

2026-27 SCHOOL IMPROVEMENT PLAN CRIMSON VIEW ELEMENTARY

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

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

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

84 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)	40 points earned
Growth	37% (56 points possible)	28 points earned
English Learner Progress	9% (13 points possible)	NA
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 Acadience assessment data - Acadience benchmark and progress monitoring assessments.	
Acadience Reading K-5	
Acadience Math K-3	

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	4%	We will pay for intervention paras to work with students in small groups for reading intervention.
Students with disabilities	17%	We will continue to have weekly intervention team meetings to discuss at risk students. All students participate in Tier 1 reading and math instruction. Students will be placed in Tier 2 interventions in reading and small group instruction in 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	3%	All ML 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 ML paraprofessional.
Students in major racial and ethnic groups	16%	All students participate in Tier 1 reading and math instruction. Students will be placed in Tier 2 interventions in reading and small group instruction in math based on their specific needs as identified through testing. Those who need additional support based on their goals will receive Tier 3 instruction.

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. Explicit whole group and small group Tier 1 instruction. Teachers and staff use data to guide instruction and determine which skills students need interventions for.
--

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.
--

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Student growth on Think sheets and Check In/Check Out sheets.

List and link your school's data sources here:

Description	Link
Student Think Sheets	Contains personal student data
Student Check In/Check Out Sheets	Contains personal student data

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

How are you formatively assessing your progress in this area?

Classroom observation checklists for math. These are used for teacher self-assessment and observation feedback. PLC teams meet 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
Observation checklists	https://docs.google.com/document/d/1g6quzHxpLmIDawb-wo2qysrDkyppMsZ0hzzjzofEwaw/edit?usp=sharing
Data meeting slides	https://docs.google.com/presentation/d/1fsdR-ndQvRcUGr7kwRbl61qdHWcyjZeUyDpzTgsQBko/edit?usp=sharing
	https://docs.google.com/presentation/d/1ZOAVXJEmmgArgyKSyRHjSGj2zcQsYLUlaU6GBd1Oz4/edit?usp=sharing
	https://docs.google.com/presentation/d/1yJtvfMeJ3xWsuWaqjSC2HZX3bgsG2i4jV5HHuDY9lug/edit?usp=sharing
	https://docs.google.com/presentation/d/1_rxb87kfke5iLEKyqhR0uh5oZsDUO862RuD-G6dSujE/edit?usp=sharing
	https://docs.google.com/presentation/d/11gjiC3ojAYCeGI8C4D0m6OTCEkN1FGMcUDHq2r04HqE/edit?usp=sharing
	https://docs.google.com/presentation/d/1hWKKw7socGfZSOkkej-Dgv2i7Uv8eAMTGS0kOqPlnoA/edit?usp=sharing

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.

2026-27 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from 2025-26		\$1,982.74
Distribution for 2026-27	+	<u>\$91,200.52</u>
Total Available Funds		\$93,183.26
Estimated Expenditures	-	<u>\$93,183.25</u>
Net Amount		\$0.00

Is carryover from 2025-26 expected to exceed 10% of the school's 2025-26 distribution?

Yes ☐

No ☒

TSSA FUNDING ESTIMATES

Carryover from 2025-26		\$3,198.90
Distribution for 2026-27	+	<u>\$131,351.03</u>
Total Available Funds		\$134,549.93
Estimated Expenditures	-	<u>\$134,549.93</u>
Net Amount		\$0.00

Is carryover from 2025-26 expected to exceed 10% of the school's 2025-26 distribution?

Yes ☐

No ☒

ALIGNING GOALS WITH 2026-27 BUDGET

PEERS GOAL #1	80% of students will make typical or above typical growth in reading and math from BOY to EOY.		
FOCUS AREA	1. STUDENT LEARNING		
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		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>			

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 reading and math scores	1 Hire and retain paraprofessionals to provide targeted intervention and extensions during reading. Continue to train paraprofessionals to work with students to enhance instruction.	Salaries & Benefits	SLT TSSA	\$45,461.15 \$30,491.27
	2 Help fund certified teachers to reduce class sizes and small group sizes to enhance the learning opportunity for all students.	Salaries & Benefits	SLT TSSA	\$34,998.43 \$71,557.73
	3 Provide substitute teachers so teachers can participate in training, administer assessments and collaborate on lesson planning to enhance student learning.	Salaries & Benefits	SLT TSSA	\$6,720.00 \$1,000.00
	4 Provide supplies such as math manipulatives and reading and writing materials to enhance instruction and student engagement.	Supplies	SLT TSSA	\$1,951.70 \$1,304.75
	5 Purchase technology to enhance student learning and engagement.	Technology Related Supplies	SLT TSSA	\$4,051.97 \$598.89
	6 Purchase software to enhance student learning and engagement including Google and School Messenger.	Software	TSSA	\$5,434.00
	7 Provide travel for staff to attend professional development to enhance student learning.	Travel for Professional Development	TSSA	\$600.00
				\$204,169.90

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 ☐

PEERS GOAL #2	Reduce the number of disruptions in class based on classroom observations and student check in/check out sheets.
FOCUS AREA	2. SAFE LEARNING ENVIRONMENT

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
Increase student engagement in the classroom based on classroom observation sheets.	1	Employ a behavior technician to provide Tier 2 and 3 behavior interventions and support.	Salaries & Benefits	TSSA	\$23,563.29
					\$23,563.29

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 ☒

PEERS GOAL #3	Each grade level will set and reflect on BOY, MOY, and EOY goals.
FOCUS AREA	3. LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL DEVELOPMENT
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	

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
Slides from grade level 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, and EOY).			No Cost
					\$0.00

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 ☒

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.

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

School website and parent email.
