

2026-27 SCHOOL IMPROVEMENT PLAN HURRICANE ELEMENTARY

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

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

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

78 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: Based on our overall score, we will concentrate on English Learner Progress and Overall Achievement.



Achievement	37% (56 points possible)	24 points earned
Growth	37% (56 points possible)	29 points earned
English Learner Progress	9% (13 points possible)	6 points earned
Growth of the Lowest 25%	17% (25 points possible)	17 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?

Grade level teams meet every 4–5 weeks in data meetings to review PEERS goals and analyze current student reading and math achievement and growth data. In addition, teams conduct more comprehensive data reviews at the beginning, middle, and end of the year to examine math and reading benchmark assessment results and to set new goals or revise existing goals.

Acadience Reading (ALO) benchmarks and progress monitoring	
Phonological Awareness and Phonics Diagnostic Assessments	
RISE Benchmarks	
Illustrative Math chapter and unit tests	
Acadience Math (ALO) benchmarks and progress monitoring	
Benchmark and unit assessments for Language Arts	
https://datagateway.schools.utah.gov/Assessment/StudentProficiency/2023?leaNum=33&schNum=112	
Teacher created formative assessments	

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	LA: 33.6%/46 Math: 32%/63.5 Science: 30.7%/37	Continue implementing the reading intervention plan during WIN time. This plan is data-driven, with ongoing adjustments made based on current student performance and needs. Students identified with gaps in reading skills will receive targeted small-group instruction using 95% Group materials, with each group consisting of 3–6 students.
Students with disabilities	LA: 13.6%/47 Math: 16.7%/67 Science: 10.2%/37	This will continue to be a significant focus for our school. After making strong progress last year, we will keep evaluating our Special Education services to identify areas for continued improvement. Frequent data reviews will allow us to closely monitor student progress, and we will set PEERS goals throughout the year in collaboration with grade-level teams and Special Education staff. We will remain intentional about protecting student service minutes, and minimizing unnecessary activities or distractions during the school day.
Students identified as English learners	LA: <10%/46 Math: <10%/59.5 Science: <20%/37	Our focus will be on vocabulary development and addressing reading gaps identified through the 95% benchmark assessments. We will also ensure that students identified as English Language Learners receive consistent support from the para assigned to this subgroup. The para will be utilized as intended to provide quality small-group instruction. Additionally, we will monitor our Imagine Learning time requirements.
Students in major racial and ethnic groups	LA: 15.7%/38 Math: 17.6%/64 Science: 10-19%/37	Our priority will be addressing reading gaps identified through diagnostic assessments.

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

We will focus on high impact teacher strategies in tier 1 instruction. We will focus on the following instructional strategies:

- Explicit Instruction with well-designed lessons
- Designated time for professional development for teachers
- Active Student Engagement
- Students setting and tracking learning goals
- Student time in text
- Rigor built into lessons

What additional interventions might help those subgroups?

Our interventions will include the implementation of 95% Group Tier 2 reading lessons during WIN Time, along with goal-setting and progress monitoring using Acadience Math and Language Arts data. Additional engaging small-group strategies, such as targeted fluency and comprehension instruction, will be provided as needed. Students requiring behavioral support will also receive interventions through our Skills program.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Completion of Second Step lessons will be monitored for each teacher. Schoolwide and grade-level attendance goals will be established and tracked throughout the year. PowerSchool will be used to document Tier 1 behavior incidents, office referrals, and other disciplinary data. In addition, our Behavior Technician will collect and monitor data in the Skills Room.

Basic 5 observation data will be used to evaluate both teacher practices and student engagement in fostering safe, supportive, and engaging classrooms. Students who demonstrate ongoing behavioral concerns will have opportunities to participate in targeted skills lessons or other behavior interventions provided by the school Behavior Technician or school counselor.

List and link your school's data sources here:

Description	Link
Second Step lesson completion data	
PowerSchool attendance data	Contains student data
PowerSchool Tier 1 behavior, office referral, and incident data	Contains student data
Skills room data tracker	
Basic 5 data sheets	https://drive.google.com/drive/u/0/search?q=basic%205

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

How are you formatively assessing your progress in this area?

Leadership and Culture: Grade-level team leaders will meet once per month to discuss schoolwide needs, determine the school's focus, and establish goals to support that focus. The administrative team will meet weekly to collaborate, plan, and monitor progress.

Coaching: The learning coach will meet at least twice per month with all EYE teachers and will also meet with veteran teachers as needed or as directed by the principal. The principal, learning coach, and reading interventionist will participate in data meetings to support instructional decision-making.

Collaboration and Professional Learning: Teachers will engage in weekly grade-level PLC collaboration and will participate in data meetings every five weeks. In addition, teams will meet at least twice per month for professional learning and/or unit planning.

List and link your school's data sources here:

Description	Link
Meeting Agendas	Contains student data
Coaching Logs	
Peers Goals	
Data Meeting Slides/spreadsheets	

Coaching Surveys

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		\$8,327.07
Distribution for 2026-27	+	\$112,951.27
Total Available Funds		\$121,278.34
Estimated Expenditures	-	\$121,278.34
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		\$47,961.96
Distribution for 2026-27	+	\$152,174.97
Total Available Funds		\$200,136.93
Estimated Expenditures	-	\$200,136.93
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.)

We will carry over more than 10% because our take home library was sufficient for our needs so did we not spend those funds.

ALIGNING GOALS WITH 2026-27 BUDGET

PEERS GOAL #1	By the conclusion of the 2026–27 school year, students in grades 3–5 will improve their overall RISE proficiency rates in Language Arts, Math, and Science by a minimum of 3% compared to the 2025–26 school year.		
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>	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 benchmarks and Acadience Progress monitoring and benchmarks.	1	Pay for certified salaries in order to improve instruction in math, language arts, and science. All teams will participate in data meetings every five weeks to analyze Acadience reading and math scores, as well as diagnostic assessment data. During these meetings, teams will establish PEERS goals focused on increasing student proficiency in each area. The purpose of these meetings is to monitor student growth and proficiency, guide instructional adjustments, and evaluate whether implemented action steps are effectively supporting increased RISE proficiency in Language Arts, Math, and Science.	Salaries & Benefits	TSSA	\$94,017.90
				SLT	\$13,327.29
	2	Pay for substitutes for data meetings and teacher collaboration. Teachers will meet together in data meetings every five weeks to review data. Teachers will also collaborate and/or participate in professional development weekly as a team. During this time, teachers will examine data and teaching strategies to ensure student learning.	Salaries & Benefits	TSSA	\$452.47
				SLT	\$4,678.29
	3	Purchase software such as School Messenger, Google, Mystery Science, Imagine Math or other approved software to support our goal. Student learning data will be monitored using the learning software by classroom teachers. This data will be discussed during data meetings.	Software	TSSA	\$5,138.72
	4	Purchase up to date technology to support student learning such as chromebooks, monitors, computers and projectors.	Technology Related Supplies	TSSA	\$4,706.01
				SLT	\$3,000.00
	5	Purchase supplies to support student learning.	Supplies	TSSA	\$500.00

\$125,820.68

Does this goal include a Digital Citizenship or Safety Principles component?

Yes

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No

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Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes

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No

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PEERS GOAL #2

By the end of the 2026–27 school year, at least 75% of students will demonstrate typical, above typical, or well above typical growth on the end-of-year (EOY) Acadience Language Arts and Math assessments.

FOCUS AREA

1. STUDENT LEARNING

ACADEMIC AREA (required for goals supported by SLT funds)

ENGLISH / LANGUAGE ARTS

ACADEMIC AREA (required for goals supported by SLT funds)

MATHEMATICS

ACADEMIC AREA (required for goals supported by SLT funds)

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 benchmarks and Acadience Progress monitoring and benchmarks.	1	Salaries & Benefits	TSSA	\$56,134.16
			SLT	\$92,182.16

\$148,316.32

Does this goal include a Digital Citizenship or Safety Principles component?

Yes

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No

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Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes

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No

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PEERS GOAL #3	By the end of the school year, 90% of students who receive more than three behavior logs in a quarter will participate in targeted supports, such as skills lessons or a Check-In/Check-Out (CICO) program. The school will cultivate a safe, supportive, and inclusive learning environment where every student feels emotionally and physically secure.		
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>	SCIENCE		

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

Skills Room Data and Power School Behavior logs.	1 Hire a Gen Ed BST. The General Education Behavior Technician will oversee the Skills program and collect data on the frequency and duration of student participation. They will also monitor Check-In/Check-Out sheets, document Think Sheets and Apology Notes, and maintain anecdotal records of student behavior patterns. This data will be used to identify trends, monitor progress, and inform targeted behavior intervention strategies.	Salaries & Benefits	TSSA	\$23,006.48
	2 Hire a School Counselor. Each class will receive targeted social-emotional learning (SEL) instruction and proactive behavior support from the school counselor. With parent permission, students will also have access to individualized support as needed. Behavior data will be collected weekly from classroom teachers. Specials teachers and substitutes will report behavior feedback to the classroom teacher at the end of their time with the class. The principal, school counselor, and behavior technician will collaborate with teachers to address and support ongoing behavioral concerns.	Salaries & Benefits	TSSA	\$16,181.19
			SLT	\$8,090.59

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 our school has additional TSSA funds, we will spend them on technology needs such as chromebooks, projectors, headphones, computer mice, or cords.

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

We will publicize our plan and purchases with our school community by sharing our goals in the school weekly email and in the front foyer. We will also specify our purchases in our weekly memo at least once during the school year, post a thank you on our electronic marquee, and detail supplies and expenditures on the school website.