2025-26 SCHOOL IMPROVEMENT PLAN LAVA RIDGE INTERMEDIATE

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

83 Was your school's total points on the most recent report card.	https://utahschoolgrad	es.schools.utah.gov				
85 is the minimum score your school will need to demonstrate a 1% increase. (This number is based on a maximum score of 150 points)		Achievement	37% (56 points possible) 28 points earner			
	-	Growth	37% (56 points possible) 35 points earner			
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?	- () -	English Learner Progress	9% (13 points possible) 4 points earner			
Answer: Achievement		Growth of the Lowest 25%	17% (25 points possible) 16 points earner			
Step 1: Determine your current level of performance. Look at your most rece	nt, relevant assessment data					
FOCUS AREA 1: STUDENT LEARNING						
How are you currently exceeding your progress in this area?						

o collect data that demonstrate student proficiency. Ieams meet weekly to collaborate regarding curriculum
its needs. Teams utilize an Intervention time (GAP) for 35 minutes everyday to provide targeted interventions to all on.
on.
CSIP
RISE Proficiency and Growth
ESL
Reading Horizons Elevate & Achieve 3000
Gate-MacGinitie Reading
LA 56% (decrease 3%), Math 70% (increase 6%), Science 70% (increase 4%)
LA 46% (increase 2.3%), Math 44% (increase 4.8%), Science 61.3% (increase 4.9%)
1

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	45%	Previous years proficiency scores for economically disadvantaged students were: LA 30%, Science 46%, and Math 30%. To continue to focus on achievement, LRIS will do the following: All ITeams and departments will identify who are economically disadvantaged, through the LMS search, and provide the following interventions: "Ensure that ALL Tier 1 instruction will be AT or ABOVE grade level. "Gain shared clarity for implementation of behavioral and academic supports. "Establish clear expectations for behaviors and academics. "Assess academic proficiency levis (above, proficient, and approaching) and provide targeted interventions. "Assess behavioral proficiency levels and provide targeted interventions in address will kilklibit effect," It tillize the face system of supports MTSS to deliver immediate targeted.
Students with disabilities	17%	Previous years proficiency scores for students with disabilities were: LA 13%, Science 24%, and Math 13%. To continue to focus on achievement, LRIS will do the following: All iTeams and departments will identify who are students with disabilities, through the LMS search, and provide the following interventions: *Ensure that ALL Tier 1 instruction will be AT or ABOVE grade level. *Gain shared clarity for implementation of behavioral and academic supports. *Establish clear expectations for behaviors and academics. *Assess academic proficiency levels (above, proficient, and approaching) and provide targeted interventions. *Assess behavioral proficiency levels and provide targeted interventions. *MTSS\ to deliver immediate targeted interventions.
Students identified as English learners	11.00%	Previous years proficiency scores for english learner students was LA 10%, Science 18%, and Math 10%. 12.1%, of our ELL students demonstrated proficiency, which was an increase of 10.5%. 17.2% of our ELL students made adequate growth, which was a 17.7% decrease from the previous year. LRIS is lower than the State and District Average in both of these areas. We plan to continue our focused efforts on increasing student learning for all students, as identified in the above subgroups and to provide additional ELL support through teachers and paraprofessionals.
Students in major racial and ethnic groups	35.00%	Continue to improve student engagement in the classroom, improve reading scores and incorporate student ownership.

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

Teachers awareness of different subgroups and monthly collaborative discussions with teams about subgroups and monitoring their progress. Continue to improve student engagement in the classroom, improve reading scores and incorporate student ownership.

What additional interventions might help those subgroups?
Additing additional paraprofessional support in the SpEd and ELL classrooms to help student learning and achievement.

	FOCUS AREA 2: SAFE LEARNING ENVIRONMENT
Harris and the second s	
will continue to utilize our Advisory time, at the beginning of build relationships with students and give each student an	ent. We will continue to encourage students to attend school and utilize our "Here and Now" attendance reward program. We also f the school day, to allow students so have time to get some reteaching, and social emotional learning. This time is also designed to aduit that is their advocate. We will continue our PBIS -Student Rewards for positive behavior by utilizing our School Store program.
And, we will continue with our Restorative Justice support a	and analyze data and usage to better the support we offer students and teachers.
List and link your school's data sources here:	
Description MTSS at Lava Ridge	Link LRIS MTSS Data
Attendance "Here and Now" Rewards Program	PowerSchool Attendance Data
Discipline Referalls	GRIT (ISS) Room and Lunch Detention Data, PowerSchool Log Entries and Incident Data
SEL/Wellness Room	SEL/Wellness Room Data
PBIS - GRIT (ISS) Room	GRIT (ISS) Room and Lunch Detention Data
Sharp Survey Data	Sharp Survey Data
FOCUS AREA 3: LEADE	RSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING
	jularly. The learning coach will meet with departments on shared clarity and best teaching practices. The first Friday of each month igned with our school focus and goals of "doing what is best for all students".
List and link your school's data sources here:	
Description	Link
Collaboration Logs	Department Team Collaboration Agenda and Notes, PLC Agenda Log
Learning Coach	
Learning Coach Survey	
Full-Faculty Friday Collaboration	PLC Collaboration Schedule
Stakeholder Survey	
Shared Preps for Departments	LRIS Master Schedule
ep 2: Outline your school's specific, measurable go	als for the year
ep 3: Define specific actions your school must mak	
ep 4: Define the funding source and estimated expe	
	2025-26 BUDGET SUMMARIES
ATE LANDS TRUST FUNDING ESTIMATES	
	133.27
	,168.38 ,301.65
	301.65
	0.00
Is SLT carryover from 2024-25 expected to exceed 10	% of the school's 2024-25 distribution?
ou answered "yes" provide an explanation for why more	
ands to be carried over should be identified for a specific future need ovide salaries and benefits to keep teacher to student ratio lo	<u> </u>
SA FUNDING ESTIMATES	700.04
· · ·	790.31 ,641.66
	431.97
timated Expenditures - \$229	.931.97
t Amount -\$2,5	500.00

Is TSSA carryover	from 2024-25 expected to excee	d 10% c	of the school's 2024-25 distribution?	No		
(Funds to be carried over short		ed, and s	10% will be carried over. should not be saved for unexpected contingencies.)			
Provide salaries and benef	its to keep teacher to student ratio	low.				
			ALIGNING GOALS WITH 2025-26 BUDGET			
PEERS GOAL #1			vel proficiency by 3% and MGP to be comparable to their peers ng Achieve 3000 and RH Elevate for continual assessment and			t of student readi
FOCUS AREA	for goals supported by SLT funds)					
ACADEMIC AREA (required	for goals supported by SLT funds)					
	for goals supported by SLT funds)					
positive impact on studer	nether this action step had a nt learning? (This must be tied to your		Steps / Expenditure Description	Expenditure Category	Funding Source	Estimated Cost
identified as a key area that ha	es. Reading support has been as helped our students with their ding instruction will help students in all	1 Sta	iffing to meet our needs and to keep class sizes as low as possible.	Salaries & Benefits	SLT TSSA	\$83,232.05 \$167,277.40
			rchase technology to provide individualized interventions and ensions to enhance student learning.	Technology Related Supplies	SLT TSSA	\$26,069.60 \$5,000.00
	oport, restorative practice, social prove student behavior, CFA-End of	Decrease behavior problems, support social emotional, and support social emotional problems with positive reinforcements.		Supplies	SLT TSSA	\$1,000.00 \$5,954.57
			e additional personnel to support student learning within classrooms h academic success and intervention.	Supplies	TSSA	\$25,700.00
			ofessional Development Education Training provided to staff for ATSI ource	Supplies	TSSA	\$5,000.00
		6 Fo	od for teacher training and teacher support.	Supplies	TSSA	\$1,000.00
						\$320,233.62
Has SLT (Trust Lands) be Total Digital Citizenship a		ce for t				
PEERS GOAL #2	Work in department and Interdis levels, and attending professiona		teams to gain shared clarity in all standards. Identify proficiency conferences.	cy for assessing students	on their pathway to I	earning at high
FOCUS AREA ACADEMIC AREA (required	for goals supported by SLT funds)					
	for goals supported by SLT funds)					
	nether this action step had a		1			
	nt learning? (This must be tied to your	Action	Steps / Expenditure Description	Expenditure Category	Funding Source	Estimated Cost
			ining, travel and providing substitutes for professional development to prove teachers skills to impact student achievement.	Travel for Professional Development	TSSA	\$20,000.00
		2				
		3				
		4				

		5				
		6				
		7				
						\$20,000.00
						+20,000.00
PEERS GOAL #3						
FOCUS AREA			T			
ACADEMIC AREA (required to						
ACADEMIC AREA (required to ACADEMIC AREA (required to	for goals supported by SLT funds)					
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How will you measure who	ether this action step had a					
positive impact on studen	t learning? (This must be tied to your			Expenditure	Funding	Estimated
goal.)			Steps / Expenditure Description	Category	Source	Cost
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PEERS GOAL #4						
EERS GUAL #4						
FOCUS AREA						
ACADEMIC AREA (required to	for goals supported by SLT funds)					
ACADEMIC AREA (required to	for goals supported by SLT funds)					
ACADEMIC AREA (required to	for goals supported by SLT funds)					
How will you measure who	ether this action step had a					
positive impact on studen	t learning? (This must be tied to your			Expenditure	Funding	Estimated
goal.)		Action	Steps / Expenditure Description	Category	Source	Cost
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PEERS GOAL #5				
l Elito Gove no				
FOCUS AREA				
ACADEMIC AREA (required for goals supported by SLT funds)				
ACADEMIC AREA (required for goals supported by SLT funds)				
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.)		Expenditure	Funding	Estimated
guar.)	Action Steps / Expenditure Description	Category	Source	Cost
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	2			
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				\$0.00
PEERS GOAL #6				
FOCUS AREA				
ACADEMIC AREA (required for goals supported by SLT funds)				
ACADEMIC AREA (required for goals supported by SLT funds)				
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.)		Expenditure	Funding	Estimated
goar.)	Action Steps / Expenditure Description	Category	Source	Cost
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	2			
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	*			
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						\$0.00
PEERS GOAL #7						
FOCUS AREA						
ACADEMIC AREA (required for	or goals supported by SLT funds)					
ACADEMIC AREA (required for	or goals supported by SLT funds)					
ACADEMIC AREA (required for	or goals supported by SLT funds)					
How will you measure whe positive impact on student goal.)	learning? (This must be tied to your		Steps / Expenditure Description	Expenditure Category	Funding Source	Estimated Cost
		1				
		2				
		3				
		4				
		5				
		6				
		7				
					=	\$0.00
If additional funds are avai	lable for TSSA, how will the sch	ool spe	nd the funds to implement the goals in this plan?			
Provide an explanation of	how your school will publicize it	s plan.				

Step 5: get your Community Council's signatures for SLT. These signatures must accompany your plan when it is submitted to the WCSD Board of Education. You need to specify whether each Community Council member is a school employee or a parent.

Examples of possible data sources: PowerSchool attendance data, office referral data, Sharp survey data, SEL/wellness room data, Basic 5 observational data

Examples of possible data sources: CSIP, coaching survey (teacher perception of helpfulness), coaching log (frequency)

(5,433.01) If this is not \$0.00, the SLT expenditures on this tab don't match the budget detail tab.

Kristine will need to verify this

76,359.41 If this is not \$0.00, the TSSA expenditures on this tab don't match the budget detail tab.

