

**2024-25 SCHOOL IMPROVEMENT PLAN
SNOW CANYON HIGH SCHOOL**

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

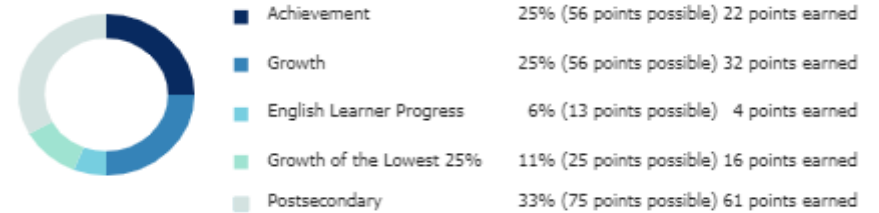
135 Was your school's total points on the most recent report card.

137 is the minimum score your school will need to demonstrate a 1% increase.
(This number is based on a maximum score of 225 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:

POINTS WEIGHTED TO OVERALL SCORE



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?

ACT	
ASPIRE	
WIDA	
Gates McGinnitie	
CFAs Performance Matters	

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	3%	<ol style="list-style-type: none"> 1. We will continue to utilize our intervention system TGT 2. We will make accommodations for our ED students, and we will continue to provide best teaching strategies to our teachers through professional development 3. We will utilize our school psychologist to provide best practices on working with ED students through professional development 4. We will use CFA data in Performance Matters to identify our ED students and provide appropriate accommodations and support
Students with disabilities	11%	<ol style="list-style-type: none"> 1. We will continue to utilize our intervention system TGT 2. We will make accommodations for our SWD, and we will continue to provide best teaching strategies to our teachers through professional development 3. We will utilize our school psychologist to provide best practices on working with SWD through professional development 4. We will use CFA data in Performance Matters to identify our SWD and provide appropriate accommodations and support
Students identified as English learners	10%	<ol style="list-style-type: none"> 1. We will hire additional ESL paras to provide language support for our students 2. We will continue to use our professional development time to provide best teaching practices for our ESL students 3. We will communicate WIDA Can Do statements and a student's current proficiency score and goal to reach proficiency
Students in major racial and ethnic groups	32%	<ol style="list-style-type: none"> 1. We will continue to hold Spanish-Speaking parent Night to provide information and support options to our Spanish-Speaking community.

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

We have been working with the District Technology Team on Performance Matters. This tool has been extremely helpful in quickly identifying students who need support. We are able to quickly sort CFA data and intervene with students in a more timely manner. We will continue to learn more about Performance Matters, and refine our intervention process and instructional strategies to meet the need of our students.

What additional interventions might help those subgroups?

We will continue to provide professional development to our faculty on building relationships with students and to provide opportunities to demonstrate learning using quick and small assessments.

The additional ESL para hours will provide an opportunity for a school official to contact parents and provide information and support where needed.

This section is only for TSI Designated Schools :

What subgroup(s) designate your school as TSI?

Students with disabilities

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

1. We will continue to utilize our intervention system TGT
2. We will make accommodations for our SWD, and we will continue to provide best teaching strategies to our teachers through professional development
3. We will utilize our school psychologist to provide best practices on working with SWD through professional development
4. We will use CFA data in Performance Matters to identify our SWD and provide appropriate accommodations and support"

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

We need to continue to utilize and learn Performance Matters to gather quick CFA data, so we can respond to student's needs in a more timely and efficient manner. We will need more support from the District Technology and Learning Team about Performance Matters and its capabilities and possibilities.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

We will continue to pull attendance reports and communication our reality to our teachers. We have experienced a decrease in attendance issues (both tardies and absences), and we will continue to have teachers in the halls, during the passing periods, to help get students to class.

List and link your school's data sources here:

Description	Link
PowerSchool Data	
Discipline Referrals	
SEL Wellness Room	
PBIS- WOW	
Student Club Participation	

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

How are you formatively assessing your progress in this area?

We will implement a new system for teams submitting collaboration agendas as evidence of their collaborative work.
 The learning coach will continue to meet regularly with EYE teachers
 We will organize and systematically implement data meetings with our core departments
 We will continue to utilize the first Friday of each month as our Professional Development time, and an additional day in the month for Lunch-N-Learn

List and link your school's data sources here:

Description	Link
Learning Coach Survey	
Full-Faculty Collaboration	
Performance Matters	
Lunch-N-Learn	
Stakeholder 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.

2024-25 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		\$10,328.50
Distribution for 2024-25	+	\$188,521.50
Total Available Funds		<u>\$198,850.00</u>
Estimated Expenditures	-	<u>\$198,850.00</u>
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		\$60,000.00
Distribution for 2024-25	+	\$258,741.52
Total Available Funds		<u>\$318,741.52</u>
Estimated Expenditures	-	<u>\$318,741.52</u>
Net Amount		\$0.00

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

Yes

No

If you answered "yes" provide an explanation for why more than 10% will be carried over.

(Funds to be carried over should be identified for a specific future need, and should not be saved for unexpected contingencies.)

Funds will be use to retain our Credit Mentor, who we would lose if this funding was not available.

ALIGNING GOALS WITH 2024-25 BUDGET

PEERS GOAL #1	We will continue to offer underenrolled AP, CE, and CTE courses to prepare students for post-graduation. We will increase AP and CE enrollment by 2%. We will also increase the percentage of ESL students on track for graduation by 2%. We will achieve this goal by the end of 2024-25 academic school year.
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FOCUS AREA	1. STUDENT LEARNING
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	COLLEGE & CAREER READINESS
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	CTE (CAREER & TECHNICAL EDUCATION)
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>	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
We will use the following data to assess the impact on student learning: CFAs in Performance Matters, ASPIRE data, ACT data, graduation rates, failing class report, and Gates Macginitie Reading Assessment.	1 Provide funding for staffing needs to support our goal and to provide support classes for our ESL, SWD, and funding for CE, AP, and CTE classes.	Salaries & Benefits	SLT	\$180,970.27
			TSSA	\$305,546.95
Our SCHS math team will utilize Delta Math for math practice. Our team has a goal our student MGP over 40%. We will use Performance Matters CFAs to monitor learning.	2 Provide funding for math software.	Software	SLT	\$1,500.00
We will provide our students and teachers with current and relevant technology, and bring our technology up to date. School technology inventory will reflect current, usable, working technology.	3 Provide funding for technology needs (e.g. Chomebooks, projectors etc..).	Technology Related Supplies	SLT TSSA	\$16,379.73 \$4,398.19
We will continue to provide PD to our faculty to provide training on best practices in the following areas: Tier 1 instruction, ESL needs, SWD needs, and RTI. We will measure through teacher observations, evaluations, and TGT data.	5 Professional Development.	Travel for Professional Development	TSSA	\$4,398.19
We will provide PD opportunities for our teachers and funding for substitutes as needed.	6 Substitutes for PD related purposes.	Salaries & Benefits	TSSA	\$4,398.19
				<u>\$517,591.52</u>

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

We would add to existing approved items in our plan

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

School Website