



Cache County School District

Policy Series 2000: Administration and District Planning

Policy No. 2040 F1

School Improvement Plan

School Year: 2026-2027

School Name: Mountainside Elementary

Principal: Cam Amott

Date of Completion: 3/2/2026

Section 1: School Profile

Grade Levels Served:	K-5
Student Enrollment:	379 estimated
Free/Reduced Lunch Percentage:	17%
Key Demographics & Subgroups:	
Special Education, EL Students	
Summary of Recent School Performance Data: <i>(Include state assessment results, formative assessments, and other relevant benchmarks)</i>	
Literacy: 2025-26 Middle-of-year Acadience screening results indicated that 56% of Mountainside Elementary 1st - 4th-grade students are reading on grade level (i.e., Above Benchmark). Results indicated that 62% of 1st - 4th-grade students are making typical or higher progress on Acadience Pathways of Progress. Mathematics: 2025-26 Middle-of-year Acadience screening results indicated that 50% of Mountainside Elementary 1st - 3rd grade performed at or Above Benchmark, with 56% of students demonstrating typical or higher progress on Acadience Pathways of Progress.	

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Section 2: Collaborative Planning Process

Date(s) of SIP Team Meetings:	1/30/26 - Review and discussion of data and goals with PLC teams. 2/2/26- Review and discussion of data and goals with school community council.
SIP Planning Team Members and Roles: <i>(Include staff, parents, and community members)</i>	
Cam Amott, LEA Representative Joe Cottrell, School Support Leader Ranee Cronquist, School Counselor Stephanie Parish, Zowie Jenson, Megan Lambert, Kindergarten Team Larissa Swasey, Teresa Myers, Sally Bair, 1st Grade Team Brittny Amott, Eva Milligan, Melissa Anderson, 2nd Grade Team Shalon Hansen, Kim Turnbow, 3rd Grade Team Mika Didericksen, Becky Shelton, Karina Wooden, 4th Grade Team Rachel Holmgren, Alyssa Wilson, Morgan Whitman, 5th Grade Team Lauri Anderson, Kerry Harris, 6th Grade Team Blake Tubbs, Daniel Pugmire, Jennifer Wivietsky, Whitney Fletcher, Ciara Maughan, Megan Brown, School Community Council Parent Members	
How were diverse stakeholder voices included in the planning process?	
The team reviewed data, discussed strategies, provided input on the goals, and discussed funding allocations.	

Section 3: Vision & Needs Assessment

Brief Summary of School Vision or Mission:
Mountainside Elementary's mission is to cultivate a caring and inclusive school community where every student is safe, respectful, and responsible. We are committed to high-quality instruction, purposeful character development, and authentic learning opportunities that prepare our students for a successful future.
Key Findings from Data Review:

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Academic Achievement	Literacy: 2025-26 middle-of-year Acadience screening results indicated that 55% of Mountainside Elementary 1st - 4th-grade students read on grade level (i.e., Above Benchmark). Results indicated that 62% of 1st - 4th-grade students are making typical or higher progress on Acadience Pathways of Progress. Mathematics: 2025-26 middle-of-year Acadience screening results indicated that 50% of Mountainside Elementary 1st - 3rd grade performed at or Above Benchmark, with 56% of students demonstrating typical or higher progress on Acadience Pathways of Progress.
School Culture/Climate	Mountainside strives to foster a culture where teachers and students feel happy about coming to school. Students, parents, and staff feel seen and valued and feel like contributors to solutions that will help the school be successful.
Instructional Practices	Mountainside focuses on the Big 5 of classroom management and instructional practices. Classroom observations are based on these criteria, and feedback is provided to continually improve instruction.
Student Engagement	Students are engaged through partner sharing, authentic learning opportunities, and building thinking classrooms.
Family/Community Engagement	Moutainside engages parents through community events throughout the year, including STEM Night, Christmas Magic, Literacy Night, PTA Dance Night, Veteran's Day Assembly, our Patriotic assembly, and may other activities.

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Section 4: Academic Goals

Goal #1 - Math

Comprehensive Needs Assessment: The Utah State Board of Education developed state literacy goals (see USBE Early Learning Plan), including (a) 60% of 1st - 3rd grade students will meet typical or higher progress on Acadience Pathways of Progress, (b) increase the number of 1st-grade students who are Above-Benchmark on Missing Number Fluency (e.g., 7, 8, __, 10) by 6%, and (c) increase the number of 3rd-grade students who are Above Benchmark on math Computation by 3%.

State Goal A: 2024-25 data indicated that 64% of Utah 1st - 3rd grade students are making typical or high progress on Acadience Pathways of Progress. 2025-26 middle-of-year data indicated that 69% of CCSD 1st - 3rd grade students are making typical or higher progress on Acadience Pathways of Progress. Additionally, 2025-26 middle-of-year Acadience data indicated that 56% of Mountainside Elementary 1st - 3rd grade students are making typical or higher progress on Acadience Pathways of Progress.

State Goal B: 2024-25 beginning-of-year data indicated that 55% of Utah 1st-grade students are at **Benchmark or Above Benchmark** on the Acadience Missing Number Fluency screening domain. 2025-26 beginning-of-year data indicated that 63% of CCSD 1st-grade students are at or Above Benchmark on the Acadience Missing Number Fluency domain. Additionally, 2025-26 middle-of-year Acadience data indicated that 55% of Mountainside Elementary 1st-grade students are at or Above Benchmark on the Missing Number Fluency Acadience domain.

State Goal C: 2024-25 beginning-of-year data indicated that 55% of Utah 3rd-grade students are at **Benchmark or Above Benchmark** on the Acadience Computation screening domain. 2025-26 beginning-of-year data indicated that 67% of CCSD 1st-grade students are at or Above Benchmark on the Acadience Computation domain. Additionally, 2025-26 middle-of-year Acadience data indicated that 63% of Mountainside Elementary 3rd-grade students are at or Above Benchmark on the Acadience Computation domain.

Mountainside Elementary Goal: Grade-level teams will review mathematics diagnostic data and collaborate to provide whole-class and targeted supports for students.

Rationale/Need:	Data review and collaboration are known to impact intervention design and fidelity of implementation.
Target Population:	All students

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Baseline Data:	● Utah Mathematics Goal A: 2025-26 middle-of-year Acadience data indicated that 56% of Mountainside Elementary 1st - 3rd grade students are making typical or higher progress on Acadience Pathways of Progress. ● Utah Mathematics Goal B: 2025-26 middle-of-year Acadience data indicated that 55% of Mountainside Elementary 1st-grade students are Above Benchmark on the Missing Number Fluency Acadience domain. ● Utah Mathematics Goal C: 2025-26 middle-of-year Acadience data indicated that 63% of Mountainside Elementary 3rd-grade students are Above Benchmark on the Acadience math Computation domain.
Target Outcome (with timeline):	● In alignment with Utah mathematics goal A, 62% of Mountainside kindergarten - 3rd-grade students will make typical or higher progress on End-of-Year Acadience Pathways of Progress, representing approximately 6% increase from baseline. ● In alignment with Utah Mathematics goal B, 61% of Mountainside 1st-grade students will perform at or Above Benchmark on Missing Number Fluency at the End-of-Year Acadience screening, representing a 6% increase from baseline. ● In alignment with Utah Mathematics goal C, 66% of Mountainside 3rd-grade students will perform at or Above Benchmark on math Computation at the End-of-Year Acadience screening, representing a 3% increase from baseline.
Strategies & Actions:	● Meet twice monthly as a grade-level PLC to review student data. ● Collaborate as PLC team regarding meaningful intervention for targeted students. ● Receive professional development on iReady data analysis and best practices with math intervention.
Progress Monitoring Indicators:	● August/September 2026: Acadience Beginning-of-Year Composite data ● December/January 2026/27: Acadience Middle-of-Year Screening and Pathways of Progress data ● April/May 2027: Acadience End-of-Year Composite and Pathways of Progress data

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Related Professional Development:	Faculty meeting tailored to reviewing student diagnostic data and best practices to support student mathematics growth.
Persons Responsible:	• The school principal will direct and ensure classrooms have access to iReady software and appropriate technology. • The School Support Leader will assist with diagnostic interpretation. • Classroom teachers will provide whole-class instruction and targeted intervention.
Measures of Effectiveness (Outline how progress will be tracked, assessed, and reported.)	• Student data will be tracked utilizing Acadience Learning Online (i.e., ALO) and disaggregated by grade-level. • Goal progress will be reported to Mountainside Elementary stakeholders (e.g., teachers, staff, School Community Council, and families) following the middle-of-year and end-of-year Acadience screenings.
Funding Sources:	TSSA state funding
Identify budget allocations or specific funds supporting each goal (e.g., School LAND Trust, TSSA, Title I, School-based discretionary) :	<i>Estimates as of 2/28/26</i> • IReady Math Software (\$4,000) • Technology to support proposed goals (\$20,000)
Explanation of how resources align with the SIP objectives:	• Mathematics software (e.g., iReady) provides student mathematics diagnostic data, matches lessons/activities with student diagnostic information, and assists in monitoring student mathematics progress.

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Goal #2 - English Language Arts

Comprehensive Needs Assessment: The Utah State Board of Education developed state literacy goals (see USBE Early Learning Plan), including (a) 65% of 1st - 3rd grade students will meet typical or higher progress on Acadience Pathways of Progress, and (b) By 2027, 70% of 3rd grade students will be reading on grade level (i.e., Acadience Above Benchmark).

Utah Goal A: 2024-25 data indicated that 61% of Utah 1st - 3rd grade students are making typical or high progress on Acadience Pathways of Progress. 2025-26 middle-of-year data indicated that 66% of CCSD 1st - 3rd grade students are making typical or higher progress on Acadience Pathways of Progress. Additionally, 2025-26 middle-of-year Acadience data indicated that 62% of Mountainside Elementary 1st - 3rd grade students are making typical or higher progress on Acadience Pathways of Progress.

Utah Goal B: 2024-25 data indicated that 46.6% of Utah 3rd-grade students are reading on grade level (i.e., Above Benchmark on End-of-Year Acadience screening). 2025-26 middle-of-year data indicated that 56% of CCSD 3rd-grade students are reading on grade level, with 56% of current 2nd-grade students (3rd-grade students in 2027) reading on grade level. Additionally, 2025-26 middle-of-year Acadience data indicated that 60% of current Mountainside Elementary 3rd-grade students are reading on grade level.

Mountainside Elementary Goal: 1st - 3rd-grade teachers and literacy support staff will provide differentiated instruction to improve key literacy outcomes (e.g., student vocabulary, oral reading fluency/automaticity, and comprehension) utilizing research-based literacy tools (e.g., Phonics Learning Library, Phonics for Reading, Read Naturally, Wonders).

Rationale/Need:	Essential standards should be taught as part of the tier 1 reading plan.
Target Population:	All Students
Baseline Data:	• Utah Literacy Goal A: 2025-26 middle-of-year Acadience data indicated that 62% of Mountainside Elementary 1st - 3rd grade students showed typical or higher progress on Acadience Pathways of Progress. • Utah Literacy Goal B: 2025-26 middle-of-year Acadience data indicated that 60% of current Mountainside Elementary 3rd-grade students read on grade level.

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Target Outcome (with timeline):	• In close alignment with Utah literacy goal A, 68% of Mountainside Kindergarten - 5th-grade students will make typical or higher progress on End-of-Year Acadience Pathways of Progress, representing a 6% increase from baseline. • In alignment with Utah literacy goal B, 65% of Mountainside 3rd-grade students will read on grade level (i.e., Above Benchmark) at the End-of-Year Acadience screening, representing a 5% increase from baseline.
Strategies & Actions:	• Daily vocabulary and morphology instruction to improve accuracy and lexical knowledge. • Daily oral reading fluency practice in grades 2-5. • Small group intervention based on screening and diagnostic results.
Progress Monitoring Indicators:	• August/September 2026: Acadience Beginning-of-Year Composite data • December/January 2026/27: Acadience Middle-of-Year Screening and Pathways of Progress data • April/May 2027: Acadience End-of-Year Composite and Pathways of Progress data • Students below benchmark: Semimonthly or monthly monitoring
Related Professional Development:	• Teacher and literacy support staff training on research-based programs/tools. • Grade-level training on whole-class best practices to support literacy growth.
Persons Responsible:	• The school principal will direct and identify opportunities for training and staff development. • The School Support Leader will coordinate literacy support staff and manage data collection. • Classroom teachers will provide whole-class and targeted literacy instruction. • The literacy support staff will provide targeted literacy instruction and aid in monitoring student progress.
Measures of Effectiveness (Outline how progress will be	• Student data will be tracked utilizing Acadience

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tracked, assessed, and reported.)	Learning Online (i.e., ALO) and disaggregated by grade-level. • Goal progress will be reported to Mountainside Elementary stakeholders (e.g., teachers, staff, School Community Council, and families) following the middle-of-year and end-of-year Acadience screenings.
Funding Sources:	School LAND Trust TSSA
Identify budget allocations or specific funds supporting each goal (e.g., School LAND Trust, TSSA, Title I, School-based discretionary) :	<i>Estimates as of 2/28/26</i> School LAND Trust: • 4 literacy support aides (\$75,000); • Literacy curriculum, materials, and literacy preparation tools (\$605); • Library Circulation Software (Follett) (\$1,000); TSSA: • 3 literacy support aide (\$50,000)
Explanation of how resources align with the SIP objectives:	• Literacy support aides provide differentiated instruction to help support student growth. • Literacy curriculum, materials, and preparation tools assist in the delivery of targeted interventions. • Technology will be needed for students to complete reading diagnostics, engage in learning activities, and assist with progress monitoring. • Substitutes will be needed on days that teachers are receiving literacy professional development. • Literacy and library software provide student engagement and access to materials at home.

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Goal #3 - Social/Emotional/Behavioral

Comprehensive Needs Assessment: With the consent of parents/guardians, CCSD and Mountainside 3rd - 5th-grade students completed a well-being survey asking questions across 7 domains known to be associated with student social, emotional, and behavioral development, including Self-Management, Classroom Effort, Teacher-Student Relationship, School Climate, School Safety, Sense of Belonging, and Self-Efficacy. The table below provides data on the percentage of CCSD and Mountainside students who responded favorably (i.e., little to no risk) across domains.

Table 1.

	Self Management	Classroom Effort	Teacher-Student Relationship	School Climate	School Safety	Sense of Belonging	Self-Efficacy
CCSD	81%	80%	75%	70%	69%	69%	56%
Mountainside	81%	77%	73%	70%	69%	64%	59%

Key Definitions

Self-Management: How well students manage their emotions, thoughts, and behaviors in different situations.

Classroom Effort: How much effort students exert in key behaviors that correspond to successful learning and course performance.

Teacher-Student Relationship: How strong the social connection is between teachers and students within and beyond the classroom.

School Climate: Perceptions of the overall social and learning climate of the school.

School Safety: The degree to which students feel safe at school.

Sense of Belonging: How much students feel that they are valued members of the school community.

Self-Efficacy: How much students believe they can succeed in achieving academic outcomes.

Mountainside Elementary Goal: Increase student self-efficacy, school climate, student sense of school safety, student sense of belonging, and classroom effort.

Rationale/Need:

Systematic behavior intervention, reinforcement, and meaningful character development improve student social, emotional, and educational outcomes.

Target Population:

All students

Baseline Data:

See the comprehensive needs assessment above

Target Outcome (with timeline):

- Increase end-of-year favorable responses on the student well-being survey by 5% across the school climate, school safety, sense of belonging, self-efficacy, and classroom effort

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	domains.
Strategies & Actions:	• Faculty training on utilizing effective intervention tools (e.g., Panorama). • Provide weekly character development lessons to all students. • Provide small group and individualized skills training to students with identified needs. • Systematically develop and reinforce a set of school-wide behavioral expectations.
Progress Monitoring Indicators:	• Fall 2026: With consent from parents/guardians, the well-being survey is administered to students in grades 3-5 • Spring 2027: With consent from parents/guardians, the well-being survey is administered to students in grades 3-5.
Related Professional Development:	• Faculty training on utilizing effective intervention tools (e.g., Panorama). • Faculty training on the character development curriculum. • Faculty training on the systematic behavior reinforcement system.
Persons Responsible:	• The school principal will direct and identify opportunities for training and staff development. • Classroom teachers will provide whole-class character development instruction. • The school counselor will provide monthly whole-class character development lessons and targeted supports to students in need.
Measures of Effectiveness (Outline how progress will be tracked, assessed, and reported.)	• Student well-being survey data will be tracked utilizing Panorama and disaggregated by well-being domains. • Goal progress will be reported to Mountainside Elementary stakeholders (e.g., teachers, staff, School Community Council, and families) following the end-of-year well-being survey.
Funding Sources:	TSSA
Identify budget allocations or specific funds supporting each goal (e.g., School LAND Trust, TSSA, Title I, School-based discretionary) :	<i>Estimates as of 2/28/26</i> TSSA: • Counselor (\$18,000)
Explanation of how resources align with	• The school counselor helps support and deliver whole-class

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the SIP objectives:

and targeted/individual character development lessons and skills training.

- Whole class, targeted, and individualized character development materials and curriculum will be needed.