

2026-27 SCHOOL IMPROVEMENT PLAN PANORAMA ELEMENTARY

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

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

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

66 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 growth scores of those scoring in the lowest 25% and increase proficiency in LA and Math.



Achievement	37% (56 points possible) 20 points earned
Growth	37% (56 points possible) 25 points earned
English Learner Progress	9% (13 points possible) 5 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?

We look at Acadience for BOY, MOY, and EOY. We also look at progress monitoring, PEERS, and CFAs.	
RISE	3-5th ELA, Math And Science
Acadience, BOY, MOY and EOY	Literacy and Math
Progress Monitoring	Literacy and Math
Performance Matters (Unit and Module tests)	Literacy and Math
WIDA	English Learners
RISE Benchmark	3-5th ELA, Math And Science

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	62%	These students will be monitored and their growth and progress will be discussed regularly in weekly PLC and other data meetings held within the school. 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 Coordinator 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%	We are identified as an ATSI school for this subgroup. We had to get 42.8% of the points available to leave this designation. We came close this past year with 40% of the points for this subgroup. We have identified specialized goals for each of these students and we monitor progress for each of these students and adapt instruction to meet their needs.
Students identified as English learners	13%	These students will be monitored and will receive individualized help and lessons from classroom teachers and ESL paras. We are a TSI school in this category and we have two years to improve our learning outcomes for this group.
Students in major racial and ethnic groups	39%	These students will be monitored and their growth and progress will be discussed regularly in PLC and other data meetings.

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.
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This section is only for TSI Designated Schools :

What subgroup(s) designate your school as TSI?

* ELL: English Language Learners; * SWD Students with Disabilities

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

Our students with disabilities and students with ELL needs 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
PowerSchool Attendance- 92.99% Daily Attendance	https://powerschool.washk12.org/admin/home.html
Wellness Room Data- Visits per year	
Restorative Practices Documentation and Skills Groups Logs	https://powerschool.washk12.org/admin/home.html
Office Referral Data, Incidents and Logs	https://powerschool.washk12.org/admin/home.html

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

How are you formatively assessing your progress in this area?

We review our school leadership, learning coach survey and logs, and collective teacher efficacy surveys to know how to improve in this area.

List and link your school's data sources here:

Description	Link
Collective Teacher Efficacy Survey Results	https://survey.zohopublic.com/zs/48B3lo?id=243
Coaching Surveys	
Caching Logs	
PLC Logs and weekly goals	https://drive.google.com/drive/folders/1XsnxthapSP4ZJaR5kuK-qfPJK47FsKZc?usp=drive_link
Professional Learning Sessions and Feedback	

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		\$6,505.70
Distribution for 2026-27	+	\$76,890.81
Total Available Funds		\$83,396.51
Estimated Expenditures	-	\$83,396.51
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		\$51,358.24
Distribution for 2026-27	+	\$102,517.88
Total Available Funds		\$153,876.12
Estimated Expenditures	-	\$153,876.12
Net Amount		\$0.00

Is carryover from 2025-26 expected to exceed 10% of the school's 2025-26 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 formally provide the rationale for the Panorama Elementary School Teacher and Student Success Act (TSSA) budget carryover into the upcoming fiscal year, which will exceed the standard 10% threshold. While we aim for precise annual utilization, this year's surplus is the result of two primary factors: 1. Personnel & Hourly Variances A significant portion of our TSSA allocation was dedicated to instructional aides. Due to various factors—including late-year vacancies and aides working fewer than their maximum allotted hours—we experienced a natural "underspend" in our personnel budget. 2. Strategic Pivot in Professional Services We initially earmarked funds for external professional consulting services. However, upon further evaluation of our internal capacity and specific school needs, our leadership team determined that a third-party consultant was not the most effective use of resources at this time. We opted to defer this spending to ensure that future investments in professional development are more closely aligned with our long-term goals. Looking Ahead We view these carryover funds as an opportunity to bolster our initiatives for the next academic year. Thank you for your continued support and for trusting us to manage these resources with the best interests of our students in mind.

ALIGNING GOALS WITH 2026-27 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 reading scores	1	Hire or retain Paraprofessionals to support our goal.	Salaries & Benefits	SLT TSSA TITLE 1	\$11,439.27 \$53,465.44 \$39,728.00
	2	Pay for certified staff to reduce class size.	Salaries & Benefits	SLT TITLE 1	\$51,662.97 \$151,263.00
	3	Purchase supplies to help with Language Arts instruction.	Supplies	SLT TSSA TITLE 1	\$1,500.00 \$500.00 \$4,000.00
	4	Fund a BTS arts specialist to provide music-integrated literacy support, targeting specific ELA standards through song lyrics, and fluency exercises.	Salaries & Benefits	SLT	\$10,224.66
	5	Plan learning walks and pay for a substitute for every teacher in the school. Backwards design planning days. Pay for travel for Professional Development days.	Salaries & Benefits	TSSA	\$1,300.00
			Travel for Professional Development	TITLE 1	\$8,000.00
	6	Professional learning opportunities - Jennifer Throndsen and other approved consultants	Contracted Services	TITLE 1	\$12,000.00
	7	Purchase technology such as Chromebook, headphones, iPads and projectors to enhance and reinforce student learning.	Technology Related Supplies	SLT TSSA	\$4,069.62 \$12,601.42
					<u>\$361,754.38</u>

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% by the end of the 2026-27 school year.		
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 math supplies and manipulatives to help with math instruction.	Supplies	SLT TSSA TITLE 1	\$1,500.00 \$500.00 \$2,000.00
	2	Hire or retain Paraprofessionals to support our goal	Salaries & Benefits	TSSA	\$19,997.58
	3	Purchase software to help reinforce mathematic instruction. For example Illustrative Math and other programs.	Software	TSSA	\$500.00
					\$24,497.58

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	We reduced office referrals and incidents in the 2025-26 school year from the previous year. We want to maintain and improve this for the 2026-27 school 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 and incidents.	1	Fund part of the counselor's salary to support our goal.	Salaries & Benefits	TSSA	\$19,661.83
	2	Hire or retain two Part-Time Behavior Technicians to support our goal.	Salaries & Benefits	TSSA TITLE 1	\$41,467.84 \$22,042.78
	3	Purchase recess supplies for Playworks and other safe playground safety equipment	Supplies	TSSA	\$1,500.00
	4	Purchase supplies and or for Family Engagement nights to enable parents to attend with their children.	Supplies	TITLE 1	\$4,500.00
	5	Purchase SEP (and other parent meeting) scheduling software such as Canyon Creek to support parent involvement and support student learning.	Software	TITLE 1	\$3,500.00
	6	Purchase Google Suite licenses for student use at \$3 per student according to past October 1 count of 403 students. Purchase School Messenger to support parent involvement and support student learning.	Software	TSSA	\$2,182.00
					\$94,854.45

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 #4	Students will increase in science proficiency by 3% by the end of the 2026-27 school year.		
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 assessments.	1	Purchase science supplies and manipulatives to help with science instruction.	Supplies	SLT TSSA TITLE 1	\$1,500.00 \$100.00 \$1,000.00
	2	Science curriculum for instruction to support our goal.	Books, eBooks, Curriculum	SLT TSSA TITLE 1	\$1,500.00 \$100.00 \$1,000.00
					\$5,200.00

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?

If additional funds are available we will use them to fund field trips and other needs to support these goals.

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

School website and Community Council.