

2026-27 SCHOOL IMPROVEMENT PLAN THREE FALLS ELEMENTARY

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

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

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

85 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: Overall growth of lowest 25% in reading and math.



Achievement	37% (56 points possible)	31 points earned
Growth	37% (56 points possible)	33 points earned
English Learner Progress	9% (13 points possible)	NA
Growth of the Lowest 25%	17% (25 points possible)	19 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?

We use grade-level CFAs (Common Formative Assessments), RISE Modules, and Acadience Reading and Math to analyze student data and performance. Data meetings are held three times per year following BOY, MOY, and EOY benchmark assessments. During these meetings, teams focus on Acadience proficiency and growth, as well as progress within WIN (What I Need) reading groups. Each 4-6 weeks, every grade level develops and monitors a math and reading PEERS goal based on identified needs and performance trends. This year, we piloted WIN math groups in 2nd grade. Student progress and outcomes will be reviewed to determine the effectiveness of the pilot and whether WIN math should be expanded to additional grade levels next year.

RISE Math Benchmarks	3rd - 5th grades
RISE Literacy Benchmarks	3rd - 5th grades
Grade-Level CFAs	K-5th grades: literacy, math, science, writing
Monthly Teacher & Student Look Fors (Tier 1 Focus)	K-5th grades
Acadience Reading (BOY, MOY, EOY)	K-5th grades
Acadience Math (BOY, MOY, EOY)	K-3rd grades
WIN Reading Groups	K-5th grades
Illustrative Math Unit Assessments	K-5th grades
S.P.I.R.E.	SPED students for literacy
Bridges Match	SPED students for math
Step Up To Writing	SPED students for writing

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	32%	163/516 students: We have placed a strong emphasis on strengthening Tier I instruction across the school. A significant focus has been on the implementation of our new math program, Illustrative Mathematics, which is being used with fidelity. We have worked closely with grade level teams to deeply examine planning, reflect on instructional practices, and ensure high-quality Tier I math instruction. We have also continued to strengthen Tier I literacy instruction through our second year of implementation of Into Reading, while providing Tier 2 reading interventions through daily WIN (What I Need) groups. Additionally, we are piloting a Tier 2 WIN time for math in one grade level and will use data from this pilot to determine the feasibility of expanding it schoolwide next year. Due to the extensive preparation required to successfully implement Tier I instruction, we were not able to fully expand Tier 2 math supports across all grades this year.
Students with disabilities	19%	99/516 students: These students receive additional support through formal plans, including 38 students with mild/moderate classified IEPs, 53 students with speech only IEPs, and 8 students on 504 plans. District approved programs are used to support these students in reading, writing, and math, including S.P.I.R.E. for reading, Bridges Math, and Step Up to Writing. In addition to their designated IEP minutes, students receive extra reading support through WIN (What I Need) groups, which provide targeted instruction for all students. Student data is analyzed after BOY, MOY, and EOY assessments to monitor growth and performance and to guide instructional decisions. While Tier 2 math supports were not implemented schoolwide this year, expanding these supports will be a focus for the upcoming school year.
Students identified as English learners	2%	12/516 students: We use district approved, research-based curriculum, including Into Reading for literacy and Illustrative Mathematics for math, to ensure high-quality instruction for all students. Imagine Learning is also used to support our English Language Learner (ELL) students. An ELL paraprofessional provides daily support, working one-on-one or in small groups throughout the week to meet individual student needs. Student data is analyzed after BOY, MOY, and EOY assessments to determine growth and guide decisions on how to best support each student.
Students in major racial and ethnic groups	12%	60/516 students: These students additional support as we continue to strengthen and maintain strong Tier I instruction in both reading and math. A particular focus remains on Tier 2 WIN (What I Need) groups for reading to provide targeted intervention. Student data is analyzed following BOY, MOY, and EOY assessments to pinpoint additional needs and adjust supports as necessary.

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

We have focused the majority of our professional learning this year on mathematics as we adopted a new math program, Illustrative Mathematics. Our work has centered on lesson preparation and planning, as well as analyzing instructional time within the Illustrative Math framework. We have held six grade level professional learning (PL) trainings, along with four half-day planning sessions for each grade level. In addition, we have deepened our focus on creating mastery level PEERS goals, including 4–6 week goals that support the yearly goal. Weekly PLC time is dedicated to each grade level, allowing teams to focus on their greatest instructional needs with support from the Leadership Team as needed. We continue to emphasize that ALL students can learn, with a strong expectation that teachers ensure at least 80% of students demonstrate understanding before moving forward, evidence of strong Tier I instruction.

What additional interventions might help those subgroups?

We continue to prioritize recruiting community reading volunteers who can commit to at least one hour per week. These volunteers provide 1:1 reading support for our most struggling readers, helping increase targeted practice and individualized instruction. We also continue to utilize our WIN (What I Need) groups, which are formed using diagnostic reading data collected at the beginning of the year and updated after each WIN cycle. This ensures students are regrouped based on current needs and progress. We intentionally place our most highly qualified staff with our most at-risk students to ensure instruction is targeted and effective. Students from Hurricane High School and our Three Falls Elementary Student Council also volunteer 2-4 days per week for anywhere from 30 minutes - 2 hours to help support reading and math. Additionally, we added an after-school program through Iron Kids, serving approximately 28 students. This program provides small-group homework support and instructional time each day after school, Monday through Friday.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Our Skills Room is staffed by a paraprofessional and a Behavior Technician (BT) and is overseen by the principal and school counselor. The para and BT collect daily data for every student who visits the Skills Room, which is organized into three categories: Wellness, Skills, and Restorative Justice. The Wellness category includes students who visit the wellness area to regulate emotions and regain their “power” before returning to class. The Skills category includes students who need support with specific skills, additional academic practice, or extra time to complete classwork or assessments. Restorative Justice includes students who require more intensive support and intervention with the principal, school counselor, and/or BT. The Skills Room paraprofessional, BT, principal, and school counselor meet weekly to review and analyze data by individual student, teacher, grade level, and overall trends at the school. During these meetings, the team identifies successes, such as students who are visiting the Skills Room less frequently, and determines next steps for students who are not making expected behavioral progress. This collaborative process allows the team to adjust supports, provide targeted interventions, and ensure students receive the assistance needed to be successful.

List and link your school's data sources here:

Description	Link
Skills Room Report	The Skills Room para and BT enter the data into a google form. The principal and the school counselor are the only two adults with access to see the Skills Room report.
Monthly Skills Room PLCs	These meetings are held each Friday for 45-60 minutes. Principal, school counselor, Skills Room Para and BT are in attendance.
PowerSchool Monthly Attendance Updates to Parents	Principal send individual emails at the end of each month to students with "chronic absenteeism", students with excessive tardies, or 5 or more unexcused absences.
SEP Attendance Reports	The school's goal is to achieve 100% parent contact for every Student Education Plan (SEP). Teachers document SEP attendance by recording parent participation in a shared google sheet from the principal. The principal works directly with any teachers who have not yet reached full parent contact to and follow up with families until 100% participation is achieved.
Second Steps	This is a district-wide Social Emotional Learning (SEL) program overseen at the school level by the school counselor to ensure daily lessons are implemented with fidelity. A weekly morning announcements are created using content from Second Steps to reinforce key skills and provide a consistent schoolwide focus each week, helping to strengthen and align SEL instruction across all classrooms.
Behavior Tech (BT)	Our school has a Behavior Technician (BT) assigned for 27.5 hours per week who is housed in the Skills Room alongside the Skills Room paraprofessional. The BT works primarily on the restorative justice side of support, collaborating closely with the principal and/or the school counselor as situations require to provide targeted interventions and support for students with more intensive behavioral needs.
Skills Room Para	Our Skills Room para works with all students. She primarily works with students visiting for a wellness break or needing more time to complete a test/schoolwork. She assists our BT as needed.
School Counselor Tier I Lessons	Our school counselor has a designated counseling space this year where teachers and students attend every other week for 40–45 minutes. During this time, the school counselor delivers Tier I instruction to entire classes. Teachers are present and actively participating during these lessons so they can reinforce the skills and concepts in their classrooms, ensuring continuity and consistent implementation of social-emotional learning across settings.

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

How are you formatively assessing your progress in this area?

Our school holds regular discussion meetings alongside weekly grade-level PLCs. The Skills Team and Leadership Team both meet weekly to review data, discuss student support, and plan next steps. Each month, the principal leads a bus PLC to train and support bus drivers in managing student behaviors, highlighting successes and planning future strategies. Our Learning Coach supports teachers through Learning Walks, modeling effective instructional practices and providing targeted feedback. The Leadership Team guides professional learning and teacher meetings, prioritizing areas of focus based on teacher needs and interests to ensure continuous growth and support.

List and link your school's data sources here:

Description	Link
Team Leader Meetings	We do not have a set schedule for meetings, but the Leadership Team and team leaders stay connected through a group text and meet as needed. These meetings provide a space to discuss schoolwide decisions, address emerging concerns, and ensure timely communication and collaboration across the school.
EYE Weekly Coaching / Modeling	As part of our district's mentoring model, EYE (Early Years Enhancement) teachers receive additional coaching and support from the Learning Coach and principal. EYE teachers are in their first three years of teaching. Our Learning Coach meets with these teachers at least weekly to coach, plan, and model. The principal observes for longer periods of time and more often.
Learning Coach District Meetings & Observations	The Learning Coach attends biweekly/monthly meetings with the district. These meetings go over literacy, math, and science training, as well as Acadience and RISE data. Since we are a dual immersion school, our Learning Coach also attends additional training and observations specific to dual immersion in Chinese and Spanish.
Learning Walks	Our Learning Coach schedules Learning Walks for teachers who would like to observe colleagues within the school or at other schools. At the beginning of this school year, a Learning Walk was scheduled for every teacher to observe the schoolwide management plan at the site that served as the model for our Skills Room. Learning Walks will continue to be offered based on teacher requests or when the Leadership Team identifies specific areas where additional support is needed.
DUAL State Training (summer, school year)	Our Chinese and Spanish Dual Immersion teachers attend a summer training and at least two additional days of training throughout the school year. They also participate in two scheduled lab days, during which teachers observe one another and collaborate on instructional practices. These trainings and lab days are provided by the district and the state each school year.
DUAL PLC Meetings	All of our Chinese and Spanish Dual Immersion teachers meet monthly with the Learning Coach and the principal. During these meetings, teachers from both language programs collaborate, share effective instructional practices, and plan and schedule school events.
Principal Walk Throughs and Evaluations.	All EYE and summative employees receive two full evaluations from the principal—one completed before December 1st and one before March 1st. In addition, the principal conducts monthly drop-in visits for all teachers, using the district's Principal Challenge focus areas to guide observations.
Math Literacy, Behavior Professional Learning	Teachers meet weekly in PLCs to review data, analyze Common Formative Assessments (CFAs), and plan targeted instruction. These meetings also guide decisions about additional professional learning based on teacher and grade-level needs. This school year, six formal professional learning sessions have been provided, aligned to the specific needs of each grade-level team. Additionally, Friday afternoons are used for individualized training and support to address areas where teachers need extra guidance or coaching.
Illustrative Math Prep & Planning	Our Learning Coach met four times with each grade level for half-day sessions focused on preparation and planning, supporting the implementation of our new math program this year. During these sessions, teachers collaborated on lesson prep and shared strategies, learning from each other the most effective ways to instruct students and enhance classroom practices.
Skills PLC	The principal, school counselor, Skills Room paraprofessional, and Behavior Technician meet at least monthly to review the Skills Room report. During these meetings, the team discusses the number of visits, which students are utilizing the Skills Room, identified behavior patterns, successes, and ongoing concerns. The team also focuses on specific students and collaborates on strategies to better support their success.

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		\$6,780.52
Distribution for 2026-27	+	<u>\$101,312.71</u>
Total Available Funds		\$108,093.23
Estimated Expenditures	-	<u>\$108,093.23</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		\$8,682.46
Distribution for 2026-27	+	<u>\$135,622.61</u>
Total Available Funds		\$144,305.07
Estimated Expenditures	-	<u>\$144,305.06</u>
Net Amount		\$0.00

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

Yes ☒

No ☐

If you answered "yes" provide an explanation for why more than 10% will be carried over.

(Funds to be carried over should be identified for a specific future need, and should not be saved for unexpected contingencies.)

Due to some unforeseen circumstances with some communication donations and grants, we will have more than a 10% carryover from the last school year. We plan to continue supporting our teachers and staff in the same areas this school year.

ALIGNING GOALS WITH 2026-27 BUDGET

PEERS GOAL #1	75% of Three Falls Elementary School students will make typical or above typical growth, and all grade-levels will increase proficiency by at least 3% from BOY to EOY as measured in Acadience Reading and Math.
FOCUS AREA	1. STUDENT LEARNING
FOCUS AREA	2. SAFE LEARNING ENVIRONMENT
FOCUS AREA	3. LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL DEVELOPMENT
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>	SCIENCE

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
Acadience Reading and Math	1 We will provide substitutes for certified staff who wish to participate in Learning Walks or attend trainings at our school or at other schools within the district or state. Substitutes will also be provided for grade-level data meetings, deep-dive planning, and collaboration or support with district grade-level specialists in literacy, math, and science.	Salaries & Benefits	TSSA	\$4,000.00
	2 We are combining a 5th grade Chinese Dual Immersion class and a 2nd grade Spanish Dual Immersion class. Due to the additional collaboration, planning, and preparation required to support two grade levels, stipends will be provided to the teachers involved. This stipend will also cover any additional compensation for certified staff who complete extra duty related to this work.	Salaries & Benefits	SLT	\$8,800.00
	3 We will purchase supplies and/or software that teachers will need to enhance student learning in reading, writing, math, and science, including decodables.	Supplies	TSSA	\$10,000.00
		Books, eBooks, Curriculum	TSSA	\$4,000.00
	4 We will hire classified staff, certified staff, counselors and coaching support to reach our literacy and math goals. The coaching will be provided by the principal, learning coach, school counselor, and/or reading interventionist as applicable. EYE teachers, large class size teachers, and DUAL teachers will be given priority.	Salaries & Benefits	TSSA	\$116,898.86
			SLT	\$30,645.00

	5	We will purchase and/or upgrade technology as needed to support our literacy, writing, math, and science goals. We are also waiting to hear if we become a STEM designated school, and will use technology money to enhance our STEMtastic program here at school.	Technology Related Supplies	TSSA	\$6,217.20
				SLT	\$3,815.54
	6	We will hire classified paraprofessionals and a behavior tech to support our Skills Room, both for academic and behavior support.	Salaries & Benefits	SLT	\$64,832.69
	7	Purchase School Messenger and Google to support parental involvement and support student learning. Approved by WCSD School Board.	Software	TSSA	\$1,500.00
			Software	TSSA	\$1,689.00
					<u>\$252,398.29</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 needed technology or supplies.

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

PTVO, Community Council, School Website, Email to school staff.