

## 2025-26 SCHOOL IMPROVEMENT PLAN RED MOUNTAIN ELEM

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

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

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

67 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: Growth ~ Math and reading



Achievement	37% (56 points possible) 19 points earned
Growth	37% (56 points possible) 28 points earned
English Learner Progress	9% (13 points possible) 4 points earned
Growth of the Lowest 25%	17% (25 points possible) 14 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?

Student reading and math growth based on the Acadience assessment data - Acadience benchmark and progress monitoring assessments	
Acadience reading	
Acadience math	

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	56%	We will pay for intervention paras to work with students in small groups for reading and math intervention.
Students with disabilities	25%	We will continue to have weekly intervention team meetings to discuss at risk students. All students will participate in Tier 1 reading and math instruction. Students will be placed in Tier 2 interventions in reading and math based on their specific needs as identified through testing. Those who need additional support based on their IEP goals will receive Tier 3 instruction.
Students identified as English learners	15%	All ELL students receive intervention based on their current skill level. All students in this category participate in Imagine Learning and receive small group support from the ELL paraprofessional.
Students in major racial and ethnic groups	36%	All students participate in Tier 1 reading and math instruction. All students participate in reading intervention or extensions. Our ELL students get extra support from a paraprofessional. Native American students receive push-in services from an Indian Education paraprofessional.

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

Frequent progress monitoring, unit assessments, and RISE modules with specific student feedback. Whole group and small group Tier 1 instruction. Teachers and staff use data to guide instruction and determine which skills students need interventions for.
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### What additional interventions might help those subgroups?

Targeted skills based interventions in reading and math from paras and teachers. Additional small group and one on one practice.
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***This section is only for TSI Designated Schools :***

**What subgroup(s) designate your school as TSI?**

English Language Learners

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

ELL support with instruction in the classroom and small groups by teachers and paraprofessionals. Teacher planning based on data.

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

Teachers will implement the training they received on reading comprehension, student engagement and collective efficacy. They will continue working with our coach to implement effective strategies. PLC teams will continue to discuss data, assessments and core standards with these students in mind.

**FOCUS AREA 2: SAFE LEARNING ENVIRONMENT**

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

Skills/wellness room data, STOIC observation data in classrooms, and student engagement data

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

Description	Link
Wellness/skills room spreadsheet	
Student engagement data	
STOIC observation data	

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

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

Teachers and admin will review and follow collective commitments that were created together. Instruction checklists will be used for self-assessment, observations, and feedback. PLC teams will participate in data meetings 3 times a year with a focus on student learning. The slides from these meetings will show goals, accomplishments, and growth.

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

Description	Link
Collective commitments	<a href="https://docs.google.com/document/d/1wqsRX_wf_lzuukRj9-bvkRuv2pK4XSA8MRz2u7Vkvxs/edit?usp=sharing">https://docs.google.com/document/d/1wqsRX_wf_lzuukRj9-bvkRuv2pK4XSA8MRz2u7Vkvxs/edit?usp=sharing</a>
Observation checklists	
Data meeting slides	
Collective efficacy survey	

**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		\$6,383.14
Distribution for 2025-26	+	\$69,811.54
Total Available Funds		\$76,194.68
Estimated Expenditures	-	\$75,870.82
Net Amount		\$323.86

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		\$41,603.24
Distribution for 2025-26	+	\$122,419.72
Total Available Funds		\$164,022.96
Estimated Expenditures	-	\$111,815.35
Net Amount		\$52,207.61

Is TSSA carryover from 2024-25 expected to exceed 10% of the school's 2024-25 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.)*

We had a few paraprofessionals who were not able to meet their hours of expectation. We will use the funds this year for PBIS incentives.

## ALIGNING GOALS WITH 2025-26 BUDGET

<b>PEERS GOAL #1</b>	80% of students will make typical or better growth in reading and math from BOY to EOY.		
<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>MATHEMATICS</b>		

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*

	<b>Action Steps / Expenditure Description</b>		<b>Expenditure Category</b>	<b>Funding Source</b>	<b>Estimated Cost</b>
Acadience reading and math benchmarks	1	Hire and retain paraprofessionals to provide targeted intervention and extensions during reading and math. Continue to train paraprofessionals to work with students to enhance instruction.	Salaries & Benefits	TSSA SLT TITLE 1	\$35,518.20 \$60,920.91
	2	Provide a certified art teacher to provide instruction while teachers meet in PLCs, have data meetings, plan curriculum and progress monitor students.	Salaries & Benefits	TSSA	\$10,781.27
	3	Hire a paraprofessional to manage a take home library so students have access to books for learning at home.	Salaries & Benefits	SLT	\$13,307.60
	4	Provide supplies such as math manipulatives, and reading and writing materials to enhance instruction and student engagement.	Supplies	TSSA SLT	\$115.09 \$1,000.00
	5	Provide substitutes for teachers to participate in training and collaboration to enhance student learning.	Salaries & Benefits	SLT	\$642.31

**\$122,285.38**

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>	Reduce the number of disruptions in class based on classroom observations.
<b>FOCUS AREA</b>	<b>2. SAFE LEARNING ENVIRONMENT</b>

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*

		<b>Action Steps / Expenditure Description</b>	<b>Expenditure Category</b>	<b>Funding Source</b>	<b>Estimated Cost</b>
Increased student engagement in the classroom using the STOIC checklist.	1	Employ a behavior technician and a wellness/skills room paraprofessional to provide Tier 2 and 3 behavior interventions and support.	Salaries & Benefits	TSSA	\$39,272.86
	2	Continue to use school wide positive behavior incentives to encourage positive student behavior and attendance.	Supplies	TSSA	\$200.00
	3	Increase our counselor hours so she can provide Tier 1 SEL instruction and meet with students in small groups and one on one.	Salaries & Benefits	TSSA	\$24,773.17
	4	Purchase School Messenger to support parent involvement and support student learning. Approved by WCSD School Board Aug 11th, 2025.	Software	TSSA	\$1,154.76
					<b>\$65,400.79</b>

<b>PEERS GOAL #3</b>	Each grade level will set and reflect on BOY, MOY, and EOY goals.
<b>FOCUS AREA</b>	<b>3. LEADERSHIP, CULTURE, COACHING, COLLABORATION &amp; PROFESSIONAL DEVELOPMENT</b>

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*

		<b>Action Steps / Expenditure Description</b>	<b>Expenditure Category</b>	<b>Funding Source</b>	<b>Estimated Cost</b>
Collective efficacy survey, Slides from grade level data meetings	1	Teachers will discuss student data in weekly PLCs. Data will be reviewed and goals will be set 3 times during the year (BOY, MOY, EOY).			NO COST
					<b>\$0.00</b>

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

Purchase supplies and technology to support instruction and our existing goals.
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**Provide an explanation of how your school will publicize its plan.**

Shool website and parent email.