

2023-24 SCHOOL IMPROVEMENT PLAN THREE FALLS ELEMENTARY SCHOOL

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

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

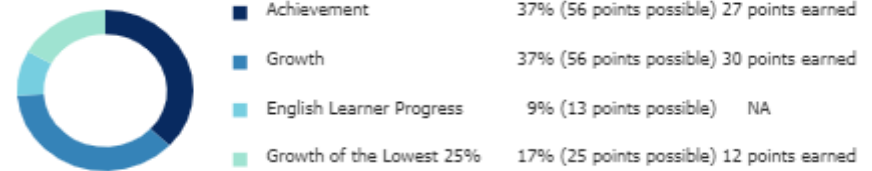
<https://utahschoolgrades.schools.utah.gov>

71 is the minimum score your school will need to demonstrate a 1% increase.
(This number is based on a maximum score of 137 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: We need to focus on the growth of our lowest 25% student scores from the 2021-2022 school year.

POINTS WEIGHTED TO OVERALL SCORE



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?

We are using RISE, grade-level CFAs and Acadience to discuss data. Our data meetings are focused on Acadience and WIN groups this year. We make decision based on the most recent data we have to use. We need to focus our lowest 25% of students, which does include many of our special education and ESL students, in order to help them be more successful.

Math Look Fors (Tier I focus)	K - 5th grades
RISE Math Benchmarks	5th grade specifically for tracking, but all 3rd-5th teachers are doing benchmarks
Acadience Math (BOY, MOY, EOY)	1st - 5th grades
MyMath Chapter Tests / 21st Century Skills Assessment	1st - 5th grades
Grade-Level CFAs	K - 5th grades; literacy/math/science/writing
Acadience Reading (BOY, MOY, EOY)	K - 5th grades; no 3rd - 5th after MOY data

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	31%	We will build our Tier I instruction. "You can't Tier 2 your way out of a Tier 1 problem." We will use district approved, research-based curriculum. We will provide Tier 2 interventions for reading through WIN groups. We will provide Tier 2 math interventions based on need across each grade-level.
Students with disabilities	15%	We will have strong Tier I instruction as our focus for professional learning, and use district approved, research-based curriculum. Tier 2 interventions will be provided in reading through WIN groups. We will provide Tier 2 math interventions based on need across each grade-level. We will provide Tier 3 interventions to our special education students and other general education students that do not meet proficiency.
Students identified as English learners	2%	We will continue to build our Tier I instruction. We will use district approved, research-based curriculum. We will be dedicated to students working in Imagine Learning for the required minutes each week. We will provide Tier 2 interventions in math and reading.
Students in major racial and ethnic groups	9%	We will have strong Tier I instruction as our focus for professional learning, and use district approved, research-based curriculum. Tier 2 interventions will be provided in reading through WIN groups. We will provide Tier 2 math interventions based on need across each grade-level.

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

We added an extra day for WIN groups for 1st and 2nd grades on Fridays this year. Since Friday is such a short day (dismissed at noon), we cannot do all WIN groups 5 days per week. We felt these were our best grades to focus as we build a learning foundation. We also focused on ratio of positives, opportunities to respond, and compliant engagement during Tier I time with the Basic 5 Observation Forms. Our professional learning was focused on math tasks and increasing the depth of our Tier I instruction. Other professional learning in literacy was based on current data and needs/wishes from the teachers.

What additional interventions might help those subgroups?

We have been offering before/after school tutoring this school year. We will look at the ability to offer tutoring again next school year. We will continue to utilize our WIN groups and math interventions Mondays - Thursdays, and look at keeping the additional day for 1st grade and 2nd grade. We will also ensure our highest qualified person is working with the appropriate WIN groups and concepts.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

We look at the school behavior report form and report to our PBIS Team each month. We also look at our Wellness Room data and data taken by our Behavior Technician.

List and link your school's data sources here:

Description	Link
Wellness Room	https://docs.google.com/spreadsheets/d/1LbGzVPFek7JD9v7vLNFsUFFGceh7Wyl6K7litADnUK4/edit#gid=2034643696
School Behavior Report	https://docs.google.com/forms/d/1SC--CbX4N5_rBY1rDgbF7ninM7fpuPwPD6dZHjIGD8Y/edit
Monthly PBIS Team PLCs	These meetings are held on the last Friday of each month at 8:15 a.m. Principal, Learning Coach, Counselor, one rep for each grade-level, and parent reps make up the team.
Basic 5 Observation Forms	https://docs.google.com/spreadsheets/d/1_AAkzPsvLXQx0vc3SNuRE5FhO585fFPyqg3Nhhm7n7Q/edit#gid=393777494
PowerSchool Monthly Attendance Updates to Parents	Principal sends individual emails at the end of each month to students with more than 20 tardies, more than 5 Unexcused absences, or more than 20% of the school year missed so far.
Attendance Number of the Day Reward	Each classroom had a prize box. 2 numbers are called with morning announcements. If the student is here, they choose from the prize box.
Behavior Technician	We have a BT here for 27.5 hours per week. She generally works with general education students, but assists where needed.
Falcon STRONG Tube	Schoolwide Celebrations happen each time the purple positive tickets fill up another letter in the STRONG tube.
Second Steps	This is a district-wide SEL program.

FOCUS AREA 3: LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING

How are you formatively assessing your progress in this area?

We hold regular discussion meetings, along with providing Learning Walk and professional learning opportunities for teachers.

List and link your school's data sources here:

Description	Link
Team Leader Meetings	These meetings are held as needed throughout the year.
CSIP	https://csip.washk12.org/index.php
EYE Weekly Coaching/Modeling	data & notes kept by the Learning Coach
Learning Coach District Meetings & Observations	Learning Coach has attended meetings based on the district's schedule for Learning Coaches
BOY and EOY of Teacher/Learning Coach Check-ins	Principal & Learning Coach met with teachers at the beginning of the year and will meet again in May 2023
Learning Walks (own school & other district schools)	We are sending each teacher on a Learning Walk this year. We try to send the teachers as a team so collaboration can happen.
DUAL State Training (summer and 2 in the school year)	Our Chinese dual teachers attended the summer training and 2 trainings during the school year.
Principal Evaluations	All EYE and summative employees receive 2 full evaluations; 1 before Dec. 1st and 1 before spring break.
Math & Literacy Professional Learning on Fridays	We have held monthly professional learning, alternating between literacy one month and math the next.

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.

2023-24 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		\$1,670.76
Distribution for 2023-24	+	\$83,608.65
Total Available Funds		<u>\$85,279.41</u>
Estimated Expenditures	-	<u>\$85,279.41</u>
Net Amount		\$0.00

Is SLT carryover from 2022-23 expected to exceed 10% of the school's 2022-23 distribution?

Yes

No

TSSA FUNDING ESTIMATES

Carryover from prior year		\$3,896.37
Distribution for 2023-24	+	\$109,877.19
Total Available Funds		<u>\$113,773.56</u>
Estimated Expenditures	-	<u>\$113,773.56</u>
Net Amount		\$0.00

Is TSSA carryover from 2022-23 expected to exceed 10% of the school's 2022-23 distribution?

Yes

No

ALIGNING GOALS WITH 2023-24 BUDGET

PEERS GOAL #1	Three Falls Elementary School students will make typical or above typical growth and increase proficiency by 3% from BOY to EOY data using Acadience Reading and Math.	
FOCUS AREA	1. STUDENT LEARNING	
FOCUS AREA	2. SAFE LEARNING ENVIRONMENT	
ACADEMIC AREA (required for goals supported by SLT funds)	MATHEMATICS	
ACADEMIC AREA (required for goals supported by SLT funds)	ENGLISH / LANGUAGE ARTS	

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
EOY Acadience Reading & Math Data	1 We will provide substitutes for certified staff that would like to go on Learning Walks around the school and/or other schools in the district. We will also provide subs for data meetings throughout the 2023-2024 school year.	Salaries & Benefits	TSSA	\$2,000.00
	2 We will provide differentiated professional learning throughout the 2023-2024 school year. This will be based on observations and data of teachers and their needs. We will purchase supplies needed to support certified staff in this professional learning.	Supplies	TSSA	\$3,424.26
	3 Every EYE teacher will receive the coaching needed. This will be provided by the Learning Coach, Principal, and/or Reading Interventionist as applicable.			no cost
	4 We will purchase technology needed to support our literacy and math programs.	Technology Related Supplies	TSSA	\$10,267.63
	5 We will hire classified and certified staff to support our literacy and math programs.	Salaries & Benefits	SLT TSSA	\$84,532.82 \$64,612.31
	6 Pay for a VISA for our Dual immersion	Supplies	TSSA	\$4,000.00
	7 Hire classified paras to support our Skills Rooms, both for academic and behavioral support. Data will be taken on students that come to the Skills Room.	Salaries & Benefits	TSSA	\$29,469.36
	8 Pay a stipend to a certified or classified employee to create school-wide expectation videos to use for the next school year.	Salaries & Benefits	SLT	\$746.59
				<u>\$199,052.96</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

PEERS GOAL #2	We will decrease the amount of classroom disruptions in order to increase student learning by implementing school-wide expectations, behavior plans, and student support.	
FOCUS AREA	2. SAFE LEARNING ENVIRONMENT	
ACADEMIC AREA (required for goals supported by SLT funds)	ENGLISH / LANGUAGE ARTS	
ACADEMIC AREA (required for goals supported by SLT funds)	MATHEMATICS	

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
Basic 5 Observation Form			\$0.00
Active Engagement Observation Tool (active engagement)			\$0.00
			\$0.00

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?

Technology

If additional funds are available for Trust Lands, how will the school spend the funds to implement the goals in this plan?

Stipends

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

PTVO, Community Council, and School Website