

2026-27 SCHOOL IMPROVEMENT PLAN LEGACY ELEMENTARY

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

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

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

81 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: The areas that would make the most sense to prioritize are Achievement, Students with Disabilities, and English Learner Progress.



Achievement	37% (56 points possible) 22 points earned
Growth	37% (56 points possible) 33 points earned
English Learner Progress	9% (13 points possible) 6 points earned
Growth of the Lowest 25%	17% (25 points possible) 18 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 use ALO, RISE, WIDA, and Diagnostic Testing to assess our progress in these areas.

ALO Reading Progress Monitoring (K - 5th)

ALO Math Progress Monitoring (K - 3rd)

ESGI Progress Monitoring (K - 1st)

District Diagnostic Assessment for phonics (K - 5th)

RISE Benchmark Modules (3rd - 5th)

Into Reading and Illustrative Math Unit Tests

Imagine Learning

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	67%	We will pay for additional teachers to keep class sizes smaller, paras to help with interventions groups, and SEE students to provide extra help in classrooms. All students will participate in explicit tier 1 instruction in whole group and small group settings. We will provide engaging lessons that students are expected to participate in. We will have high expectations for ourselves and our students. Students will be provided with additional phonics, reading, and math interventions based on their needs.
Students with disabilities	16%	All students with disabilities will participate in whole group and small group tier 1 instructions, tier 2 intervention skills groups, and those who need it will be provided tier 3 instructions. We will hire behavior techs to provide support for behavior and social skills groups. In data meetings, we will look at achievement and growth in our SWD and ELL subgroups and we will share strategies that are working to help them make progress.
Students identified as English learners	48%	All ELL students will participate in whole group and small group tier 1 instruction and tier 2 intervention skills groups. Level 1 ELL students will get extra support from our ESL teacher or para each day. ELL students will be provided with lessons that frontload their learning so they are prepared for the whole group discussion. Teachers will monitor a case study student and use the information they gather to prepare lessons that meet student's needs. Students will participate in Imagine Learning 4 days each week. Our ESL teacher will share training and strategies for our classroom teacher to use in tier 1 instruction that will benefit all students, but specifically ELLs.
Students in major racial and ethnic groups	64%	We will pay for additional teachers to keep class sizes smaller, paras to help with interventions groups, and SEE students to provide extra help in classrooms. All students will participate in explicit tier 1 instruction in whole group and small group settings. We will provide engaging lessons that students are expected to participate in. We will have high expectations for ourselves and our students. Students will be provided with additional phonics, reading, and math interventions based on their needs.

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

The tier 1 changes that will help our subgroups and school as a whole increase our level of performance include targeted tier 1 instruction, knowing what is most important and teaching it first, giving students time in text in small group and whole group, making sure students know the learning targets and success criteria, using formative and summative assessments to inform instruction, having high expectations for ourselves and our students, using research based teaching strategies, learning from other teachers who are getting good results, and reflecting on teaching practices. Another tier 1 change that will help our subgroups and school level of performance is active engagement and learning strategies to handle behaviors in the classroom. We will provide Professional Learning from Annette Brinkman on how to work with tough kids and Professional Learning from Jennifer Thronsdon on effective literacy teaching strategies.

What additional interventions might help those subgroups?

Our subgroups and whole school are currently participating in interventions for reading and math. Our paras have been trained well on the intervention curriculum so they can provide explicit instruction in their groups. We will continue to train our new paras to the same level so they can provide targeted, explicit instruction. We will do time audits to make sure students are in text for at least 10 minutes during interventions and small group and that at least half of their tier 1 comprehension time is in text. We will continue providing targeted tier 3 interventions with our SPED students.

This section is only for TSI Designated Schools :

What subgroup(s) designate your school as TSI?

* SWD: Students with Disabilities

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

When students know the learning targets and success criteria, they retain more of what they learned in a lesson. We will talk about the learning target and success criteria at the beginning and end of lessons. We have changed our schedule so students who are receiving SPED and ESL services will have scheduled time for both interventions. Classroom teachers and SPED teachers will work together to reward positive behavior to increase student engagement and learning.

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

The tier 1 practices we need to focus on includes academic vocabulary, active engagement, and time students are in text. We will provide Professional Learning during Faculty Learning and once a week for an hour by team. We will focus on everyone doing everything and targeted instruction. We have Annette Brinkman coming 4 times to help with behavior strategies through active engagement. We also have Jennifer Thronsen coming to provide literacy Professional Learning.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

We are using Power School log entries and our schoolwide behavior plan.

List and link your school's data sources here:

Description	Link
Power School Log Entries	Personal Student data
Classroom Warning and Think Times	Personal Student data

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

How are you formatively assessing your progress in this area?

We are formatively assessing our progress in the area of leadership, culture, coaching, collaboration, and Professional Learning using observation tools focused on engagement, learning targets, success criteria, and time audits. We also survey teachers to find out what Professional Learning is useful to them and if they feel like we use our Faculty Learning and Professional Learning time wisely.

List and link your school's data sources here:

Description	Link
Engagement Tool	https://docs.google.com/document/d/1JMIgn6157clbvzTCkOz7eh60P70tsiPE/edit
Learning Target and Success Criteria Tool	https://docs.google.com/document/d/1JMIgn6157clbvzTCkOz7eh60P70tsiPE/edit
Time Audit Tools	
Teacher 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.

2026-27 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from 2025-26		\$8,247.74
Distribution for 2026-27	+	<u>\$113,142.06</u>
Total Available Funds		\$121,389.80
Estimated Expenditures	-	<u>\$121,389.80</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		\$32,721.86
Distribution for 2026-27	+	<u>\$134,554.71</u>
Total Available Funds		\$167,276.57
Estimated Expenditures	-	<u>\$167,276.57</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	75% of students will make typical or above typical progress and we will have a 3%+ increase in proficiency on ALO. Our 4th and 5th grade teams will achieve an MGP of 50 or higher in Language Arts and Math on RISE and show an increase in proficiency. 70% of our 3rd graders will be blue on ALO by May 2027.	
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	

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
ALO MOY and EOY data	1	We will hire SEE students to help with small groups, math and reading interventions, and tier 1 instruction.	Salaries & Benefits	TITLE 1	\$29,000.00
ALO MOY and EOY data, Performance Matters, and Unit Assessment data	2	We will hire additional certified faculty to keep class sizes small and provide art enrichment through music instruction which includes integration of language arts, math, science, and social studies.	Salaries & Benefits	SLT TSSA TITLE 1	\$94,755.29 \$19,075.41 \$121,300.00
ALO MOY and EOY data	3	We will pay for classified positions to work with students.	Salaries & Benefits	SLT TSSA TITLE 1	\$4,363.11 \$108,101.16 \$80,557.84
ALO MOY and EOY data	4	Annette Brinkman will come 4 full days throughout the year to provide PL on behaviors and active engagement. Jennifer Throndsen will provide PL on literacy and her book Raising Up Readers.	Contracted Services	SLT	\$17,200.00
ALO MOY and EOY data	5	Substitutes for Professional Learning, collaboration, planning, and team meetings.	Salaries & Benefits	SLT TITLE 1 TSSA	\$5,071.40 \$5,000.00 \$2,000.00
ALO MOY and EOY data, Performance Matters, and Unit Assessment data	6	Food for collaboration, team meetings, and Professional Learning that is 1/2 day or more.	Food	TSSA	\$3,000.00
ALO MOY and EOY data, Performance Matters, and Unit Assessment Data	7	Teachers will purchase supplies such as STEAM, reading, and general classroom supplies.	Supplies	TSSA	\$10,000.00

Log entries and warnings/think times declining - Improved attendance	8	We will pay for attendance incentives and PBIS rewards to promote 90% attendance.	Supplies	TSSA	\$2,000.00
Log entries and warnings/think times declining	9	We will purchase recess equipment, supplies and materials to support safe and structured play time.	Supplies	TSSA	\$2,000.00
Log entries and warnings/think times declining	10	We will purchase sensory and motor tools for use in the motor lab.	Supplies	TSSA	\$1,000.00
ALO, WIDA, Imagine Learning, RISE modules, Performance Matters, and Unit Assessments	11	We will purchase technology for student and staff use including chrome books, mice, headphones, projectors and other needed technology.	Technology Related Supplies	TSSA TITLE 1	\$12,000.00 \$45,000.00
ALO, WIDA, Imagine Learning, RISE modules, Performance Matters, and Unit Assessments	12	We will purchase needed software programs to support our goal. We will purchase School Messenger and Google to support parent involvement and student learning.	Software	TITLE 1 TSSA	\$1,500.00 \$3,100.00
ALO, WIDA, Imagine Learning, RISE modules, Performance Matters, and Unit Assessments	13	Pay for travel and conference registration for Professional Learning including per diem, meals, accommodations and other necessary travel costs.	Travel for Professional Development	TSSA	\$5,000.00

\$571,024.21

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 purchase additional supplies and technology to support this goal.

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

School website, Community Council Meetings and public posting at Back to School Night.