

2024-25 SCHOOL IMPROVEMENT PLAN SNOW CANYON MIDDLE

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

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

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

83 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: Achievement - We earned 27/56 (48%) points possible.

POINTS WEIGHTED TO OVERALL SCORE



Achievement	37% (56 points possible)	27 points earned
Growth	37% (56 points possible)	34 points earned
English Learner Progress	9% (13 points possible)	4 points earned
Growth of the Lowest 25%	17% (25 points possible)	16 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?

School Report Card, Data Gateway, and SCMS Data Picture	
Utah State Board of Education - School Report Card	https://reportcard.schools.utah.gov/School/OverAllPerformance?SchoolID=1028&DistrictID=1002&SchoolNbr=425&SchoolLevel=K8&IsSplitSchool=0&schoolyearendyear=2023
Data Gateway - Student Proficiency Results	https://datagateway.schools.utah.gov/Assessment/StudentProficiency/2023?leaNum=33&schNum=425

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	44%	Provide additional tier 2 targeted support through Advisory (increasing proficiency) and TGIF (Touch Gold It's Friday) to provide targeted support for students who are currently failing classes. Provide learning strategies classes for extra time and support.
Students with disabilities	13%	Provide additional paraprofessional support through our At-Risk Team to monitor, mentor and encourage students. Use incentives to positively reinforce students for academic success and good behavior. Provide additional tier 2 targeted support through Advisory and TGIF. Continue providing these students with additional support in co-taught classes and lab classes.
Students identified as English learners	15%	We are providing an additional class period for our ESL Teacher to specifically target students who need help learning basic English and assimilating into the culture. We are funded by the district for 6 periods of ESL but we pay for 2 additional periods to support our ESL student population.
Students in major racial and ethnic groups	White 63%; Hispanic 30%; Black 2%; Asian 1%; Pacific Islander 2%; American Indian 3%; Other 5%	Provide additional tier 2 targeted support through Advisor and TGIF. Provide learning strategies classes for extra time and support. Provide additional paraprofessional support through our At-Risk Team to monitor, mentor and encourage students. Use incentives to positively reinforce students for academic success and good behavior.

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

Deeply embedded systems and structures through the Professional Learning Community (PLC) process to ensure high levels of learning. We will accomplish this through implementation of a GVC (Guaranteed and Viable Curriculum). We want our teachers and departments to be crystal clear about the standards, learning targets, success criteria, common formative assessments, grading practices, instructional strategies, interventions, extensions and sound pacing of units and standards to ensure that all student are learning at high levels.

What additional interventions might help those subgroups?

Providing paraprofessionals to help with classroom and intention/advisory support.

Continue our learning strategies classes.

Daily interventions with teachers through advisory and weekly TGIF interventions that focus on students who are currently failing any classes.

Continue to meet and increase the effectiveness of the At-Risk Team as a Tier 3 intervention avenue.

This section is only for TSI Designated Schools :**What subgroup(s) designate your school as TSI?**

ELL and Students with disabilities

How will your plan address the area that qualifies you as a TSI School?

We are providing an additional class period for our ESL Teacher to specifically target students who need help learning basic English and assimilating into the culture. We are funded by the district for 6 periods of ESL but we pay for 2 additional periods to support our ESL student population. Provide additional paraprofessional support through our At-Risk Team to monitor, mentor and encourage students. Use incentives to positively reinforce students for academic success and good behavior.

Provide additional tier 2 targeted support through Advisory and TGIF. Continue providing these students with additional support in co-taught classes and lab classes.

What Tier 1 practices do you need to target/focus on? What coaching support will teachers need to make those changes?

Deeply embedded systems and structures through the Professional Learning Community (PLC) process to ensure high levels of learning. We will accomplish this through implementation of a GVC (Guaranteed and Viable Curriculum). We want our teachers and departments to be crystal clear about the standards, learning targets, success criteria, common formative assessments, grading practices, instructional strategies, interventions, extensions and sound pacing of units and standards to ensure that all student are learning at high levels.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Attendance Data, Behavior Data, Student and Teacher Connections Survey Data, Sharp Survey Data

List and link your school's data sources here:

Description	Link
Attendance Data	https://docs.google.com/spreadsheets/d/1dscMR6MiT1c0Db_nnB4nuxMX0_SMik4nSk8jip6CK4/edit#gid=885661434
Behavior Data	https://docs.google.com/spreadsheets/d/1dscMR6MiT1c0Db_nnB4nuxMX0_SMik4nSk8jip6CK4/edit#gid=2142740943
Connections Survey Data	
SHARP Survey Data	

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

How are you formatively assessing your progress in this area?

Quarterly Survey from administration concerning the use of digital instructional and assessment tools. Attendance at summer professional development. Utilization of both school and district provided collaboration days.

List and link your school's data sources here:

Description	Link
CSIP	Accessed through PowerSchool
SCMS Professional Development Calendar	https://docs.google.com/document/d/1YJbmEPZrdwUzCUCScfTgmRvLhHtKznLvwMuWmRmg1Fo/edit?usp=sharing
Coaching Qualitative Data	https://docs.google.com/presentation/d/1qHNmO0zsuZFHRKhMTRk9V5oyuxB1Zmpr-fBEPD5J0s/edit?usp=sharing
Coaching Survey Data	https://www.surveymonkey.com/results/SM-2IN2gkPCzULSu_2FUhAbgoZw_3D_3D/

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.

2024-25 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		\$5,283.45
Distribution for 2024-25	+	\$119,618.74
Total Available Funds		\$124,902.19
Estimated Expenditures	-	\$124,902.19
Net Amount		\$0.00

Is SLT carryover from 2023-24 expected to exceed 10% of the school's 2023-24 distribution?

Yes ☐

No ☒

TSSA FUNDING ESTIMATES

Carryover from prior year		\$785.87
Distribution for 2024-25	+	\$182,704.07
Total Available Funds		\$183,489.94
Estimated Expenditures	-	\$183,489.94
Net Amount		\$0.00

Is TSSA carryover from 2023-24 expected to exceed 10% of the school's 2023-24 distribution?

Yes ☐

No ☒

ALIGNING GOALS WITH 2024-25 BUDGET

PEERS GOAL #1	Increase RISE and ACT Aspire Scores on our School Report Card from 81/150 to 85/150 by the end of the 2024-25 academic school year.		
FOCUS AREA	1. STUDENT LEARNING		
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>	SCIENCE		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	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
RISE and ACT Aspire Scores.	1 Pay for salaries of certified staff members. With SLT funding we will be able to have additional class sections in core classes. With TSSA funding we will also be able to add additional class sections in selected subject areas. We will be able to pay for prep periods and some FTE's for current teachers. This will reduce class sizes in order to maximize student learning opportunities.	Salaries & Benefits	SLT TSSA	\$20,601.35 \$116,579.29
	2 Pay salaries of classified staff members to support student achievement and to be on track for graduation. The classified staff members support students who are failing core classes, such as Math, Science, and LA.	Salaries & Benefits	SLT	\$26,960.28
	3 Equip the school with up to date and appropriate technology for student use (Such as Chromebooks, projectors, instructional software etc.).	Technology Related Supplies	SLT TSSA	\$27,040.56 \$13,000.00
	4 Pay for professional development in the area of Professional Learning Communities. SCMS is committed to ensuring high levels of learning for all students. Deeply embedded PLC structures will help us achieve our mission. In order for students to reach high levels of learning the adult in the building must also be committed to learning.	Contracted Services	SLT	\$40,000.00
		Travel for Professional	SLT	\$10,000.00
		Travel for Professional Development	TSSA	\$18,610.65
	5 Pay for substitutes for professional development.	Salaries & Benefits	SLT TSSA	\$300.00 \$3,000.00
	6 Stipends for: Digital Learning Coach, Yearbook Advisor, Student Government Advisor, Leadership Positions.	Salaries & Benefits	TSSA	\$23,700.00
				<u>\$299,792.13</u>

PEERS GOAL #2	Increase Average Daily Attendance and Decrease Tardies.			
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)	SCIENCE			
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
Average Daily Attendance and Tardy Data.	1 Stipends for certified staff to provide tardy recovery during lunch.	Salaries & Benefits	TSSA	\$5,600.00
				\$5,600.00

PEERS GOAL #3	Decrease Behavior Referrals.			
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)	SCIENCE			
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
Referral Data through Log Entries of T1 Referrals, T3 Referrals, and Incidents.	1 Provide PBIS Incentives for students who exhibit positive behaviors.	Supplies	TSSA	\$1,500.00
				\$1,500.00

PEERS GOAL #4	Decrease Number of Failing Grades.			
FOCUS AREA	1. STUDENT LEARNING			
ACADEMIC AREA (required for goals supported by SLT funds)	ENGLISH / LANGUAGE ARTS			
ACADEMIC AREA (required for goals supported by SLT funds)	SCIENCE			
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
Total Number of "F's" and Total Number of Students w/ at Least One "F".	1 Purchase incentives for students not failing a class. TGIF (Touch Gold It's Friday). Every Friday every student who has at least one "F" is sent to the classroom of the teacher they are failing to get additional support for 47 minutes of intervention. Students who are not failing get to go somewhere fun on campus and enjoy time with friends.	Supplies	TSSA	\$1,500.00

\$1,500.00

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

Salaries, Stipends, Technology and Professional Development.

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

School Website.