



## Sally Mauro Elementary



### Comprehensive Needs Assessment Summary

| Data Collected and/or Analyzed   | Findings  |
|--|---|
| <ul style="list-style-type: none"><li>Acadience Reading data</li><li>Acadience Math data</li><li>District's leveled reading assessment data</li><li>i-Ready diagnostic data</li><li>Reflex Math data</li><li>RISE data</li><li>Essential standards mastery data</li><li>Attendance data</li><li>Behavior data: reset room and office referrals</li></ul> | From the data analysis, it was determined a representation of all student groups are experiencing deficiencies within the identified goal areas. The developed plan will appropriately support all student groups, and should result in an increase of growth or proficiency within each student group. |

| Budget Details                       | Plan & Goals   | Essential Implementation Components  |
|--------------------------------------|--|--|
| <b>TSSA</b><br>\$33,830              | Increase the percentage of grades K-5 students reading on grade level by 4% on the district-wide reading leveled reading assessment.   | <ul style="list-style-type: none"><li>Paraprofessionals to support interventions and extensions in reading and math.</li><li>Books for reading instruction and for rewards for leveling up.</li><li>Supplies for reading interventions</li><li>Supplies for PBIS efforts</li><li>Paraprofessionals to conduct art, music, p.e., and Legos while teachers collaborate and/or have negotiated planning time.</li><li>Progress monitoring schedule</li><li>Supplies for art, music, and p.e.</li><li>LETRS training for teachers</li><li>Professional development to support paraprofessionals and teachers to build capacity in their instructional areas and needs</li><li>Instructional coach providing training, mentoring, coaching, and interventions</li></ul> |
| <b>School Land Trust</b><br>\$57,895 | To support building a positive school culture, every student will receive a monthly positive recognition.  |  |
| <b>Title I</b><br>\$152,544          | Achieve 80% mastery of essential standards in grades K-5.<br><br>Increase the percentage of grades 1-3 students by 10% that are at or above benchmark in Acadience Reading and Math. |  |

| Goal Area                             | Goal(s)   | Essential Implementation Components  |
|---------------------------------------|---|--|
| <b>English Language Arts: Reading</b> | <p><u>FY23 Acadience Reading Report</u><br/>47% of students were reading at benchmark or above benchmark as measured by Acadience EOY benchmark</p> <p><b><u>FY24 Acadience Proficiency Goal</u></b><br/><b><i>57% of students reading at or above benchmark as measured by Acadience EOY benchmark</i></b></p> <p>FY23 District Leveled Reading Assessment<br/>60.79% of students were reading on their grade level as measured by the district selected reading assessment</p> <p><b><u>FY24 District Leveled Reading Assessment</u></b><br/><b><i>65% of students will be reading on their grade level as measured by the district selected reading assessment</i></b></p> | <ul style="list-style-type: none"> <li>• PLC Expectations <ul style="list-style-type: none"> <li>○ Mondays are an early release day. Grade level teams will meet to collaborate on essential standards, data analysis, and to determine next steps for Tier I, II, and III instruction. <ul style="list-style-type: none"> <li>■ PLC groups will use an agenda, celebrate progress, and make commitments of action</li> <li>■ The principal and instructional coach will attend PLC meetings to provide support as well as to identify areas needing support</li> <li>■ Paraprofessionals will have a schedule to meet with the PLC teams to review and be trained on upcoming interventions and/or extensions.</li> <li>■ PLC teams will set 45-day goals in accordance with out school improvement plan and will track their progress towards the goals</li> </ul> </li> </ul> </li> <li>• School Leadership Team Expectations: <ul style="list-style-type: none"> <li>○ The SLT will meet at least monthly to review data and feedback related to the school goals as well identify new school needs. <ul style="list-style-type: none"> <li>■ The SLT members will inform their PLC teams of adjustments as well as gather feedback to report back to the SLT team.</li> </ul> </li> <li>○ The SLT team will prepare celebrations</li> <li>○ The SLT team will prepare information for PD</li> </ul> </li> </ul> |
| <b>Mathematics</b>                    | <p><u>FY23 Acadience Math</u><br/>42% of students in grades 1-3 were at or above benchmark as measured by the EOY Acadience Math benchmark.</p> <p><b><u>FY24 Acadience Math</u></b><br/><b><i>52% of students in grades 1-3 will be at or above benchmark as measured by the Acadience Math benchmark</i></b></p> <p><b><u>FY24 Essential Standards</u></b><br/><b><i>80% of students will master their grade level appropriate math facts by the EOY.</i></b></p>   | <ul style="list-style-type: none"> <li>• Instruction <ul style="list-style-type: none"> <li>○ The principal will oversee the creation of a master schedule that outlines instructional times including Tier II and III interventions</li> <li>○ Teachers will follow the Utah State Core standards</li> <li>○ Interventions will be provided using evidence based interventions</li> <li>○ Extensions will be provided as needed</li> </ul> </li> <li>• Professional Development <ul style="list-style-type: none"> <li>○ LETRS Training <ul style="list-style-type: none"> <li>■ The state mandates K-3 and SpEd teachers, however, due to the value of the learning, all teachers and the principal will complete LETRS training</li> </ul> </li> <li>○ The instructional coach will provide ongoing training to the paraprofessionals conducting assessments as well as in the</li> </ul> </li> </ul>   |

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|             |   | <p>programs and/or skills they are working on with students.</p> <ul style="list-style-type: none"> <li>○ Teachers will be provided PD as needs are identified <ul style="list-style-type: none"> <li>■ PD may include: school-level, district-level, or outside PD opportunities</li> </ul> </li> <li>● Mentoring and Coaching <ul style="list-style-type: none"> <li>○ A mentor will be assigned to all teachers within their first three years of teaching <ul style="list-style-type: none"> <li>■ Mentors and mentees will meet bi-weekly to review successes, challenges, and identify needs or supports <ul style="list-style-type: none"> <li>● Observations of other teachers will be scheduled at least quarterly</li> </ul> </li> </ul> </li> <li>○ The instructional coach will provide support to teachers requesting assistance or as assigned by the principal</li> </ul> </li> </ul>  |
| <b>PBIS</b> | <p>All students will be able to articulate what "TORO" means.</p> <ul style="list-style-type: none"> <li>● Terrific students</li> <li>● On task at all time</li> <li>● Respectful to all</li> <li>● Obedient</li> </ul> <p>The motto is repeated school-wide with morning announcements.</p> <p>100% of students will receive a positive recognition monthly in one of the following formats:</p> <ul style="list-style-type: none"> <li>● Toro ticket</li> <li>● Bull pride postcard from the teacher</li> </ul> | <ul style="list-style-type: none"> <li>● Second Step curriculum will be taught by the school counselor in all classrooms to support common strategies and skills</li> <li>● Announcements and information displayed throughout the school will support the strategies and skills being taught in the Second Step lessons.</li> <li>● The first week, all students will receive instruction related to the school expectations and procedures.</li> <li>● Daily, students will be recognized for positive behavior choices.</li> <li>● Teachers will send three postcards home weekly to celebrate students' efforts or positive displays of focused character traits.</li> <li>● Teachers and staff can award Toro Tickets daily.</li> <li>● Drawings are held every other week from names of students submitted for being recognized for positive behavior.</li> <li>● Poster cues are hung around the school in common areas to remind students of the expectations.</li> <li>● Tracking of both positive recognitions and referrals to the reset room and office to assist in data analysis efforts</li> <li>● The Reset Room is available for breaks (self-selected or teacher recommended), reward times, lessons to support positive character traits.</li> <li>● In situations that students have escalated beyond the classroom or office managed behavior management, the district's behavior interventionist will be involved to assist with creating a behavior plan.</li> <li>● Parents will be provided information regarding the services available to support their student: school counselor, school based mental health</li> </ul> |

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|                          |  | therapist, outside community agencies   |
| <b>Parent Engagement</b> | <p>To reflect and gather feedback from the School Community Council, PTA, and through other methods to address school-wide engagement needs.</p> <p>School-wide Activities:</p> <ul style="list-style-type: none"> <li>• Back to School Night: August</li> <li>• Student, Parent, Educator (SEP) Conferences: October and February</li> <li>• Book Fair: October and February</li> <li>• Donuts with Grownups: November</li> <li>• Breakfast with Besties: March</li> <li>• Community Readers: January-April</li> </ul> <p>PTO holds meetings and will advertise and encourage parent involvement. Opportunities will be provided for parents to support classroom activities and school events.</p> <p>Our goal is to have 80% positive feedback on surveys about specific engagement activities.</p> | <ul style="list-style-type: none"> <li>• Advertising to all parents <ul style="list-style-type: none"> <li>○ Messages sent to cell phones</li> <li>○ Flyers sent home with students</li> <li>○ Social media</li> <li>○ Website</li> <li>○ Marquee</li> </ul> </li> <li>• Translation for parents as needed</li> <li>• Interpreters available when needed</li> <li>• Access to computers and staff to assist parents with registration, free and reduced applications, McKinney Vento process</li> </ul> |

### Summary of the process in planning:

The School Improvement Plan was created through a collective effort between the School Community Council, PTA, School Leadership Team, and PLC teams. Through data analysis and feedback, goal areas were identified and then goals were created and implementation components were identified.

### Team Members: Name and Role

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| Blake Allen<br>Principal                                   | Sarah Marquez<br>Teacher                            | Jenilee Dart<br>Teacher   | Carrie Crocco<br>Teacher                          | Caroline Barrington<br>Teacher                     |
| Jared Chiara<br>Teacher                                    | Camille Carmack<br>Teacher                          | Kristina Anderson<br>Instructional Coach<br>SCC Member (Employee) | Deborah Worley<br>School Counselor                | Tiffany Iriart<br>SCC Chair (Parent)               |
| Mequelle Woodruff<br>SCC Vice Chair (Parent)<br>PTO Member | Savannah Riche<br>SCC Member (Parent)<br>PTO Member | Heele Eden<br>SCC Member (Parent)                                 | Cole Stapley<br>SCC Member (Parent)<br>PTO Member | Holly Stapley<br>SCC Member (Parent)<br>PTO Member |
| Brandy Hreinson<br>PTO Member                              |   |   |   |  |