Overview

School Approval Date: May 30, 2025

LEA Approval Date: Jun 11, 2025

School Improvement Status:
- ☐ No School Improvement Status
- ☐ Targeted Support & Improvement (TSI)
- ☐ Additional Targeted Support & Improvement (ATSI)
- ☑ Comprehensive Support & Improvement (CSI)
- ☐ More Rigorous Intervention (MRI)

School Name: Lakeview Elementary

Low Performing Student Group(s) (LPSGs):
- ☑ Students with Disabilities
- ☑ Economically Disadvantaged
- ☑ English Learners
- ☐ African American/Black
- ☐ Asian
- ☐ Hispanic/Latino
- ☐ American Indian/Alaska Native
- ☐ Multi-race
- ☐ Native Hawaiian/Pacific Islander
- ☐ White

Principal Name: Stacy Rountree

School Leadership Team Members Responsible for this Plan:

Name	Position	Name	Position
Stacy Rountree	Principal	Nate Schoell	Parent
Leslie Boren	Instructional Coach (current)	Seana Koger	Parent
Michael Fazzio	Title I Teacher Leader	DeeDee Little	Parent
Mia Hein	Teacher		
Mikayla Haycock	Teacher		
Kayse Salazar	Instructional Coach (2025-2026)		

Updated: March 2025

At a Glance

School Vision:	Our Lakeview community will provide a safe and equitable environment for all students. We work together to build positive relationships and practice a growth mindset to foster learning.

Goal #1:	●	All Lakeview students' RISE ELA MGP will increase from 49% in 2024 to 58% in 2026, as tracked by Data Gateway.	
Alignment to Elevate28		**Focal Area**	Focal Area #1 - Academic Excellence ▾
		Priority	Priority 1: Pre-K to 6th Grade Achievement
		Goal	70% of our Third grade students will be reading on grade level as measured by the composite score on Acadience reading by 2027 (as per SB 127).
Goal #2:	●	All Lakeview students' RISE Math MGP will increase from 56% in 2024 to 65% in 2026, as tracked by Data Gateway.	
Alignment to Elevate28		**Focal Area**	Focal Area #1 - Academic Excellence ▾
		Priority	Priority 1: Pre-K to 6th Grade Achievement
		Goal	72% of our Third grade students will be at or above benchmark on Acadience Math.
Goal #3:	●	Lakeview will have implemented Positive Behavior Interventions and Supports (PBIS) System at an 80% fidelity rate OR will show a 10% annual improvement as measured by Tiered Fidelity Inventory (TFI) by 2026 with baseline starting at 37% in 2024.	
Alignment to Elevate28		**Focal Area**	Focal Area #3 - Character Competence ▾
		Priority	Priority 1: Positive Behavior Systems Development
		Goal	Lakeview will have implemented Positive Behavior Interventions and Supports (PBIS) System at an 80% fidelity rate OR will show a 10% annual improvement as measured by Tiered Fidelity Inventory (TFI)

Comprehensive Needs Assessment

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes. **[Note**: Current school year data may be raw data. All data will be updated upon USBE release.**]**

Utah RISE - Percent Proficient											
ELA	**23SY**	**24SY**	**25SY**	**Math**	**23SY**	**24SY**	**25SY**	**Science**	**23SY**	**24SY**	**25SY**
Grade 3	38%	22%	%	**Grade 3**	32%	23%	18%	**Grade 3**	NA	NA	NA
Grade 4	18%	33%	%	**Grade 4**	19%	28%	25%	**Grade 4**	21%	34%	29%
Grade 5	20%	25%	%	**Grade 5**	20%	18%	23%	**Grade 5**	23%	22%	29%
Grade 6	28%	18%	%	**Grade 6**	19%	14%	16%	**Grade 6**	29%	21%	31%

Utah RISE - Percent Proficient (LPSGs)											
ELA	**23SY**	**24SY**	**25SY**	**Math**	**23SY**	**24SY**	**25SY**	**Science**	**23SY**	**24SY**	**25SY**
ELL	14.3%	25.8%	%	**ELL**	8.3%	9.7%	%	**ELL**	19%	26.3%	%
EDA	25.7%	23.9%	%	**EDA**	15.3%	18.4%	%	**EDA**	18.1%	29.7%	%
SWD	11%	9.7%	%	**SWD**	2.6%	6.5%	%	**SWD**	5.1%	16.7%	%

WIDA				
	22SY	**23SY**	**24SY**	**25SY**
Adequate Progress	36%	48%	24%	%
Reaching Proficiency	4%	24%	8%	26%

Acadience Composite Reading Score - Percent						
Grade	Time of Year	Well Below Benchmark	Below Benchmark	On Benchmark	Above Benchmark	Percent Change ROGL
Kindergarten	BOY	51%	17%	13%	19%	2%
	EOY	26%	29%	24%	21%	
Grade 1	BOY	32%	22%	10%	37%	-3%
	EOY	45%	14%	7%	34%	
Grade 2	BOY	47%	4%	20%	29%	-12%
	EOY	52%	10%	21%	17%	
Grade 3	BOY	53%	9%	19%	19%	-5%
	EOY	48%	18%	20%	14%	
Grade 4	BOY	34%	17%	19%	29%	-7%
	EOY	22%	29%	26%	22%	
Grade 5	BOY	33%	37%	5%	26%	3%
	EOY	38%	23%	10%	29%	
Grade 6	BOY	10%	4%	37%	49%	-20%
	EOY	16%	27%	27%	29%	

Panorama Student Climate & Well-Being Survey					
Category	Grade Level	Fall 2024 Percentage	Spring 2025 Percentage	National Percentile	Change
Teacher-Student Relationships	3rd - 6th	73%	68%	60th-79th perc… ▾	-5%

Sense of Belonging	3rd - 6th	61%	56%	40th-59th perc... ▾	-5%
Self Management	3rd - 6th	63%	60%	60th-79th perc... ▾	-3%
Social Awareness	3rd - 6th	62%	58%	40th-59th perc... ▾	-4%
Grit	3rd - 6th	51%	45%	20th - 39th per... ▾	-6%
Emotional Regulation	3rd - 6th	41%	37%	20th - 39th per... ▾	-4%

Tiered Fidelity Inventory (TFI)		
Category	**SY24**	**SY25**
Total Score	37%	50%
Team	50%	50%
Implementation	28%	50%
Evaluation	50%	50%

Qualitative Data	
Teacher Input Survey (CALL)	The Comprehensive Assessment of Leadership for Learning (CALL) assessment was given to the teachers and staff at Lakeview. From this assessment we found the following data when compared to others schools with a similar demographic: Key Strengths identified in the area of student learning needs: 1. Impact of RtI or MTSS Program 2. Providing Guidance to PLC's About Purpose and Structure 3. Frequency of Formative Assessments Regularly examine individual student data, carried out in team meetings, professional learning communities (PLCs), or in other planning sessions as part of teachers' regular work and expectations. Creatively use fluid instructional groupings rather than year-long assignments that may not meet students' (and teachers') needs. Key Strengths identified in the area of Clear Performance Expectations:

	1. Scheduling Time for Teachers to Discuss Student Achievement Data 2. Scheduling Time for Teachers to Discuss Student Work 3. Scheduling Time for Teachers to Discuss Strategies for Instruction Define expectations for teachers, clearly and realistically considering how to effectively leverage teacher time and effort. Develop a daily and weekly schedule that reflects this priority of effective use of teacher time. When asking more of a teacher, consider removing another responsibility.
Parent and Student Input Survey	The MRA (Measurable Results Assessment with Leader In Me) showed that in School and Family Partnerships, we increased from 65 to 68 percent. Teachers feel like most students' families/caregivers engage as partners in their child's learning. In the category of Family Engagement we increased from 66 to 78 percent. Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. The final category was Community Engagement. We decreased in this category from 66 to 63 percent. The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.
Staff Interviews	Another key implication is the importance of focused professional development. Teachers are doing their best within the current system, but the data reveals gaps in their ability to scaffold and support diverse learners, especially students with disabilities. Targeted training in differentiation, scaffolding strategies, and inclusive practices will equip teachers with the tools to better meet the needs of all students, ensuring that instruction is accessible and effective.
Student Focus Groups	Our student focus group showed the need to deepen student engagement by making learning more meaningful and connected to students' lives. For economically disadvantaged students in particular, a perceived lack of relevance can contribute to disengagement and lower achievement. Encouraging teachers to consistently communicate the "why" behind learning and to incorporate real-world connections into instruction can foster a greater sense of purpose and motivation among students.

Comprehensive Needs Assessment Summary
During the Root Cause Analysis and the development of the challenge statements, we discovered several areas where specific groups of students are experiencing challenges in math performance. By carefully examining the data, we were able to identify patterns and contributing factors that help explain these gaps.

For our English Language Learners (ELL), we noticed that their performance on both the Acadience and RISE math assessments was significantly lower than that of the overall student population. One key factor contributing to this gap appears to be difficulties in accessing and understanding academic vocabulary in math. This seems to stem from a lack of collaboration between classroom and ELL teachers, as well as limited opportunities for explicit instruction in vocabulary. It became clear that, while unintentional, there hasn't been a consistent system or expectation in place to support this collaboration.

Students with Disabilities (SWD) also showed lower proficiency rates in math. Through the analysis, they discovered that many teachers feel underprepared to effectively scaffold grade-level content in a way that supports students with disabilities (SWD). This is not due to a lack of care or effort, but rather the result of limited professional development and resources focused on these students. The broader instructional focus has historically centered more on general education, which has made it more challenging to meet the specific needs of students who require additional support.

Economically Disadvantaged (EDA) students were another group observed to have lower math proficiency rates. The analysis revealed that one contributing factor may be a disconnect between what is being taught and how students perceive its relevance to their lives. Teachers may not always have the tools or time to consistently link academic content to real-world applications that are meaningful to students. This gap in understanding may partly stem from different life experiences and perspectives between students and teachers.

Through this process, teachers gained a deeper understanding of the barriers students face and have identified specific, actionable root causes that we can begin to address together.

Resource Allocation Review (RAR)

The RAR is **required for all schools that have an ATSI, CSI, or MRI** designations for one or more Low Performing Student Groups (LPSG). Please review the following questions and provide applicable data to support your current resource allocations and/or any narrative you feel would be applicable.

Review Question	Data Informed Response
What evidence-based practice(s) are being implemented to support LPSGs and is there a need for different evidence-based practice(s)?	The current evidence-based practices being implemented to support Language Proficiency Student Groups (LPSGs) include efforts to foster collaboration between classroom teachers and ELL specialists, provide professional development on scaffolding and differentiation for students with disabilities, and promote culturally relevant instruction to engage economically disadvantaged students. However, these practices are not yet fully embedded or systematically applied. There is a clear need for stronger implementation of existing strategies—such as structured collaborative planning, job-embedded professional learning, and culturally responsive teaching—as well as the integration of additional evidence-based practices, including data-driven instruction and enhanced family engagement, to more effectively support equitable learning outcomes for all students. Ninety-five percent of group interventions target students who need support with phonics skills. The Most Common Word Routine is regularly implemented in first-grade classrooms. Reading Horizons serves as a core component of Tier I instruction for students in kindergarten through third grade. Additionally, LETRS research-based practices are consistently applied with fidelity in kindergarten and first grade.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Professional learning is scheduled twice a month for teachers, with sessions tailored to address specific school and grade-level needs. Continued emphasis is needed on unit planning, with a focus on incorporating common formative assessments (CFAs) and prioritizing essential vocabulary. Professional learning opportunities are being provided to support Language Proficiency Student Groups (LPSGs), particularly in the area of inclusive instruction, these efforts are limited and not sufficiently meeting the needs of faculty and staff. Teachers are doing their best with the tools they have but would benefit from more targeted professional development focused on scaffolding, differentiation, and strategies for making reading/math content accessible to students with disabilities and English learners. There is a clear need for expanded and ongoing professional learning that is job-embedded, collaborative, and aligned with the specific needs of LPSGs. This includes training on effective co-teaching models, culturally responsive instruction, and ways to connect academic content to students' lived experiences to enhance engagement and achievement.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	Lakeview Elementary has two full-time Special Education teachers and two Special Education aides. Additionally, five aides are assigned to support 95% group interventions. The school also has one full-time ELL teacher. Instructional materials, including 95% Group binders and resources totaling approximately $15,000, have been funded by the school. Overall, resources and staffing are adequate to meet student needs. We will be dedicating time in our master schedule for co-planning between ELL specialists and classroom teachers. Embedding regular, scheduled opportunities for collaboration and professional learning into the school calendar and investing in sustained professional development, culturally relevant curriculum materials, and instructional support tailored to the needs of LPSGs.

How have you adjusted your master schedule to ensure LPSGs receive Tier I instruction with peers and have access to Tier II & III supports? Explain how this will address any inequities for LPSGs?	We have adjusted our master schedule to implement a co-teaching model that strategically pairs both Special Education and ELL teachers with general education teachers during Tier I instruction. This model ensures that LPSGs receive high-quality, grade-level instruction alongside their peers in the regular education classroom. By embedding support directly within the core instructional setting, students are not pulled away during foundational teaching moments, which promotes inclusivity and academic equity. Additionally, Tier II and Tier III interventions are scheduled to occur *after* core instruction, rather than in place of it. This guarantees that students receive the full Tier I experience and are not missing essential content while receiving additional support. These adjustments address previous inequities by ensuring all students—regardless of language proficiency or disability—have equal access to rigorous instruction, while still benefiting from the targeted support they need to succeed.
What data is being collected to monitor student learning and how often is this data analyzed?	To monitor student learning, we are collecting multiple forms of data, including benchmark assessments (such as Acadience), classroom-based formative assessments, progress monitoring tools, and teacher-created assessments aligned to grade-level standards. This data is used to track the academic growth of all students, with particular attention to the progress of LPSGs (Language Proficiency Student Groups). Data is analyzed regularly through structured data team meetings that occur weekly. During these meetings, teachers and support staff collaborate to review student performance, identify learning gaps, and adjust instruction and intervention strategies accordingly. For students receiving Tier II and Tier III supports, progress monitoring data is reviewed biweekly or weekly to ensure timely adjustments to interventions. This consistent cycle of data collection and analysis helps us make informed decisions and ensures instructional practices are responsive to student needs
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	We plan to allocate additional resources focused on strengthening instructional support, professional development, and family engagement. This includes increasing human resources to expand co-teaching and targeted interventions, investing in ongoing professional learning focused on differentiation, scaffolding, and culturally responsive practices, and providing high-quality instructional materials and adaptive technology. We will also protect dedicated time within the master schedule for teacher collaboration and data analysis, and allocate resources to enhance communication and partnership with families of LPSG students. These targeted allocations are designed to close achievement gaps, accelerate growth, and create more equitable learning outcomes.

Priority #1 - Literacy

3- year Goal: **Lakeview EL will increase student literacy growth in RISE and Acadience assessments.**
- All Lakeview students' RISE MGP will increase from 49% in 2024 to 75% in 2028, as tracked by Data Gateway.
- SWD Lakeview students' RISE MGP will increase from 39% in 2024 to 55% in 2028, as tracked by Data Gateway.
- EDA Lakeview students' RISE MGP will increase from 44% in 2024 to 60% in 2028, as tracked by Data Gateway.
- ELL Lakeview students' RISE MGP will increase from 37% in 2024 to 50% in 2028, as tracked by Data Gateway.
- According to Pathways of Progress, 70% of K-2 students will make typical or above growth by EOY 2028.

Goal: **Lakeview EL will increase student literacy growth in RISE and Acadience assessments.**
- All Lakeview students' RISE MGP will increase from 49% in 2024 to 58% in 2026, as tracked by Data Gateway.
- SWD Lakeview students' RISE MGP will increase from 39% in 2024 to 44% in 2026, as tracked by Data Gateway.
- EDA: Lakeview students' RISE MGP will increase from 44% in 2024 to 50% in 2026, as tracked by Data Gateway.
- ELL: Lakeview students' RISE MGP will increase from 37% in 2024 to 42% in 2026, as tracked by Data Gateway.
- According to Pathways of Progress, 60% of K-2 students will make typical or above growth by EOY 2026.

Strategy 1	If we implement evidence-based instructional (Rigor and engagement) strategies, then the quality of Tier I instruction will improve and student learning will increase.
Explain why/how the strategy is evidence-based for LPSGs.	Anita Archer (Explicit Instruction) states that without appropriate Tier I instruction we cannot engage in student focused interventions at a Tier II or Tier III level. In order to support ELL and SWD student groups Tier I is this first critical step Lakeview must take.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom observations	Basic Five LRBI observation form	20.4 OTR in a 10 minute period across classrooms	40 OTR in a 10 minute period across classrooms by the end of 2nd quarter (Jan.)		60 OTR in 10 minute period across classrooms by the EOY	
Time in Text- form being created by Vanessa Brian	Tracking Sheet	TBD in the Fall 2025	**TBD**		**TBD**	
RISE Benchmarks (Cluster, FIction, Informational)	RISE	65% of RISE ELA benchmark topics were utilized during the 2024 SY.	80% of RISE ELA benchmark topics will be administered.		100% of RISE ELA benchmark topics will be administered.	

Milestone 1: Implement data binders for all student where they track their academic progress in ELA & Math

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Acquire all materials for data binders	Data binders	Aug. 2025	https://www.leaderinme.com/	Stacy	TSSA
Determine non-negotiables for data binders	Expectations	Aug. 2025	Exemplar file of data charts; Google Drive Folder	Stacy	None needed
Create data templates for teachers	Resources for teachers	Aug. 2025	Google Drive with templates	Kayse	None needed
Provide professional learning on the use of data binders	Teacher knowledge and skills	Sept. 2025	https://www.leaderinme.com/; Binders; Templates; Dividers	Sarah H.	Title 1 Trustland CSI
Data binder check in PLCs	Accountability	Oct. 2025 and ongoing	PLC Agenda; PLC Note Catcher	Kayse	None needed

Milestone 2: Increase Rigor in Classrooms to ensure that all students are receiving high quality instruction

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source

Professional Learning on questioning	Teacher knowledge and skills;	QuSept. 3, 2025		Kayse	Title 1

Trustland

CSI |
| Professional learning on the use of academic vocabulary | PL Presentation; Academic vocabulary process and structure | Oct. 1, 2025 | University of Florida Vocabulary instruction slides

LETRS Chapter on Vocabulary | Kayse | Title 1

Trustland

CSI |
| Professional learning on guided practice (I do-We do- you do) | PL Presentation: Guided Practice (I Do-We Do - You Do | January 21, 2026 | Wonders, District ELA curriculum map | Kayse | Title 1

Trustland

CSI |
| Provide implementation supports for all teachers after professional learning | | Ongoing for each PL session after the respective training | Aide support | Kayse | Title 1

Trustland

CSI |
| Observe the implementation of rigor in classroom | | Aug 22nd and ongoing | Wonders, District ELA curriculum map | Kayse | None needed |

Strategy 2	If we communicate the relevance of content to students, then the engagement in learning will increase.
Explain why/how the strategy is evidence-based for LPSGs.	Learners thrive when support is strategically provided just beyond their current level of understanding. Through explicit instruction and thoughtful scaffolding, students—particularly those in LPSG—make meaningful progress in reading comprehension and communication skills, helping to close academic gaps and build confidence.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Time in Text	Time in Text Observation Form and Data Sheet	Will have Baseline by Sept 12	TBD		60 Minutes Daily	

Classroom observations	Basic Five observation form	20.4 OTR in a 10 minute period across classrooms	30 OTR in 10 minute period across classrooms		40 OTR in 10 minute period across classrooms	

Milestone 1: Develop and implement a standards-aligned unit plan that emphasizes relevance to students' lives, interests, and future learning.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Adapt unit plans to include relevance	Updated unit plan	Aug. 2025	Current unit plans at Lakeview	Kayse	None needed
Provide time to adapt and complete unit plans	Completed unit plans	Q2	Unit planning binders WSD curriculum resources	Kayse	None needed
Provide training to use AI and relevance to help create unit plans	Completed unit plans	Q2	School AI	Kayse Mia and Peter	None needed
Implementation plan for unit plans during PLC's	Schedule for unit plans	Q2	Unit plan, unit planning binders, Wonders	Kayse	None needed

Milestone 2: Consistently use and connect relevant content to students' lives, interests, and backgrounds to deepen engagement and learning in the classroom.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Share relevance with students (visible and audible)	Student ownership	Ongoing	Data using	Teachers	None needed
Have students connect learning to future dream jobs	Student ownership	Ongoing		Teachers	None needed
Give students voice and choice in learning by setting goals in data binders	Data binders	Ongoing	Data Binders	Teachers	None needed
Title I parent night include parents to share careers and how education is relevant	Parental engagement	Spring		Mike	Title I

Priority #1 Funding Sources: Coordination and Integration of Services and Resources

Show how school allocated funds, along with other state and/or federal funds, will be used to achieve this goal.

[SSP Budget Sheet](#)

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$51,600.00	
School LAND Trust	$39,000.00	
CSI	$35,000	
Title 1	$17,490.00	

Priority #2 - Mathematics

3- year Goal: **Lakeview EL will increase student Math growth in RISE and Acadience assessments.**
- All Lakeview students' RISE MGP will increase from 56% in 2024 to 75% in 2028, as tracked by Data Gateway.
- SWD Lakeview students' RISE MGP will increase from 20% in 2024 to 30% in 2028, as tracked by Data Gateway.
- EDA Lakeview students' RISE MGP will increase from 49% in 2024 to 70% in 2028, as tracked by Data Gateway.
- ELL Lakeview students' RISE MGP will increase from 50% in 2024 to 70% in 2028, as tracked by Data Gateway.
- According to Pathways of Progress, 80% of K-2 students will make typical or above growth by EOY 2028.

Goal: **Lakeview EL will increase student Math growth in RISE and Acadience assessments.**
- All Lakeview students' RISE MGP will increase from 56% in 2024 to 65% in 2026, as tracked by Data Gateway.
- SWD Lakeview students' RISE MGP will increase from 20% in 2024 to 23% in 2026, as tracked by Data Gateway.
- EDA: Lakeview students' RISE MGP will increase from 49% in 2024 to 56% in 2026, as tracked by Data Gateway.
- ELL: Lakeview students' RISE MGP will increase from 50% in 2024 to 56% in 2026, as tracked by Data Gateway.
- According to Pathways of Progress, 70% of K-2 students will make typical or above growth by EOY 2026**.**

Strategy 1	If we implement evidence-based instructional (Rigor and engagement) strategies, then the quality of Tier I instruction will improve and student learning will increase.
Explain why/how the strategy is evidence-based for LPSGs.	The strategy is evidence-based for LPSGs because it focuses on proven instructional practices that directly impact student math achievement. By engaging in targeted professional learning and collaborative study, teachers deepen their understanding of effective math instruction. This leads to improved lesson design, use of data, and instructional strategies aligned to student needs. Research shows that when teachers participate in ongoing, job-embedded professional learning, student outcomes improve. As teachers implement these strategies with fidelity and receive support through coaching and observation, Lakeview Elementary is positioned to increase student growth in both RISE and Acadience math assessments.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom observations	Basic Five LRBI observation form	20.4 OTR in a 10 minute period across classrooms	40 OTR in 10 minute period across classrooms		60 OTR in 10 minute period across classrooms	
Progress Monitoring	Acadience Math	43% of K-6 did a progress monitoring measure at least once per month in 2024.	60% of K-6 will progress monitor a measure at least once per month by Jan. 2026.		80% of K-6 will progress monitor a measure at least once per month by May 2026.	
Number of Benchmarks/ Interims Administered	RISE	29% of RISE Mathematics benchmark topics were utilized during the 2024 SY. No interim was given	50% of RISE Mathematics benchmark topics will be administered by end of 2nd quarter (Jan.)		80% of RISE Mathematics benchmark topics (and possibly the interim) will be administered by April 15, 2026.	

Milestone 1: Implement data binders for all student where they track their academic progress in ELA & Math

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Acquire all materials for data binders	Data binders	Aug. 2025	https://www.leaderinme.com/	Stacy	TSSA
Determine non-negotiables for data binders	Expectations	Aug. 2025		Stacy	None needed
Create data templates for teachers	Resources for teachers	Aug. 2025	Google Drive with templates	Kayse	None Needed
Provide professional learning on the use of data binders	Teacher knowledge and skills	Sept. 2025	https://www.leaderinme.com/	Sarah H.	None Needed
Data binder checks in PLCs	Accountability	Oct. 2025 and ongoing		Kayse	None Needed

Milestone 2: Increase Rigor in Classrooms to ensure that all students are receiving high quality instruction

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Professional Learning on questioning	Teacher knowledge and skills Schedule for PL in teacher handbook	Quarter 1	Safe & Civil Conference	Kasey	Title 1 Trustland CSI
Professional learning on the use of academic vocabulary	Schedule for PL in teacher handbook Unit Plans	Quarter 2	Math vocabulary from WSD curriculum department Anita Archer resources University of Utah Vocabulary routine University of Utah Advanced Vocabulary graphic organizer	Kasey	Title 1 Trustland CSI
Professional learning on guided practice (I do-We do- you do)	Schedule for PL in teacher handbook	Quarter 3		Kasey	Title 1 Trustland CSI
Professional learning in use of scaffolding (Hold for year 2)	Schedule for PL in teacher handbook			Kasey	Title 1 Trustland CSI
Provide implementation supports for all teachers after professional learning	Coaching Cycle	Ongoing	Coaching cycle template Observation data to set goals	Kasey	None needed
Observe the implementation of rigor in classroom	Observations to ensure I DO, WE DO and YOU DO is observed in each classroom	Ongoing	Coaching cycle template Observation data to set goals	Kasey	None needed

Strategy 2	If we communicate the relevance of content to students, then the engagement in learning will increase.
Explain why/how the strategy is evidence-based for LPSGs.	By integrating grade-level scaffolding strategies into Tier 1 instruction, we empower all students to develop the skills necessary to successfully master grade-level content. Embedding scaffolding within Tier 1 instruction supports the success of all learners, including English learners and those with skill gaps, while maintaining high expectations—an essential approach for achieving equitable outcomes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Student Objectives with Success Criteria	Learning Target Observation Form	22% of teachers had objectives & success criteria posted consistently	75% of teachers have objectives and success criteria posted daily		100% of teachers have objectives and success criteria posted daily	
Classroom observations	Basic Five observation form	20.4 OTR in a 10 minute period across classrooms	30 OTR in 10 minute period across classrooms		40 OTR in 10 minute period across classrooms	

Milestone 1: Develop a unit plan that includes relevance.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Adapt unit plans to include relevance	Updated unit plan	Aug. 2025	PLC binder Unit plan template Inventory of manipulatives	Stacy	None needed
Provide training to use AI and relevance to help create unit plans	Completed unit plans	Oct. 24, 2025	School AI	Kayse, Mia, Peter, and DT&L	CSI
Provide time to adapt and complete unit plans	Completed unit plans	Oct. 15, 2025	PLC	Stacy	None needed
Implementation plan for unit plans	Schedule for unit plans	Q2	RISE benchmark data and Acadience progress monitoring	Kayse	None needed

Milestone 2: Use and connect relevance to students in the classrooms through the use of objectives and success criteria tied to student data

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source

Share relevance with students (visible and audible)	Student ownership	Ongoing	Data binders	Teachers	None needed
Have students connect learning to future dream jobs	Student ownership	Ongoing		Teachers	None needed
Give students voice and choice in learning by setting goals in data binders	Data binders	Ongoing	Data binders	Teachers	None needed
Title I parent night include parents to share careers and how education is relevant	Parental engagement	Spring		Mike	Title I CSI

Priority #2 Funding Sources: Coordination and Integration of Services and Resources

Show how school allocated funds, along with other state and/or federal funds, will be used to achieve this goal.

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$41,000.00	
School LAND Trust	$21,300.00	
CSI	$20,000	
Title 1	$7000.00	

Priority #3 - Positive Behavior Systems

3- year Goal: **Lakeview will have implemented Positive Behavior Interventions and Supports (PBIS) System at an 80% fidelity rate OR will show a 10% annual improvement as measured by Tiered Fidelity Inventory (TFI) by 2026 with baseline starting at 37% in 2024.**

Strategy 1	Establish Tier I PBIS team, who meet at least monthly, then our team will guide implementation through monthly action planning centered around improving Tier I PBIS Framework.
Explain why/how the strategy is evidence-based for LPSGs.	Establishing a Tier I PBIS team that meets monthly and engages in ongoing action planning is an evidence-based strategy for supporting Language Proficiency Student Groups (LPSGs) because it promotes a consistent, inclusive, and positive school environment. This approach reduces disproportionate discipline, increases academic engagement, and ensures behavior expectations are culturally responsive. Through regular data analysis and targeted planning, the PBIS team can address the unique needs of LPSGs, creating equitable conditions that foster both behavioral and academic success.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tiered Fidelity Inventory (TFI)	TFI 2024	37% overall	47% overall		80% overall	
PBIS Team Meetings	Monthly agenda	0 Meetings 25SY	5 Completed Meetings		10 Completed Meetings	

Milestone 1: Established Tier I PBIS team and Operating procedures.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Admin identifies team and develops operating procedures and expectations	Team Formation	Aug. 2025		Stacy Rountree	None needed
2. Team meets monthly	Agenda	First Wednesday	Calendar dates set by August 2025	Mike Fazzio	TSSA
3. Share PBIS Team meeting data monthly to faculty and staff	LInk to PBIS Plan with Student Services	Oct. 24, 2025	PBIS Plan	Mike Fazzio	None Needed

4. Conduct quarterly admin review meetings with Student Service support	Evaluation of PBIS team meeting	Nov. 1st, 2025 Jan. 15th, 2026 April 1st, 2026	Rebecca Becker	Stacy Rountree	None

Milestone 2: Establish Faculty Commitment around Schoolwide PBIS process and structure

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. SW behavior data shared with faculty monthly	Presentation	Aug. 2025	2025SY behavior and PBIS data; Presentation of the data; Panorama & PowerSchool	Mike Fazzio	None needed
2. Faculty develop school wide PBIS goals	PBIS Goals	Aug. 2025	2025SY behavior data & goals; Protocol for goal setting	Mike Fazzio	None needed
3. Reinforce the procedures behind "One Caring Adult"	Assignment/ Choosing of students	Sept. 2025	2x10; CPS Model; CICO	Mike Fazzio	CSI

Strategy 2	By enhancing our school-wide Positive Behavior System, we can foster a more supportive learning environment and expect a positive reduction in both minor and major infractions in key areas.
Explain why/how the strategy is evidence-based for LPSGs.	Consistency and Clarity: PBIS offers a clear and consistent framework for behavior expectations and school-wide responses. This structure helps all students—especially those from LPSGs—feel supported and confident, as they clearly understand what is expected and the positive outcomes of meeting those expectations.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
LEAD Tickets	LEAD Ticket Spreadsheet by teacher and area from 2024-2025	13 tickets given on average from all employees in all areas of the school for the 2024-2025 school year per week,.	Each teacher will consistently distribute 20 LEAD tickets each week, focusing on high-leverage areas to reinforce positive behavior and school-wide expectations.		Each teacher will consistently distribute 40 LEAD tickets each week, focusing on high-leverage areas to reinforce positive behavior and school-wide expectations.	

Behavior in common areas (e.g., Lunchroom, Playground, bathroom & hallways)	Panorama Data	Create baseline data	Teachers will track minor consequences in Panorama		Teachers will track minor consequences in Panorama	

Milestone 1: Teach school-wide procedures in high-leverage areas.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. School-wide procedure day	Procedure posters Data gathering in high need areas	First full week of school: August 25, 2025 December 2025 January 2026 March 2026	School wide procedure google slideshow Daily reminders in morning announcements of procedures	Stacy	None needed
2. Observations in high need areas	Gathering data in high need areas	Weekly	Data spreadsheet of high need areas to address	Mike	None needed
3. Create a google slideshow, showing school-wide procedures	Procedure slideshow	Quarterly	Google Slides	Mia and Peter	None needed
4. Provide ongoing professional learning around schoolwide behavior systems	PL Protocol	TBD (Scheduling with Person Centered Consulting)	School behavior data; Professional learning	Stacy Rountree	CSI

Milestone 2: PBIS Reinforcement System implemented schoolwide

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Handing out LEAD tickets	Create new LEAD Tickets	On going	LEAD Tickers and tracking sheet	Jamiee Stonehocker	TSSA

2. Individual reinforcement	Consumable treat	Daily	Purchase consumable items for students	Chris East	Behavior Grant Money
3. Class incentive	Item chosen from a menu and determined by the amount of tickets earned or PAWS earned	With in 1 week of earning class incentive		Mike Fazzio	Behavior grant money TSSA

Priority #3 Funding Sources: Coordination and Integration of Services and Resources

Show how school allocated funds, along with other state and/or federal funds, will be used to achieve this goal.

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$11,300.00	
School LAND Trust	$61,852.58	
Positive Behavior Plan	$3,855.00	
CSI	$15,000	
Title 1	$20,000.00	

Parent Communication Plan

Outline a communication plan specifying how staff, families and other stakeholders will be made aware of the School Success Plan.

Lakeview Elementary School Communication Plan				
Strategy	**Purpose**	**Timeline**	**Audience**	**Persons Responsible**
School Newsletter	School news, events, dates, and learning tools will be compiled and distributed to keep stakeholders updated	Monthly	Staff, students, and parents	Admin
Teacher Newsletter	Update parents on curriculum and instruction news in the classroom.	At least Monthly, if not weekly	Parents	All teachers
School Sign	Change messages regularly to reflect upcoming events and important school information.	Ongoing	Staff, students, parents and community	Mrs. Giles
Community Bulletin Board	Post important community and school information for parents and stakeholders to review	Ongoing	Staff and parents	Admin
School Website	Keep current and vital information updated on the website with email links for all staff	Ongoing	Staff, students, parents and community	Mrs. Halterman
Thrillshare Messages	Mass messaging system to notify parents of events/updates	Ongoing	Parents	Admin and teachers
Media(Print and Electronic)	Announcements/reminders of important dates and information through Aptegy	Ongoing	Parents	Admin and teachers
School Handbook	Update and distribute at the beginning of the year to outline school procedures and expectations for the year	Annually	All staff and teachers	Admin

Back to School Night	Grade levels meetings to introduce parents to a new school year and curriculum procedures for success	Annually	Parents and students	Admin and teachers
Parent-Teacher Conferences	Individual meetings to discuss student progress and academic growth	Bi-yearly	Parents and students	All teachers
Student Progress reports/report cards	Communicate success and challenges to parents	Quarterly	Parents and students	All teachers
Teacher Phone Calls	Communicate with parents on urgent matters or matters that require more personal interaction	As needed	Parents	All teachers
Student Binder	Keep students and parents updated on academic progress within the classroom	Ongoing	Parents and students	All teachers
Notes logged in Panorama	Inform admin of communication between staff and parents/students	As needed	Parents	All teachers
Staff Meeting	Open communication with staff regarding news, updates, professional development, data, and school wide calendar	Monthly	Teachers	Admin
PLC	Teachers meet with Instructional Coach to discuss curriculum issues,concerns and student data	Weekly	Teachers	Instructional Coach
Community Council Meetings	Parent, staff and business/community representatives meet with the principal to discuss ways to impact student achievement and success in school	Monthly	Parents, students, and community	Admin

Summarize parent and family engagement strategies that will be implemented to improve student learning.

Summary of Parent and Family Engagement Strategies to Improve Student Learning:

To enhance student learning, several parent and family engagement strategies will be implemented:

1. **Back-to-School Night** – Teachers will introduce themselves and provide an overview of the curriculum, setting clear expectations and fostering early connections with families.

2. **Title I Family Nights** – Parents will have the opportunity to visit classrooms, gain insight into their child's daily experiences, and build a stronger connection to the learning environment.

3. **Volunteer Opportunities** – Families will be encouraged to participate in classroom activities and field trips, promoting active involvement and shared responsibility in the educational experience.

4. **Regular Newsletters and Updates** – Timely and accessible communication will be shared with families through newsletters, ensuring all parents are informed about school events, important announcements, and student learning highlights. Communication will be tailored to meet diverse cultural and scheduling needs.

5. **Digital Family Engagement Platforms** – Schools will leverage digital tools such as email, websites, and social media to maintain consistent communication, especially for families unable to attend in-person events.

6. **Inclusive Engagement Practices** – Engagement efforts will intentionally connect families to student learning and development, involve them as co-creators in the educational process, respect and incorporate their cultural knowledge and experiences, and foster welcoming, inclusive school cultures.

These strategies aim to build strong school-family partnerships that support student success and honor the diverse contributions of all families.

Staff Qualifications

All teachers and instructional paraprofessionals **<u>must</u>** meet State certification and licensure requirements. Documentation for school staff demonstrations the following:

☑	All teachers are state certified, (i.e., have a Professional license, Associate License, or LEA Specific License (Board Rule R277-301) and appear as USBE Qualified in CACTUS.
☑	All instructional paraprofessionals are highly qualified (i.e., a high school diploma/GED and one of the following: an associate degree (or higher); at least 48 semester hours at an accredited college or university, or a passing score on the ParaEducator Assessment.

TSSA

Goal #1 Expenditures

Expenditure Category	Description	Estimated Cost	Actual Expenditure
Additional school employees	Reading paraprofessional will provide small group support in classrooms	$20,000.00	
Professional learning	Stipends for teacher professional development	$6,600.00	
Technology	Replace and supplement technology for classrooms (IXL, 1/2 CB lease, panels)	$25,000.00	
	Total:	$51,600.00	$0.00

Goal #2 Expenditures

Expenditure Category	Description	Estimated Cost	Actual Expenditure
Salaries and Benefits	Paraprofessionals will be used to service students who are not proficient on math grade le	$21,000.00	
Technology	Teachers in the classroom will utilize technology to increase student engagement, promote	$20,000.00	

			Total:	$41,000.00	$0.00

Goal #3 Expenditures

Expenditure Category	Description	Estimated Cost	Actual Expenditure
Student Wellness Support	Pay for Mental Health Therapist to work with students 2x a week per District grant	$10,300.00	
	Provide supplies to student advocate working with students	$500.00	
Technology	Panorama software for students in grades 3-6 to help with student wellness support	$500.00	
		Total: $11,300.00	$0.00
	FY26 Allocation	$109,654.90	
	FY25 Carry Over Pending	$0.00	
	Total	$109,654.90	

Total Budget Expenditures	$103,900.00	$0.00	
Maximum Carry Over of FY26 is 10%	$10,965.49		

CSI			
Goal #1 Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
Salaries & Benefits	Teacher Leadership Stipends	$10,000.00	
Contracted Services	UEPC - Leadership and Systems Development	$25,000.00	
	Total:	$35,000.00	$0.00

Goal #2 Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
Salaries & Benefits	After/Before School Tutoring for SWD & ELL	$15,000.00	
Supplies	After/Before School Tutoring Supplies	$5,000.00	

		Total:	$20,000.00	$0.00

Goal #3 Expenditures

Expenditure Category	Description	Estimated Cost	Actual Expenditure
Contracted Services	Aspen Florence - Person Centered Consulting - Classroom Behavior Systems	$10,000.00	
Salaries & Benefits	After School Professional Learning	$5,000.00	
	Total:	$15,000.00	$0.00
	FY26 Allocation	$70,689.81	
	FY25 Carry Over Pending	$0.00	
	Total	$70,689.81	

	Total Budget Expenditures	$70,000.00	$0.00

Title I

Goal #1 Expenditures

Expenditure Category	Description	Estimated Cost	Actual Expenditure
	Total:	$0.00	$0.00

Goal #2 Expenditures

Expenditure Category	Description	Estimated Cost	Actual Expenditure

			Total:	$0.00	$0.00

Goal #3 Expenditures

Expenditure Category	Description		Estimated Cost	Actual Expenditure
			Total:	$0.00	$0.00
	FY26 Allocation		$0.00	
	FY25 Carry Over Pending		$0.00	
		Total	$0.00	

	Total Budget Expenditures	$0.00	$0.00