

# 2024-25 SCHOOL IMPROVEMENT PLAN LAVA RIDGE INTERMEDIATE

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

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

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

79 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: Achievement

## POINTS WEIGHTED TO OVERALL SCORE



Achievement	37% (56 points possible)	27 points earned
Growth	37% (56 points possible)	40 points earned
English Learner Progress	9% (13 points possible)	2 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?

Content and grade level teams conduct frequent formative assessments to collect data that demonstrate student proficiency. Teams meet weekly to collaborate regarding curriculum mapping, CFA results, and targeted interventions on students needs. Teams utilize "Advisory" or GAP Time - 40 minutes everyday - to provide targeted interventions to students in need for specific content intervention and/or reading intervention.

CSIP	CSIP
RISE - proficiency and growth	RISE Proficiency and Growth
WIDA	ESL
Reading growth	Reading Horizons Elevate & Achieve 3000
Gate-MacGinitie Reading Assessment	Gate-MacGinitie Reading
Data Gateway - Growth Scores	LA 59% (increase 1%), Math 65% (increase 5%), Science 66% (increase 3%)
Data Gateway - Proficiency Scores	LA 43% (increase 4%), Math 39.3% (increase 2.7%), Science 56.4% (increase 2.6%)


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 levels (above, proficient, and approaching) and provide targeted interventions. *Assess behavioral proficiency levels and provide targeted interventions to address will/skill deficit. *Utilize tiered 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 to address will/skill deficit. *Utilize tiered system of supports (MTSS) to deliver immediate, targeted interventions
Students identified as English learners	11%	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%	Continue to hold a Multi-Cultural night for the Spanish speakers in our community. We will hold this night early in the school year to get important information to the Spanish-speaking community.

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

**What additional interventions might help those subgroups?**

We will provide continuous opportunities to build relationships with our students and their parents through cultural celebration nights, and provide a cultural focus to better understand the needs of our students and their families. We will continue to provide professional development to our faculty of best teaching and learning practices that will have the greatest impact on our student achievement.

***This section is only for TSI Designated Schools:***

**What subgroup(s) designate your school as TSI?**

English Language Learner/Multilingual Learner student group

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

Our plan will address these areas by providing continual training for faculty on clarity in Tier 1 instruction. We will continue providing interventions and extensions for our students to increase their learning.

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

We will focus our efforts on the following: Identifying essential standards in all courses. Create proficiency criteria for the essential standards. Continue collecting data and providing reading support for students through the utilization of RH Elevate, Achieve 3000 and the Gate-MacGinitie.

**FOCUS AREA 2: SAFE LEARNING ENVIRONMENT**

**How are you formatively assessing your progress in this area?**

We continue to have an increased amount of students absent. We will continue to encourage students to attend school and utilize our "Here and Now" attendance reward program. We also will continue to utilize our Advisory time, at the beginning of the school day, to allow students so have time to get some reteaching, and social emotional learning. This time is also designed to build relationships with students and give each student an adult 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 and analyze data and usage to better the support we offer students and teachers.

**List and link your school's data sources here:**

Description	Link
MTSS at Lava Ridge	LRIS MTSS Data
Attendance "Here and Now" Rewards Program	PowerSchool Attendance Data
Discipline Referrals	GRIT Room and Lunch Detention Data, Power School Log Entries and Incident Data
SEL Wellness Room	SEL/Wellness Room Data

PBIS - GRIT Room	GRIT Room and Lunch Detention Data
Sharp Survey Data	Sharp Survey Data

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

#### How are you formatively assessing your progress in this area?

We will formatively assess our progress in the following ways: Collaboratively work in departments/teams weekly. Collaborate with colleagues on shared clarity on learning targets. The learning coach will continue to meet with EYE teachers regularly. The learning coach will meet with departments on shared clarity and best teaching practices. The first Friday of each month will continue to be focused on professional development aligned 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	iTeam Agenda, PLC Agenda Logs
Learning Coach	
Learning Coach Survey	
Full-Faculty Friday Collaboration	<a href="#">Full-Faculty Collaboration Schedule</a>
Stakeholder Survey	
Shared Preps for Departments	<a href="#">LRIS Master Schedule</a>

**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.**

### 2024-25 BUDGET SUMMARIES

#### STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		\$8,355.94
Distribution for 2024-25	+	\$112,521.46
Total Available Funds		\$120,877.40
Estimated Expenditures	-	\$120,877.40
Net Amount		\$0.00

Is SLT carryover from 2023-24 expected to exceed 10% of the school's 2023-24 distribution?

Yes
No

X

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.)*

TSSA FUNDING ESTIMATES

Carryover from prior year		\$26,088.31
Distribution for 2024-25	+	\$172,422.95
Total Available Funds		\$198,511.26
Estimated Expenditures	-	\$213,017.70
Net Amount		-\$14,506.44

Is TSSA carryover from 2023-24 expected to exceed 10% of the school's 2023-24 distribution?

Yes
No

X

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.)*

ALIGNING GOALS WITH 2024-25 BUDGET

PEERS GOAL #1	All key subgroups will increase end-of-level proficiency by 3% and MGP to be comparable to their peers. We will continue to work on the improvement of student reading scores on the Gates-Macginitie by utilizing Achieve 3000 and RH Elevate for continual assessment and monitoring benchmarks on our progress.		
FOCUS AREA			
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	SCIENCE		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	MATHEMATICS		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	ENGLISH / LANGUAGE ARTS		

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
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CFA-End of level, growth scores. Reading support has been identified as a key area that has helped our students with their growth scores. Providing reading instruction will help students in all academic areas.	1	Staffing to meet our needs and to keep class sizes as low as possible.	Salaries & Benefits	SLT TSSA	\$105,100.00 \$164,004.82
	2	Purchase technology to provide individualized interventions and extensions to enhance student learning.	Technology Related Supplies	SLT TSSA	\$9,777.40 \$15,000.00
PBIS, attendance, reading support, restorative practice, social emotional learning used to improve student behavior, CFA-End of level	3	Decrease behavior problems, support social emotional, and support social emotional problems with positive reinforcements.	Supplies	SLT TSSA	\$1,000.00 \$5,000.00
	4	Hire additional personnel to support student learning within classrooms with academic success and intervention.	Salaries & Benefits	SLT	\$5,000.00
	5	Culture building for students, faculty, and families.	Supplies	TSSA	\$5,000.00
	6	Training, travel and providing substitutes for professional development to improve teachers skills to impact student achievement.	Travel for Professional Development	TSSA	\$7,000.00
	7	Food for teacher training and teacher support.	Supplies	TSSA	\$2,506.44
					<b>\$319,388.66</b>

<b>PEERS GOAL #2</b>	Work in department and Interdisciplinary teams to gain shared clarity in all standards. Identify proficiency for assessing students on their pathway to learning at high levels, and attending professional learning conferences.			
<b>FOCUS AREA</b>				
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**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
Faculty training and professional development	1 Improve Tier 1 instruction and interventions	Travel for Professional Development	TSSA	\$5,000.00

Faculty training and professional development	2	Provide substitutes for training	Salaries & Benefits	TSSA	\$2,000.00
Culture building for students, faculty, and families.	3	Supplies to support culture building and community engagement.	Supplies	TSSA	\$5,000.00
Faculty training and professional development	4	Food for training and teacher support.	Supplies	TSSA	\$2,506.44
	5				
	6				
	7				
					<b>\$14,506.44</b>