



# TABIONA SCHOOL

## School Goals & Plans 2024-2025

### Reflection on 2023-24

During the 2023-24 school year, we focused on helping kids want to read for pleasure. Teachers in the elementary grades encouraged reading by giving students 15 minutes each day just to read what they wanted to read. In grades 7-12, we adjusted our advocacy times so Monday was Advocacy time and Tuesday through Thursday was reading time. During these free read times students were to work on their individual reading goals and just read for fun. During this time we also did a reading screener on every student 7-12 to measure their reading levels.

**What We Learned:** In the Elementary we saw good growth among our lower-level students yet we found that our upper-level students didn't grow or even fell in their end-of-level Acadience testing. In grades 7-12, we saw good growth with our High School scoring above state and district in the reading portion of the Rise Test but our Junior High didn't do well. When we gave our Screener to our students 7-12 we found that students can read but there are many holes in their phonics and grammar basic skills.

#### Learning Goals

#### Learning Action Plans

<p>1. Tabiona School will have 75% of our students reading at or above grade level using Acadience and Mindplay as our measurement tools by the end of the 2024-25 school year</p>	<p>1</p> <ul style="list-style-type: none"> <li>● Students will complete Mindplay Screener 1st two weeks of school.</li> <li>● Students will work through the mind play lessons and have individual teacher meeting times during reading time.</li> <li>● Aids will use 95% of reading in WINN time to help struggling students.</li> <li>● Teachers will monitor progress weekly and turn that data into Mr. Jenkins so he can help encourage students.</li> </ul>
<p>2. 100% of Tabiona students will have a personal reading goal.</p>	<p>2</p> <ul style="list-style-type: none"> <li>● Teachers will meet with individual students during Advocacy time and help each student set a reading goal.</li> <li>● Teachers will demonstrate how to set a reading goal (Smart Goal) with advocacy groups and elementary classes.</li> <li>● Goals will be discussed with parents at parent-teacher conferences.</li> </ul>

<p>3. The High School will increase engagement in Math and ELA Activities across the curriculum by sharing data in PLCs from test scores, engagement strategies, and feedback forms.</p>	<p>3</p> <ul style="list-style-type: none"> <li>● Teachers will use 10 Minutes of PLC time to discuss engagement strategies and determine one to focus on each week.</li> <li>● Teachers will visit other teachers' classrooms to observe other teachers in the elementary.</li> <li>● Use data from Mr. Jenkins's Observations in PLC's</li> </ul>
<p>4. Tabiona Elementary will have 90% of the class Engaged 90% of the time.</p>	<p>4</p> <ul style="list-style-type: none"> <li>● Teachers will use 10 Minutes of PLC time to discuss engagement strategies and determine one to focus on each week.</li> <li>● Teachers will visit other teachers' classrooms to observe other teachers in the elementary.</li> <li>● Use data from Mr. Jenkins's Observations in PLC's</li> </ul>
<p>5. Grades 3-12: Increase our proficiency across the curriculum to 50% of students proficient on state end-of-year tests in math, science, and ELA.</p> <p>Elementary Current Data:  ELA % Prof. 32.4%  Math % Prof. 29.9%  Science % Prof. 31.5%</p> <p>High School Current Data:  ELA % Prof. 44  Math % Prof. 37%  Science % Prof. 46.2</p>	<p>5</p> <ul style="list-style-type: none"> <li>● Teachers will increase student engagement by focusing on new strategies as a PLC agenda Item throughout the year.</li> <li>● Teachers will increase the rigor of their daily instruction.</li> <li>● Teachers will stress the importance of using data and help students understand the why in end-of-level testing.</li> <li>● Teachers will use practice tests from Rise so students will know how to use the computer programs.</li> </ul>

<b>Dispositions Goals</b>	<b>Dispositions Action Plans</b>
<p>6. Students and staff will learn the value of integrity, responsibility, hard work, resilience, service, and respect and incorporate these traits into their lives.</p>	<p>6.</p> <ul style="list-style-type: none"> <li>● We will have mini lessons during our advocacy time based on these topics and other important topics the PLC team feels.</li> <li>● We will reward students based on teachers catching them doing positive things in the classroom and halls.</li> <li>● Staff will model positive interactions and behaviors as they are in the halls and around students.</li> </ul>
<p>7. Students and staff will continually take appropriate actions to bolster their mental health.</p>	<p>7.</p> <ul style="list-style-type: none"> <li>● Advocacy time will be student driven and teachers will help to keep the discussions going without taking over.</li> <li>● Teachers will be in the halls during passing time.</li> </ul>
<p>8. To build relationships with students and give them the appropriate tools to be successful contributing members of society.</p>	<p>8.</p> <ul style="list-style-type: none"> <li>● Tabiona school has built a 20-minute time frame into the schedule that serves as intervention, Social Emotional, reading, and Advocacy time.</li> <li>● Students have been randomly divided into groups with all students grades 7-12 involved. The groups are split between 9 teachers or staff members so that the group size is 10 or less.</li> <li>● Give each staff member the opportunity to build a solid relationship and be an advocate for each student in their group. This is not formal class time where a new lesson is prepared each day, but a time for students to work on homework, and careers.</li> <li>● Teachers and staff will be involved in team-building activities to strengthen relationships throughout the year.</li> </ul>

**DCSD will meet all State of Utah early learning accountability goals.**

Kindergarten will increase by 2% from BOY to EOY in NIF on the Acadience Math Assessment by bolstering Tier 1 instruction in explicit number identification—such as the use of a Math Wall for daily practice, ongoing instructional coaching, and consistent progress monitoring to determine needed interventions to increase Advanced Quantity Discrimination and number sense for stronger foundational math skills overall.

1st Grade will increase 27% from BOY to EOY in NWF-WWR by bolstering Tier I instruction and Tier 2 interventions, supporting teachers with ongoing instructional coaching, and utilizing with integrity Science of Reading-backed strategies and district and school-adopted curriculum to improve overall accuracy in grade-level phonics skills.

2<sup>nd</sup> Grade will increase 1% from BOY to EOY in ORF Accuracy on the Acadience Reading Assessment by bolstering Tier I instruction and Tier 2 interventions, supporting teachers with ongoing instructional coaching, and utilizing with integrity Science of Reading backed strategies and district and school-adopted curriculum to improve overall Fluency, which we know leads to greater comprehension and joy in reading.

3<sup>rd</sup> Grade will increase 6% from BOY to EOY in Computation Skills on the Acadience Math Assessment by bolstering Tier 1 instruction in explicit computational strategies, ongoing instructional coaching, and consistent progress monitoring to determine needed interventions to increase number sense and solidify foundational math skills.

STATE READING: 60% or higher of (K)1-3rd grade students will meet their POP goals by EOY Acadience Reading.

STATE MATH: 60% or higher of (K)1-3rd grade students will meet their POP goals by EOY Acadience Math.