

2025-26 SCHOOL IMPROVEMENT PLAN PANORAMA ELEM

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

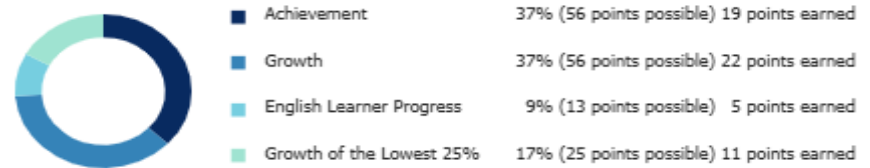
57 Was your school's total points on the most recent report card.

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

59 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: Increase WIDA Scores and increase proficiency of those scoring in the lowest 25%



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?

We look at Acadience for BOY, MOY, and EOY. We also look at progress monitoring, PEERS, and CFAs.

RISE	3rd-5th ELA, Math and Science
Acadience BOY, MOY, EOY	Literacy and math
Progress monitoring	Literacy and math
CFAs	Literacy, science, and math
WIDA	English

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	62%-- Overall students in the category. ELA-- 25% Math--25% Science-- 28%	These students will be monitored and their growth and progress will be discussed regularly. Our school counselor provides support to students and families so they can come prepared to learn. This includes basic necessities, glasses, clothing, food, etc. Our Title I School site Coordinatr helps with making attendance phone calls and working with our economically disadvantaged students. As a school, we are mindful of this population and try to make academic decisions based on their circumstances without compromising learning.
Students with disabilities	20%Overall students in the category. ELA-- 29% Math--22% Science-- 27%	We are identified as an ATSI school because of low scores and lack of progress on RISE tests for these students. As a school, we have identified each student and we monitor their progress in PLC and Data Meetings.
Students identified as English learners	13%Overall students in the category. ELA-- 12% Math--4% Science-- 6%	These students will be monitored regularly and get individualized help and lessons from our classroom teachers and ESL paras.
Students in major racial and ethnic groups	39% Overall students in the category. ELA-- 21% Math--11% Science-- 21%	These students will be monitored and their growth and progress will be discussed regularly.

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

Teachers will receive professional development on strong tier one instructional strategies, along with effective small group instruction, writing instruction, and engagement structures.

What additional interventions might help those subgroups?

Every student who scores red on ACADIENCE assessment will receive at least one additional intervention. Students who scored yellow and green on ACADIENCE assessments will be monitored closely and offered extra interventions as 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?

Our students with disabilities will be given instruction using curriculum that is state approved. We will be working as a team with teachers, admin, and special education teachers to track student progress. Students who are not making progress will be given different or more frequent instruction. With tier 1 instruction we have made it a priority to plan this together instead of leaving each teacher on their own. Besides the use of PLC time which incorporates GVCs and common formative assessments, we have been working on backward design and the use of recording lessons to reflect on our teaching practices.

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

Strong tier one instruction, effective small group instruction, state approved curriculum, and monitoring student progress. The reading interventionist will work the sped teachers to help with the new curriculum, the learning coach will support the tier one and small group instruction with professional development and peer coaching opportunities. We will work as a team to identify students and track their progress.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?
We use our wellness center data, think time entries, attendance data, and log entries for incidents.

List and link your school's data sources here:

Description	Link
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Power School Attendance - 92.99% Daily Average	https://powerschool.washk12.org/admin/pw.html
Wellness Room Data - Visits for the year	
Restorative Practices Documentation	https://docs.google.com/spreadsheets/d/1JD2vhgqNflbbB6oq6irsn0xDJ8Harq1nW5-y5_-9OdA/edit?gid=0#gid=0
Office Referral Data - 27 Incidents	https://powerschool.washk12.org/admin/pw.html

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

<p>How are you formatively assessing your progress in this area?</p> <p>We will review our school, leadership, and learning coach survey to look for feedback. We will identify areas of strengths and development and create yearlong goals to help address the areas of need.</p>
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List and link your school's data sources here:

Description	Link
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Surveys	
Coaching logs	
PLC Logs	
Professional Learning Sessions	

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		\$6,778.47
Distribution for 2025-26	+	\$65,594.73
Total Available Funds		\$72,373.20
Estimated Expenditures	-	\$72,373.20
Net Amount		\$0.00

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		\$31,754.36
Distribution for 2025-26	+	\$95,680.92
Total Available Funds		\$127,435.28
Estimated Expenditures	-	\$127,435.28
Net Amount		\$0.00

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.)

Dear Washington County School Board,

I am writing to notify you of an anticipated carryover of \$29,254 from Panorama Elementary's TSSA budget for the current school year. This amount exceeds 10% of the school's total TSSA allotment for the 2024-25 school year.

I plan to allocate these funds toward reducing class sizes by combining the carryover with additional resources to support the salary of a teacher.

Thank you for your attention.

ALIGNING GOALS WITH 2025-26 BUDGET

PEERS GOAL #1	75% of all students at Panorama Elementary will be proficient in reading and 75% will make typical or above growth on Acadience measures by EOY.		
FOCUS AREA	1. STUDENT LEARNING		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	ENGLISH / LANGUAGE ARTS		

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 and RISE.	1	Hire or retain paraprofessionals to support our goal.		TITLE 1 TSSA SLT	\$46,810.02 \$86,688.41 \$21,724.32
	2	Plan learning walks and pay for a substitute for every teacher in the school. Backwards design planing days. Pay for travel for Professional Development days.	Salaries & Benefits	TITLE 1	\$12,000.00
	3	Plan learning walks and pay for a sub for every teacher in the school. Backwards design planing days. Pay for travel for Professional Development days	Travel for Professional Development	TITLE 1 TSSA	\$6,000.00 \$3,000.00
	4	Professional learning opportunities - Annette Brinkman, Shannon Olson, and other approved consultants	Contracted Services	TITLE 1	\$12,000.00
	5	Purchase supplies to help with language arts instruction.	Supplies	TITLE 1 TSSA SLT	\$500.00 \$1,000.00 \$500.00
	6	Pay for certified staff to reduce class size.	Salaries & Benefits	SLT TITLE 1	\$49,548.88 \$81,553.76
					\$321,325.39

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	Students will increase in math proficiency by 3%.		
FOCUS AREA	1. STUDENT LEARNING		
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
ACADIENCE Math and RISE.	1	Purchase technology such as chromebooks, headphones, iPads and projectors to enhance and reinforce student learning.	Technology Related Supplies	TITLE 1 TSSA SLT	\$100.00 \$1,655.08 \$100.00
	2	Purchase math supplies and manipulatives to help with math instruction.	Supplies	TITLE 1 TSSA SLT	\$500.00 \$1,000.00 \$300.00
	3	Purchase software to help reinforce mathematic instruction. For example Illustrative Math and other programs.	Software	TITLE 1	\$2,000.00
					\$5,655.08

PEERS GOAL #3	We will have 10% less office referrals and 10% less incidents by the end of the 2025-26 year.		
FOCUS AREA	2. SAFE LEARNING ENVIRONMENT		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	PARENT ENGAGEMENT (only allowable under Title 1 funding)		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	LIBRARY / MEDIA		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	ENGLISH / LANGUAGE ARTS		

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
PLC and Coaching data logs, restorative practices data, PowerSchool logs.	1	Fund part of the counselor's salary to support our goal.	Salaries & Benefits	TITLE 1	\$19,920.54
	2	P200 Incentives for students, supplies for postage to send home postcards, and printing costs for the postcards and instructional supplies.	Supplies	TSSA	\$300.00
	3	Fund Part-Time Behavior Technician to support our goal.	Salaries & Benefits	TSSA	\$22,591.79
	4	Purchase recess supplies for Playworks as well as Calm Corner supplies.	Supplies	TSSA	\$600.00
	5	Fund Playworks program for playground safety to support our goal.	Contracted Services	TSSA	\$9,000.00
	6	Parent Involvement-- Parent night supplies. Software for scheduling SEPs (such as Canyon Creek).	Contracted Services	TITLE 1	\$3,500.00
					<u>\$55,912.33</u>

PEERS GOAL #4	Students will increase in science proficiency by 3%.		
FOCUS AREA	1. STUDENT LEARNING		
ACADEMIC AREA (required for goals supported by SLT funds)	SCIENCE		

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
RISE Testing. Formative asesments.	1	Purchase science supplies and manipulatives to help with science instruction.	Supplies	TITLE 1 TSSA SLT	\$500.00 \$1,000.00 \$100.00
	2	Science curriculum for instruction to support our goal.	Books, eBooks, Curriculum	TITLE 1 TSSA SLT	\$100.00 \$600.00 \$100.00
					\$2,400.00

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

We will use it to purchase additional technology and supplies to support our existing action steps and goals.

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

School website