,000 Principal’s Budget: 0060</p> <p>\$106,000 Behavior Specialist: Cares Act II, Budget 7215</p> <p>\$32,000 Wellness Room Aide: Cares Act II, Budget 7215</p> <p>\$8,000 Wellness Room Materials and set up: Cares Act II, Budget 7215</p> <p>Any additional Wellness Room materials needed: Principal’s budget (0060)</p>

	<p>447 office referrals</p> <p>fy24 Goal Reduce referrals by 20%, which is 358 referrals</p>	<p>with a dedicated onsite behavior specialist and instructional assistant to facilitate these programs.</p> <ul style="list-style-type: none"> ○ Creation and use of three-tiered SEL and behavior intervention models with flow charts will be used and PD provided for all teachers and instructional assistants. <ul style="list-style-type: none"> ■ PD at the beginning of the year will include tracking, input of incidents, how to send students to the Wellness Room and BASIC room, etc. ■ Monthly PD by the behavior specialist 	
<p>Multi Language Learners (ML)</p>	<p><u>fy23 ACCESS Growth</u> 66% of students met their individual growth goals</p> <p>fy24 ACCESS Growth Goal 71% of students meet their individual growth goal</p> <p><u>fy23 ACCESS Proficiency</u> 38 students met proficiency</p>	<ul style="list-style-type: none"> ● Beginning of the year PD review best practices for academic success of ML Students - <u>Breaking Down the Wall: Essential Shifts for English Learners' Success</u> by Margarita Espino Calderon ● PD on Elevation platform, how to find it (Kate) ● Monthly ML Professional Development for faculty and/or instructional assistants to help them integrate ML strategies in all tiers of instruction (Kate) 	<p>\$25,650: Title III (7612) Instructional Assistant for MLs for intervention support</p> <p>\$2,000: Principal's Budget (0060) Substitutes for data dives (for both ELA and Math)</p> <p>\$5,000: 0060 Principal's Budget PD Supplies/materials for teachers and para professional development (i.e. books, classroom materials)</p>
<p>Parent Engagement</p>	<p><u>School:</u> The school will have the following:</p> <ul style="list-style-type: none"> ● Committee to lead Parent Engagement school-wide needs ● Parent Teacher Conferences ● School wide activities: <ul style="list-style-type: none"> ● Book Fair (Oct & Feb) ● Back to School Night (August) ● Family Focused Conversations & Picnic (Jan. 18) ● Celebration of Diversity Night (Mar. 7th) ● Art Night (Apr. 18) ● Family Reading Challenge (year long) ● Preschool Story Time (three times a month)) ● Preschool Music Class (monthly) 	<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 ● School: Parent/Faculty committee will guide and support planning for school wide activities ● 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. ● Family Reading Challenge - 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. ● Celebration of Diversity Night: Claudia Barillas, our Family Liaison from the District, will be coordinating efforts and helping us plan this. 	<p>Preschool Story Time \$800 from 7502</p> <p>Preschool Music Time \$200 from 7502</p> <p>Family Focused Conversations \$1000 from 7502</p> <p>Family Reading Challenge \$2000 from Principal's Budget (0060)</p> <p>Celebration of Diversity Night \$1307.55 from 7502</p> <p>Summer Kick Off \$1000 from 7502</p>

	<ul style="list-style-type: none"> Family Focused Conversations (quarterly) Mobile Food Pantry (monthly) Principal's Pantry supplied by Community Action New to the Country meetings for parents Strengthening Family Classes (monthly) Summer Kick Off (May 10) <p>• 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> <p>Our goal is to have 80% positive feedback on surveys about specific parent engagement activities.</p>	<ul style="list-style-type: none"> New to the Country Classes: In coordination with Centro De Hispano we will be holding at least 5 meetings throughout the school year for parents of students new to the country to discuss the difference of public school in the United States, the difference in culture and how to help their children be successful. Two will be held in the first week of school. One will be held each Parent Teacher Conference and one will be held at the end of the year. Strengthening Families: Carrie, Claudia Barillas and Marsha Baird will host a Strengthening Families class every last Friday night of the month. This class will address attendance, family routines, how to have family discussions and disagree, etc. Carrie will meet with the students and Claudia will meet with the parents. A light dinner will be served. Families will be invited to attend based on perceived need by our Student Success Team. Provide Spanish translation during parent engagement activities and provide parents information about WiDA ACCESS assessments and levels. 	<p>Other funding as needed from 0060</p> <p>Strengthening Families and New to the Country Classes - Funding as needed from Principal's Budget (0060)</p>
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School Selected Goals aligned to District Improvement Plan

<p>Instructional Leadership</p>	<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 the instructional leadership team by holding monthly meetings with a focus.</p> <p>Principal and admin team will build the capacity of grade level teams to focus on data driven decisions.</p>	<ul style="list-style-type: none"> During BOY PD, teachers will set goals with their grade levels Schedule Monthly leadership and grade level leader meetings on the calendar before August 2023 Schedule grade level data dives in Oct & Jan Admin team will guide grade levels through data dive Admin team will hold their own monthly PLC to look at data and will attend weekly grade level PLCs 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. Summer PD days for teacher teams to review SIP goals, EOY data and plan for fy25 	<p>Grade Level Leaders and Instructional Leadership Team - Teachers receive a set stipend for being on these teams Budget: 5226 \$15,738</p> <p>\$10,000 7501 Summer teacher days (June)</p>
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*Purple font indicates English Learner goals and strategies *Orange font indicates SWD (TSI)

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 who serve on PTA, SCC and other parent groups and took additional feedback from them.

Team Members Involved in Planning

Name/Role: Carrie Rawlins/Principal	Name/Role:Allison Ferguson/Facilitator	Name/Role:Kate Pace/Title 1 Coordinator	Name/Role: Sharon Unufe/Teacher	Name/Role: Rachel Peterson/Teacher	Name/Role: Jamie Beck/Teacher
Name/Role: Tiffany Harris/6th Grade Teacher	Name/Role: Malia Siufanua/SPED Lead Teacher	Name/Role: Elysse Newey/Parent	Name/Role: Michelle Sekaquaptewa/Parent	Name/Role: Megan Seawright/Parent	Name/Role: Olivia J. Knudsen/Parent