

## 2025-26 SCHOOL IMPROVEMENT PLAN SNOW CANYON MIDDLE

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

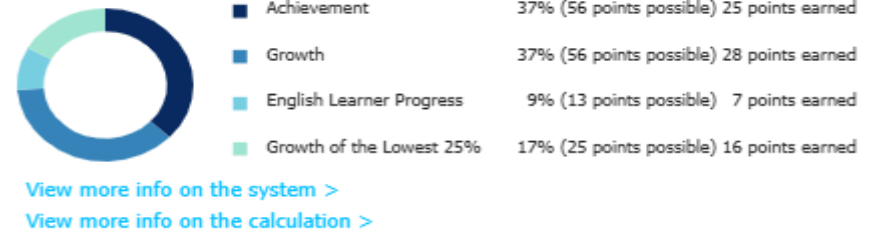
76 Was your school's total points on the most recent report card.

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

78 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 25/56 (44.6%) points possible.



**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 and Data Gateway	
School Report Card - Snow Canyon Middle School	<a href="#">Snow Canyon Middle School Report Card</a>
School Report Card - Utah State Board of Education	<a href="#">School Overall Performance</a>
Data Gateway - Utah State Board of Education	<a href="#">Data Gateway - Comparison by Proficiency</a>
Data Gateway - Utah State Board of Education	<a href="#">Data Gateway - Comparison by Growth (MGP)</a>

<b>Subgroup</b>	<b>Percentage</b>	<b>Based on your data, what will you do to increase student learning in these subgroups?</b>
Students identified as economically disadvantaged	44%	Provide additional tier 2 targeted support through Advisory in an effort to increase student proficiency. Provide additional tier 2 target support through TGIF (Touch Gold It's Friday) to increase the percentage of students who are passing classes and on track for high school graduation. Provide learning strategies classes for extra time and support.
Students with disabilities	15%	Provide additional tier 2 targeted support through Advisory in an effort to increase student proficiency. Provide additional tier 2 target support through TGIF (Touch Gold It's Friday) to increase the percentage of students who are passing classes and on track for high school graduation. Use incentives to positively reinforce students for academic success and good behavior. Continue providing students with disabilities additional time and support in co-taught classes and lab classes.
Students identified as English learners	20%	Provide additional tier 2 targeted support through Advisory in an effort to increase student proficiency. Provide additional tier 2 target support through TGIF (Touch Gold It's Friday) to provide increase the percentage of students who are passing classes and on track for high school graduation. 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 4 periods of ESL but we pay for 2 additional periods to support our ESL student population. We received 27.5 hours of ESL Assistant Support but we pay for an additional 27.5 hours of ESL Assistant/Para support to support our ESL population.
Students in major racial and ethnic groups	White (69%) Hispanic (24%) Black (1%) Asian (0.8%) Pacific Isl (2%) American Indian (3%) Other (1.2%)	Provide additional tier 2 targeted support through Advisory in an effort to increase student proficiency. Provide additional tier 2 target support through TGIF (Touch Gold It's Friday) to provide increase the percentage of students who are passing classes and on track for high school graduation. 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 4 periods of ESL but we pay for 2 additional periods to support our ESL student population. We received 27.5 hours of ESL Assistant Support but we pay for an additional 27.5 hours of ESL Assistant/Para support to support our ESL population.

**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, student proficiency, 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?**

Continuation of our Intervention and TGIF but provide higher quality targeted interventions. Providing ESL and SpEd paraprofessionals to help with classroom and intention/advisory support. Continuation of our learning strategies and lab 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?**

ATSI: English Language Learners, 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 4 periods of ESL but we pay for 2 additional periods to support our ESL student population. We received 27.5 hours of ESL Assistant Support but we pay for an additional 27.5 hours of ESL Assistant/Para support to support our ESL population. Use incentives to positively reinforce students for academic success and good behavior. Provide additional tier 2 targeted support through Advisory to increase student proficiency. Provide additional tier 2 target support through TGIF (Touch Gold It's Friday) to increase the percentage of students who are passing classes and on track for high school graduation. Continue providing students with disabilities additional time and 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, student proficiency, student trackers, common formative assessments, grading practices, instructional strategies, interventions, extensions and sound pacing of units and standards to ensure that all students 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, and Sharp Survey Data**

**List and link your school's data sources here:**

Description	Link
Attendance Data	<a href="#">SCMS Attendance Data</a>
Behavior Data	<a href="#">SCMS Behavior Data</a>
Connections Survey Data	<a href="#">SCMS Student Connections Survey (Responses)</a>
SHARP Survey Data	

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

#### How are you formatively assessing your progress in this area?

Staff survey from administration asking the staff what is going well and what areas do we need to improve upon. High quality professional development provided for staff. Attendance at summer professional development provided by the school district. Utilization of both school and district provided collaboration days. Instructional Coaching provided to new teachers, veteran teachers, and collaborative teams within the PLC process.

#### List and link your school's data sources here:

Description	Link
CSIP	Accessed through PowerSchool
SCMS Professional Development Calendar	<a href="#">SCMS Professional Development Calendar 2024-25</a>
Coaching Qualitative Data	
Coaching Survey Data	

**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.**

### 2025-26 BUDGET SUMMARIES

#### STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		\$11,732.17
Distribution for 2025-26	+	\$124,786.17
Total Available Funds		\$136,518.34
Estimated Expenditures	-	\$136,518.34
Net Amount		\$0.00

Is SLT carryover from 2024-25 expected to exceed 10% of the school's 2024-25 distribution?

Yes ☐

No ☒

#### TSSA FUNDING ESTIMATES

Carryover from prior year		\$26,485.51
Distribution for 2025-26	+	\$187,895.14

Total Available Funds	\$214,380.65
Estimated Expenditures	- \$214,380.64
Net Amount	\$0.00

Is TSSA carryover from 2024-25 expected to exceed 10% of the school's 2024-25 distribution?

Yes ☐

No ☒

### ALIGNING GOALS WITH 2025-26 BUDGET

<b>PEERS GOAL #1</b>	SCMS will increase the total number of school report card points from 82/150 to 89/150 according to the 2025-26 School Report Card.		
<b>FOCUS AREA</b>	<b>1. STUDENT LEARNING</b>		
<b>ACADEMIC AREA</b> (required for goals supported by SLT funds)	<b>ENGLISH / LANGUAGE ARTS</b>		
<b>ACADEMIC AREA</b> (required for goals supported by SLT funds)	<b>SCIENCE</b>		
<b>ACADEMIC AREA</b> (required for goals supported by SLT funds)	<b>MATHEMATICS</b>		

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
School Report Card Performance Ratings	1 <b>Pay for salaries of certified staff members.</b> 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 to reduce classes sizes and offer mor clas options for students. This will reduce class sizes in order to maximize student learning opportunities.	Salaries & Benefits	SLT	\$106,695.24
	2 <b>Pay salaries of classified staff members / paraprofessionals</b> 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 TSSA	\$20,589.43 \$35,223.67
	3 Equip the school with up to date and appropriate technology for staff and student use (i.e. desktops, chromebooks, projectors, instructional software etc.).	Technology Related Supplies	SLT TSSA	\$9,233.68 \$3,606.66
	4 <b>Pay for professional development</b> 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	Travel for Professional Development	TSSA	\$5,000.00

		committed to learning.			
	5	Pay for substitutes for professional development.	Salaries & Benefits	TSSA	\$3,000.00
	6	Stipends for: Guiding Coalition, PBIS Chair, Digital Learning Coach, Student Government Advisor, Yearbook Advisor, Website Coordinator, Testing Coordinator, NJHS Advisor, etc (i.e. various leadership positions that are fulfilled outside of regular contracted hours that impact the culture and student learning.)	Salaries & Benefits	TSSA	\$30,867.25
					<b>\$331,462.84</b>

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 ☒

<b>PEERS GOAL #2</b>	SCMS will increase average daily attendance from 93% in 2024-25 to 94% or above by EOY 2025-26 and decrease daily tardies from 80 in 2024-25 to fewer than 30 by EOY 2025-26.				
<b>FOCUS AREA</b>	<b>2. SAFE LEARNING ENVIRONMENT</b>				
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>ENGLISH / LANGUAGE ARTS</b>				
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>SCIENCE</b>				
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>MATHEMATICS</b>				

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 our attendance coordinator to track tardies and attendance.	Salaries & Benefits	TSSA	\$0.00
	2	Stipends for certified staff to provide tardy recovery during lunch.	Salaries & Benefits	TSSA	\$6,436.15
					<b>\$6,436.15</b>

<b>PEERS GOAL #3</b>	SCMS will decrease the total number of behavior office referrals in 2024-25 by EOY 2025-26 by 10%.				
<b>FOCUS AREA</b>	<b>2. SAFE LEARNING ENVIRONMENT</b>				
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>ENGLISH / LANGUAGE ARTS</b>				
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>SCIENCE</b>				

<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>MATHEMATICS</b>
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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
PowerSchool T3 Office Referrals	1 Provide PBIS incentives for students who exhibit positive behaviors.	Supplies	TSSA	\$2,500.00
	2 Purchase internet screening software that monitors what students can and can't access while using their Chromebooks during class.	Software	TSSA	\$8,000.00
				<b>\$10,500.00</b>

<b>PEERS GOAL #4</b>	SCMS will decrease the total number of "F's" (failing grades) to 900 or fewer by EOY 2025-26.
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<b>FOCUS AREA</b>	<b>1. STUDENT LEARNING</b>
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>ENGLISH / LANGUAGE ARTS</b>
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>SCIENCE</b>
<b>ACADEMIC AREA</b> <i>(required for goals supported by SLT funds)</i>	<b>MATHEMATICS</b>

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
PowerSchool grades.	1 Purchase incentives for students not failing a class. TGIF (Touch Gold It's Friday). Every Friday every student who has at least one "D" or "F" is sent to the classroom of the teacher they are failing to receive additional time and support for 45 minutes of intervention. Students who have an "A", "B", or "C" in all of their classes get to attend a fun activity somewhere else in the school.	Supplies	TSSA	\$2,500.00
				<b>\$2,500.00</b>

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

Salaries, stipends, technology, PBIS supplies and professional development.
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**Provide an explanation of how your school will publicize its plan.**

School wesbite.

**Step 5: get your Community Council's signatures for SLT. These signatures must accompany your plan when it is submitted to the WCSD Board of Education. You need to specify whether each Community Council member is a school employee or a parent.**