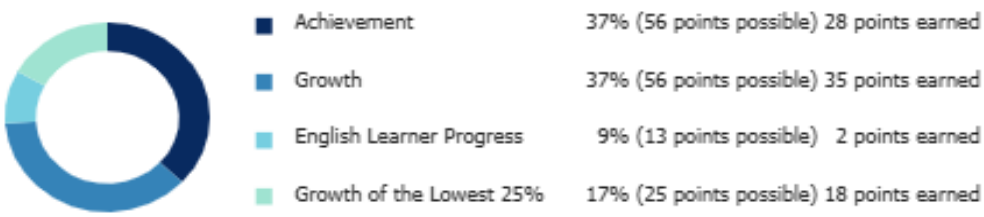
2026-27 SCHOOL IMPROVEMENT PLAN
LAVA RIDGE INTERMEDIATE

(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://utahschoolgrades.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)



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 in all academic areas.

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, data analysis, CFA results, and targeted interventions on students needs. Teams utilize an Intervention time (Advisory) for 35 minutes everyday to provide targeted interventions to all 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 and Achieve 3000
Gates MacGinitie Reading Assessment	Gate-MacGinitie Reading
Data Gateway - Growth Scores	LA 53.5% (decrease 11.4%), Math 68.4% (decrease 5.2%), Science 64.2% (decrease 10.5%)
Data Gateway - Proficiency Scores	LA 44.3% (decrease 2.3%), Math 45.6% (increase 1.3%), Science 61.3% (decrease 1.5%)

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	45%	To continue to focus on achievement, LRIS will do the following: All teams 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 interventions. *Counselors help provide access to resources for families in need. *Universal Screening to identify and place students in best areas for success. We plan to continue our focused efforts on increasing student learning for all students, as identified in the above subgroups and to provide additional At Risk support through teachers and paraprofessionals.
Students with disabilities	16%	To continue to focus on achievement, LRIS will do the following: All i-Teams 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. *Counselors help provide access to resources for families in need. *Universal Screening to identify and place students in best areas for success. We plan to continue our focused efforts on increasing student learning for all students, as identified in the above subgroups and to provide additional SPED support through teachers and paraprofessionals.
Students identified as English learners	9%	LRIS is lower than the State and District Average in both (proficiency & growth) 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	33%	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?

Continue to improve student engagement in the classroom, improve reading scores and incorporate student ownership.

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 (ISS) Room and Lunch Detention Data, PowerSchool Log Entries and Incident Data
SEL/Wellness Room	SEL/Wellness Room Data
PBIS - GRIT (SIS) Room	GRIT (ISS) 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 Log	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

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		$2,556.26
Distribution for 2026-27	+	$130,886.10
Total Available Funds		$133,442.36
Estimated Expenditures	-	$133,442.36
Net Amount		$0.00

Is carryover from 2025-26 expected to exceed 10% of the school's 2025-26 distribution? Yes [ ] No [X]

TSSA FUNDING ESTIMATES

Carryover from 2025-26		$36,968.09
Distribution for 2026-27	+	$184,211.81
Total Available Funds		$221,179.90
Estimated Expenditures	-	$221,179.90
Net Amount		$0.00

Is carryover from 2025-26 expected to exceed 10% of the school's 2025-26 distribution? Yes [X] No [ ]

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.)

We budgeted family insurance for an employee who did not use it.

ALIGNING GOALS WITH 2026-27 BUDGET

PEERS GOAL #1	All key subgroups will increase end-of-level proficiency by 3% and Marginal Growth Percentile to be comparable to their peers by the end of the 2026-27 school year.
FOCUS AREA	**1. STUDENT LEARNING**
ACADEMIC AREA (*required for goals supported by SLT funds*)	**FINE ARTS**
ACADEMIC AREA (*required for goals supported by SLT funds*)	**SCIENCE**
ACADEMIC AREA (*required for goals supported by SLT funds*)	**WORLD LANGUAGES**
ACADEMIC AREA (*required for goals supported by SLT funds*)	**SOCIAL STUDIES**

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**
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	Hire or retain certified staff to meet our needs and to keep class sizes as low as possible.	Salaries & Benefits	SLT TSSA	$125,184.54 $129,549.45
	2	Purchase technology such as chromebooks, monitors, teacher computers and projectors to provide individualized interventions and extensions to enhance student learning.	Technology Related Supplies	TSSA SLT	$28,212.82 $8,257.82
PBIS, attendance, reading support, restorative practice, social emotional learning used to improve student behavior, CFA-End of level.	3	Decrease behavior problems, support student supported school-wide activities for school connection and unity, support social emotional, and support social emotional problems with positive reinforcement.	Supplies	TSSA	$12,000.00
	4	Professional Development Education Training provided to staff for improving proficiency and growth.	Contracted Services	TSSA	$10,000.00
	5	Food for teacher training and teacher support.	Food	TSSA	$4,000.00
					$317,204.63

Does this goal include a Digital Citizenship or Safety Principles component? Yes [ ] No [X]

Has SLT (Trust Lands) been designated as a funding source for this goal? Yes [X] No [ ]

PEERS GOAL #2	Work in department and Interdisciplinary teams to gain shared clarity in all standards by the end of the 2026-27 school year.
FOCUS AREA	1. STUDENT LEARNING

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	Training, travel and providing substitutes for professional development to improve teachers skills to impact student achievement.	Travel for Professional Development	TSSA	$15,000.00
	2	Provide substitutes for Professional Development training for staff to support our goal.	Salaries & Benefits	TSSA	$14,417.63
	3	Purchase School Messenger to support parent involvement and Software such as Google to support student learning.	Software	TSSA	$8,000.00
					$37,417.63

Does this goal include a Digital Citizenship or Safety Principles component? Yes [ ] No [X]

Has SLT (Trust Lands) been designated as a funding source for this goal? Yes [ ] No [X]

If additional funds are available for TSSA, how will the school spend the funds to implement the goals in this plan?

If additional funs are available we will purchase school safety equipment such as vape detectors and cameras and technology to enhance student learning.

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

School website, Community Council.