2023-24 SCHOOL IMPROVEMENT PLAN
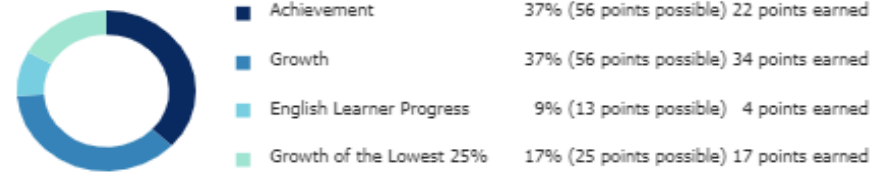# CORAL CANYON ELEMENTARY SCHOOL

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

__77__ *Was your school's total points on the most recent report card.*   https://utahschoolgrades.schools.utah.gov

__79__ *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: | Sufficien growth and progress of our lowest 25% with a specific emphasis on our students receiving SPED and ELL Services.

POINTS WEIGHTED TO OVERALL SCORE

■ Achievement	37% (56 points possible)	22 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)	17 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?

ADM (Math Acadience 1st-5th); Progress Monitoring; Acadience Reading; RISE benchmarks; KEEP & ESGI for math in Kindergarten

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	53%	Instruction will be data-based according to academic need, all students regardless of SES will receive a common assessment of required skills and receive specialized instruction through tiered intervention based on their need.

Students with disabilities	22%	High-Leverage Practices in Special Education Collaboration 1. Collaborate with professionals to increase student success. 2. Organize and facilitate effective meetings with professionals and families. 3. Collaborate with families to support student learning and secure needed services. Assessment 4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. 5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. 6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. Social/Emotional/Behavioral 7. Establish a consistent, organized, and respectful learning environment. 8. Provide positive and constructive feedback to guide students' learning and behavior. 9. Teach social behaviors. 10. Conduct functional behavioral assessments to develop individual student behavior support plans. 11. Identify and prioritize long- and short-term learning goals. 12. Systematically design instruction toward specific learning goals. 13. Adapt curriculum tasks and materials for specific learning goals. 14. Teach cognitive and metacognitive strategies to support learning and independence. 15. Provide scaffolded supports. 16. Use explicit instruction. 17. Use flexible grouping. 18. Use strategies to promote active student engagement. 19. Use assistive and instructional technologies. 20. Provide intensive instruction. 21. Teach students to maintain and generalize new learning across time and settings. 22. Provide positive and constructive feedback
Students identified as English learners	10%	* Review language proficiency data for students identified as EL (WIDA/ACCESS). * Set goals for ELS in each language domain (Listening, speaking, reading, and writing). * Identify students' needs based on BOY data; select instructional practices that address those needs) select * instructional practices to implement. * Ensure curricular materials are readily available.
Students in major racial and ethnic groups	24%	1. Get to Know Your Students Ensuring that cultural awareness is promoted in the classroom starts with the teacher understanding each individual student. Take the time to learn about each student's cultural background, hobbies, learning styles, and what makes them unique. Demonstrating a genuine interest in learning about each student and their culture will help establish trust and allow you to form a bond with them so they feel valued. If students feel appreciated by and comfortable with the teacher, there's a better chance they'll feel comfortable talking with and respect their peers in the class – and communication is the core to a culturally aware and inclusive classroom.

2 Maintain Consistent Communication

Aside from getting to know our students, teachers should also continue to maintain ongoing communication throughout the semester or school year. Scheduling 1-on-1 meetings with students to "check in" every so often will allow you to consistently improve how accessible the classroom is to everyone. Students can talk about whether they felt included in the classroom culture. This can help identify issues or ways to improve the overall experience. It's also an opportunity to discuss their progress in the class and offer guidance on how they can improve, based on their individual needs as a student.

3 Acknowledge and Respect Every Student

It's also important for students to celebrate and respect their own diverse backgrounds, as well as each other's. When appropriate, teachers should encourage students to research and learn about their own ethnic and cultural backgrounds. This allows them to better understand their own culture as well as the differences and nuances with their peers. As a bonus, this can be a great icebreaker assignment, allowing students to give presentations about their family traditions and culture to help expose the class to concepts outside of their own familiar comfort zone. Acknowledging these differences and creating a safe space for discussion helps promote understanding in the classroom and beyond. Also, as you encourage students to learn about their diverse backgrounds, remember to take the time to highlight what's offensive and the distinction between cultural celebration and appropriation. Learning how to talk about other cultures in a respectful, mature way is essential for success in life outside the classroom.

4 Practice Cultural Sensitivity

While it's important to keep an open dialogue amongst students, it's equally as important to make sure you're being sensitive to everyone's culture, beliefs, and language concerns. Take the time to understand each student's cultural nuances – from learning styles to the language they use – and use these insights to design your lesson plans. For example, provide English language learners with appropriate and relevant resources that help them improve their English comprehension skills. Rather than teach with a traditional lecture style, c

5 Incorporate Diversity in the Lesson Plan

The classroom environment is important for fostering cultural awareness, but you also should ensure diversity is represented in your actual lesson plan. For example, broaden history lessons so that they encompass the world beyond United States history and culture. Or, use references and analogies to other cultures in your lessons and assignments to help students with diverse backgrounds personally connect. Another great strategy is bringing in diverse speakers to add varying points of view and real-life context to different subjects. There are several ways you can ingrain cultural awareness and diversity into your lesson plan, and it will vary depending on the cultures represented in your classroom and the course you're teaching. Regardless of the subject, always try to present and connect lessons to real-world issues. It's easier to promote cultural awareness within your lessons when there's a real example for students to relate to.

6 Give Students Freedom and Flexibility

Teachers often feel like they need to take on a strict, authoritative approach when it comes to managing their classrooms. The most valuable lessons are often learned through a student's own experiences, so giving them some freedom in the course encourages more connection to the curriculum. Allow students to read and present their own materials that relate to the fundamental lesson so they can approach the topic from their own perspective. As a teacher, you can act as a facilitator and encourage conversation and healthy debate between diverse opinions. Group assignments are also a great way to expose students to diverse perspectives, allowing them to work together to explore and solve a problem. This will also help prepare them for a diverse workforce where they'll have to partner with a range of people to accomplish their professional goals.

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

Setting and Reviewing Learning Objectives- Providing students with a purpose and intended outcome for the lesson will help students to know where to focus their attention and what they should be learning.

Explicit Instruction- Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved" (Archer & Hughes, 2011; Hall & Vue, 2004).Explicit instruction is absolutely necessary when student discovery is impossible, inaccurate, incomplete or inefficient. Examples: association between quantity and numbers, the order of operations in algebra, the elements in scientific inquiry, or the parts of a table or graph (Archer & Hughes, 2011).Explicit instruction that includes clear learning objectives, success criteria, "hooks" to gain attention, modeling, checking for understanding, guided practice, lesson closure/review, and independent practice. Explicit instruction builds success for learners of all abilities.

Student Self-Assessment of Progress- Having students self-assess their progress towards the objectives at the end of the lesson has two benefits: 1) provides the teacher with information on current levels of students' understanding, and 2) gives the student immediate feedback on their progress.

Checklists and Rubrics- Provide students with specific criteria their work (e.g., mathematics cooperative learning activity or project) should address. Rubrics and checklists provide students with clear expectations for the task assigned and allow them to self-reflect on their work. When students know what is expected of them, the quality of the product improves.

Explicit Vocabulary Instruction- Providing explicit vocabulary instruction for critical, unknown vocabulary words "has an impressive track record of improving students' background knowledge and comprehension of academic content" (Marzano, 2001). Use of an explicit vocabulary routine will ensure students have sufficient practice with the vocabulary.

What additional interventions might help those subgroups?

We need to increase our ability to provide a more systematic Tier 2/3 intervention for reading and math.

This section is only for TSI Designated Schools :

What subgroup(s) designate your school as TSI?

Students with Disabilities student group
English Language Learner/ Multilingual Learner Student group

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

1. Capitalize on the resources and experiences that ELLS bring to school to build and enrich their academic language.
2 .Analyze the academic language demands involved in grade-level teaching and learning.
3. Apply the background knowledge of ELLS, including their language proficiency profiles, in planning differentiated language teaching.
4. Connect language and learning relevant and meaningful for ELLs.
5. Focus on the developmental nature of language learning within grade-level curriculum.
6.Reference content standards in planning for language learning.
7.Design language teaching and learning with attention to the sociocultural context.
8. Provide opportunities for all ELLs to engage in higher-order thinking.
9. Create language-rich classroom environments with ample time for language practice and use.
10. Identify the language needed for functional use in teaching and learning.
11. Plan for language teaching and learning around discipline-specific topics.
12. Use instructional supports to help scaffold language learning.
13. Integrate language domains to provide rich, authentic instruction.   14.
Coordinate and collaborate in planning for language and content teaching and learning.
15.Share responsibility so that all teachers and support one another within communities of practice.

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

Teacher Clarity/Rationale.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Wellness Room, Behavior Tech, and Counselor Data.

List and link your school's data sources here:

Description	Link
CSIP	https://csip.washk12.org/

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

How are you formatively assessing your progress in this area?

Each teacher will participate in at least 3 coaching impact cycles aligned with their PEERS goal(s).

List and link your school's data sources here:

Description	Link
Educator effectiveness through observations and evaluations	
Weekly collaboration agendas	
Data Dive Outcomes	

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		$6,778.99
Distribution for 2023-24	+	$79,795.42
Total Available Funds		$86,574.41
Estimated Expenditures	-	$86,574.41
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		$19,194.44
Distribution for 2023-24	+	$111,162.30
Total Available Funds		$130,356.74
Estimated Expenditures	-	$130,356.74
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	Within the next three years, we will increase proficiency by at least 3% in Reading, Writing, Math, and Science each year. 90% percent of our students will reach typical or above typical growth across each subject throughout these next three years. (50 or high median growth percentile)
FOCUS AREA	**1. STUDENT LEARNING**
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
Acadience progress monitoring and benchmarks, WIDA ACCESS, RISE Summative Assessments, Lexia and Moby Max Data.	1 Hire FTE, paraprofessionals, and substitute teachers in order to provide our students with high-quality Tier 1 literacy, math, science, music, and art learing.	Salaries & Benefits	SLT	$70,574.41
			TSSA	$104,178.08
	2 Purchase student chromebooks, teacher computers, Interactive white boards/projectors, document cameras, classroom audio. Software such as needed: Moby max. InfiniD, ST Math, STEMscopes math.	Technology Related Supplies	SLT	$16,000.00
		Software	TSSA	$9,000.00
	3 Salary for SPED BTS (27.5) to work with student who have Tier 2/3 behavioral needs.	Salaries & Benefits	TSSA	$17,178.66
				$216,931.15

Does this goal include a Digital Citizenship or Safety Principles component?   Yes [ ]   No [x]

Has SLT (Trust Lands) been designated as a funding source for this goal?   Yes [x]   No [ ]

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

We will enhance any additional classroom technology and /or software needs that will increase student learning and teacher effectiveness. We will hire additional paraprofessional support to provide additional intervention and /or extension opportunities. We will provide professional development opportunities for our faculty as needed.

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

We will enhance any additional classroom technology and /or software needs that will increase student learning and teacher effectiveness. We will hire additional paraprofessional support to provide additional intervention and /or extension opportunities. We will provide professional development opportunities for our faculty as needed.

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

Marquee, stickers and school website