



CANYONS
SCHOOL DISTRICT



Overarching Goal

School Community Council and Staff Involvement in the TSSP

School Community Councils play an integral part in the development and monitoring of TSSP goals. Please briefly describe the participation of SCC members in the development process of this TSSP:

The SCC received school wide data updates during the year and participated in discussions on

A.) Value of using funds for instructional assistants

B.) Challenges of hiring aides to fill open positions and the alternative of increasing hours for aides

C.) Intervention initiatives: Saxon Phonics and Dyad Reading

D.) Providing substitutes for peer-to-peer observations

E.) Updating technology (with excess funds)

F.) Possibility of increasing Instructional Technology (IT) support/ Professional Development (PD) for teachers

Enter the dates where the SCC was involved with developing the TSSP

SCC Date 1:

03/11/2020

SCC Date 2:

04/01/2020

Enter the date when school staff was able to provide input for TSSP

Staff Date 1:

02/07/2020

Enter the date when assistant principals were able to provide input for TSSP (if applicable)

AP Date 1:

Not Entered

Analysis Summary

According to mid-year data, 94% of students in Kindergarten, 70% of students in 1st grade, 69% of students in 2nd grade, 86% of students in 3rd grade are making typical or better progress in pathways of progress. 80% of students in 4th grade and 79% of students in 5th grade are at or above benchmark on their math composite score (Number Identification Fluency for kindergarten).

A strategy for improvement is implementing number talks (Structured Classroom Discussions) and ongoing use of concrete, representational, and abstract (CRA). Consistent use of Daily Common Core review.

Goal

Math Goal

By May 2020-21:

80% of students will be at or above benchmark according to their math composite score

Kindergarten: 85% of students will be on benchmark with NIF (Number Identification Fluency)

1st grade: 80% of students will be at or above benchmark according to their math composite score

2nd Grade: 80% of students will be at or above benchmark according to their math composite score

3rd Grade: 80% of students will be at or above benchmark according to their math composite score

4th Grade: 85% of students will be at or above benchmark according to their math composite score

5th Grade: 85% of students will be at or above benchmark according to their math composite score

Is this also a Land Trust Goal?



No



Yes

Academic Areas



Language Arts



Reading



Math



Science



Behavior



Other

Action Plan Summary

1. Continue to reinforce and provide training to veteran and new teachers in the implementation of the Concrete-Representational-Abstract (CRA) Model of instruction.
2. Provide ongoing PD for the integration of Structured Academic Discussions in math instruction
3. Implement Number Talks
4. Make sure all teachers are using Daily Common Core Review
4. Coaching cycles

Measurement

Acadience

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your TSSP goals. Include how you will monitor implementation progress.

Increasing face-to-face time with classroom teacher or interventionists in small group and individual instruction

Explain how you will increase language development so that English Learners are more likely to meet or exceed your TSSP goals and state requirements for adequate English language progress and proficiency.

Increasing face-to-face time with classroom teacher or interventionists in small group and individual instruction

How and when will progress be communicated with stakeholders?

School website

School newsletter

Budget

Expenditure	Cost	Description	Source
Textbooks 641	\$995.00	Number Talk Books	Landtrust

Analysis Summary

In 4th grade 60% of students are proficient or above on RISE Science from 2018-2019 school year. In 5th grade 76% of students are proficient or above on RISE Science from 2018-19 school year. A strategy for improvement is to continue the use of structured classroom discussions, interactive notebooks, and systematic vocabulary routines and systematic review.

Goal

Science:

4th Grade: 65% of student proficient on RISE

5th Grade: 78% of student proficient on RISE

Is this also a Land Trust Goal?



No



Yes

Academic Areas



Language Arts



Reading



Math



Science



Behavior



Other

Action Plan Summary

1. Create/utilize/refine grade level assessments
2. Utilize interactive notebooks across all grade-levels
3. Utilize systematic vocabulary routines
4. Implement and collaborate around systematic review
5. Continue to refine use of structured classroom discussions in Science
6. Include time in PLCs for grade-level professional development

Measurement

1. 4th and 5th grade RISE Science scores

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your TSSP goals. Include how you will monitor implementation progress.

Increase face-to-face time with classroom teacher or interventionists in small group and individual instruction. Increased collaboration with Special Education teachers.

Explain how you will increase language development so that English Learners are more likely to meet or exceed your TSSP goals and state requirements for adequate English language progress and proficiency.

Increase face-to-face time with classroom teacher or interventionists in small group and individual instruction.

How and when will progress be communicated with stakeholders?

School Website

School Newsletter

Budget

Expenditure

Cost

Description

Source

Analysis Summary

According to mid-year data, 80% of students in Kindergarten, 58% of students in 1st grade, 65% of students in 2nd grade, 62% of students in 3rd grade are making typical or better progress in pathways of progress. 62% of students in 4th grade and 77% of students in 5th grade are proficient or advanced on reading inventory. Based on additional benchmark measures, 2nd and 3rd grade scores are most concerning. We believe the problem is a result of the following:

- Saxon - not familiar with the program, perhaps more training needed.
- Lack of fidelity to approved programs in SPED
- Students do very little sustained reading.

A strategy for improvement is additional training/coaching cycles for Saxon Phonics, implementation of Dyad Reading, review-refresh-retrain Reading Mastery in SPED.

Goal

ELA Goal

By May 2021:

75% of students K-3 will be in the pathway of progress

Kindergarten: Phonemic Segmentation

1st Grade: Nonsense Word Fluency Correct Letter Sounds & Whole Words Read

2nd Grade: Oral Reading Fluency

3rd Grade: Oral Reading Fluency

B. 80% of 4th & 5th grade students will be proficient on the reading inventory

Is this also a Land Trust Goal?

No

Yes

Academic Areas

Language Arts

Reading

Math

Science

Behavior

Other

Action Plan Summary

1. Use LandTrust funds to hire instructional assistants to provide skill-based instruction and interventions for students on-level, below-level and above-level.
2. Review and expand upon Structured Classroom Discussion PD
3. Purchase 95% Group materials for Tier 3 intervention
4. Provide professional development for 95% Group program

Measurement

We will progress monitor students in

Kindergarten: Phonemic Segmentation

1st Grade: Nonsense Word Fluency Correct Letter Sounds & Whole Words Read

2nd Grade: Oral Reading Fluency

3rd Grade: Oral Reading Fluency

4th Grade: Reading Inventory, Oral Reading Fluency & MAZE

5th Grade: Reading Inventory, Oral Reading Fluency & MAZE

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your TSSP goals. Include how you will monitor implementation progress.

1. Seek support from our district specialist in SPED to provide refresher training and coaching cycle in the use of Mastery Reading in our resource room.
3. Provide professional development for SPED for 95% Group materials.
2. Validate with walkthroughs

Explain how you will increase language development so that English Learners are more likely to meet or exceed your TSSP goals and state requirements for adequate English language progress and proficiency.

1. Ensure all ELs get appropriate access to Imagine Learning.
 2. Teachers monitor progress on Imagine Learning.
- PD from district specialist

How and when will progress be communicated with stakeholders?

School website

School newsletter

Budget

Expenditure	Cost	Description	Source
Salaries and Employee Benefits 100 and 200	\$78,000.00	Instructional assistants to provide skill-based instruction and interventions in reading for students on-level, below-level and above-level.	Landtrust
	\$7,200.00	Coordinator for volunteer reading tutors: Half-time	TSSP

Analysis Summary

Students were given a belonging survey that was created by the BLT. After analyzing the results, we have determined that a significant portion of our students may not feel safe at school (especially on the playground).

- 84% of students feel like they belong at school
- 86% of students have a meaningful connection with at least one adult in the building
- 67% of students feel safe at school

We will begin implementing a weekly Second Step lesson and at least two circles a week in each class. We will revise our belonging survey so that we are getting to the heart of why students don't feel safe or connected to school.

Goal

By May 2021, 90% of students surveyed will feel like they belong at school, have a meaningful connection with at least one adult in the building and feel safe at school.

Is this also a Land Trust Goal?



No



Yes

Action Plan Summary

1. Create surveys
2. Administer surveys
3. Analyze data from surveys
4. Determine how students define belonging, meaningful connections and feeling safe at school
5. Address any issues that can be solved by tighter definitions and/or better communication
6. Develop plans to address other issues that are discovered through the survey
7. Execute plans
8. Pay half the salary expense for full-time social worker
9. Pay half the salary expense for full-time behavior assistant

Measurement

Student surveys in Spring 2019, Winter 2020 and Spring 2020

How and when will progress be communicated with stakeholders?

Email

School newsletter

BLT

Budget

Expenditure	Cost	Description	Source
Salaries and Employee Benefits 100 and 200	\$39,000.00	Social Worker: Half-time (In addition to the amount budgeted by responsive services/district)	TSSP
	\$23,000.00	Behavior Assistant: Half-time (In addition to the amount budgeted by responsive services/district)	TSSP

Summary of Expenditures for all Goals

Goal Type	Goal	Landtrust	TSSP	Other	Total Cost
▼ Academic Items:1	<p>Math Goal</p> <p>By May 2020-21:</p> <p>80% of students will be at or above benchmark according to their math composite score</p> <p>Kindergarten: 85% of students will be on benchmark with NIF (Number Identification Fluency)</p> <p>1st grade: 80% of students will be at or above benchmark according to their math composite score</p> <p>2nd Grade: 80% of students will be at or above benchmark according to their math composite score</p> <p>3rd Grade: 80% of students will be at or above benchmark according to their math composite score</p> <p>4th Grade: 85% of students will be at or above benchmark according to their math composite score</p> <p>5th Grade: 85% of students will be at or above benchmark according to their math composite score</p>	\$995	\$0	\$0	\$995

▼	Academic Items:0	Science: 4th Grade: 65% of student proficient on RISE 5th Grade: 78% of student proficient on RISE	\$0	\$0	\$0	\$0
▼	Academic Items:2	ELA Goal By May 2021: 75% of students K-3 will be in the pathway of progress Kindergarten: Phonemic Segmentation 1st Grade: Nonsense Word Fluency Correct Letter Sounds & Whole Words Read 2nd Grade: Oral Reading Fluency 3rd Grade: Oral Reading Fluency B. 80% of 4th & 5th grade students will be proficient on the reading inventory	\$78,000	\$7,200	\$0	\$85,200
▼	School Climate Items:2	By May 2021, 90% of students surveyed will feel like they belong at school, have a meaningful connection with at least one adult in the building and feel safe at school.	\$0	\$62,000	\$0	\$62,000
	Total		\$78,995	\$69,200	\$0	\$148,195

There are times when the planned expenditures in the goals of a plan are provided by the district, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

1. Hire additional aides
2. Add instructional hours/days to current aides
3. Purchase technology to support academic goals
4. Pay for substitute teachers in order to provide teachers opportunities for reciprocal public practices

5. Purchase additional supplies, materials and texts that support our goals