



Lakeview Elementary
School Community Council

March 27, 2024

MEETING AGENDAS

October
November 29
January 24
February 28
March 27
April 24
May 17

Name	Email	Phone	Role	Year
Jamie Davis-Leite	jamiel@provo.edu	801-362-5907	PRINCIPAL	N/A
Jennifer Torgan	jennitorgan@gmail.com	801-473-2801	PARENT	YEAR 2
Clarisa Wheeler	cwheele35@gmail.com	801-318-0966	PARENT	YEAR 2
Indira Peralta	IGarcia@kotm.org	408-990-6083	PARENT	YEAR 2
Karen Cox	karenco@provo.edu	801-860-2095	EMPLOYEE	YEAR 2
Marisa Tobias	marisat@provo.edu	385-219-0511	EMPLOYEE	YEAR 2
Tyler Vigue	tylerjlv@gmail.com	801-885-5517	VICE-CHAIR	YEAR 1
Amanda Phillips	amandaphillips@alpinedistrict.org	972-965-9610	CHAIR	YEAR 1
David Gilliland	davidrgilliland@gmail.com	801-319-9148	PARENT	YEAR 1
Melinda Hafen	melindah@provo.edu	801-471-9514	EMPLOYEE	YEAR 1

AGENDA

- Welcome
- Share agenda & minutes
- Approve & Vote on School Land Trust Plan for 24/25 school year

NEXT STEPS

March & April

- **PREPARE AND APPROVE SCHOOL LAND TRUST PLAN (By District Due Date)**
- **COUNCIL MEMBERS SIGN DISTRICT CREATED COUNCIL ASSURANCE FORM AT THE MEETING WHEN THE COUNCIL APPROVES THE SCHOOL PLAN**

May

- Report on Current School Plan implementation and budget
- Celebrate student and school year successes, including plan implementation
- Conduct Spring Elections (if not held in the fall)



Mar 20 - HOPE squad meeting / Hope of America Practice
Mar 27 - Kindness Club (1,2,3) / Hope of America Practice
Mar 28 - Junior Achievement Day
Mar 29 - Camp Big Springs fees and forms due
April 1-5 - Spring Break



Lakeview Elementary School Plan 2024-25

Overarching District Goals

- 1) Improve academic achievement by increasing both proficiency and growth scores
- 2) Improve the overall climate of our district for students and employees

Analysis Summary (needs assessment details linked here)

PROFICIENCY	GROWTH
ELA end of year RISE proficiency was 45.3% <i>This was an decrease of 4.7% from the previous year</i> Multilingual (ML) 14% (5% loss) Students with disabilities 15% (7% gain) Economically disadvantaged students 34% (1% loss)	ELA end of year RISE growth was 65.6%. <i>This was an decrease of 0.8% from the previous year</i> Multilingual (ML) 62% (10% gain) Students with disabilities 60% (2% gain) Economically disadvantaged students 63% (2% Loss)
Acadience Reading Proficiency - K: FY23 EOY - 84%; FY24 MOY - 65% 1st: FY23 EOY - 75%; FY24 MOY - 70% 2nd: FY23 EOY - 75%; FY24 MOY - 74% 3rd: FY23 EOY - 73%; FY24 MOY - 72% 4th: FY23 EOY - 78%; FY24 MOY - 65% 5th: FY23 EOY - 68%; FY24 MOY - 53% 6th: FY23 EOY - 90%; FY24 MOY - 80%	Acadience Reading Growth - K: FY23 EOY - 82.1%; FY24 MOY - 62.5% 1st: FY23 EOY - 67.4%; FY24 MOY - 79.3% 2nd: FY23 EOY - 87.5%; FY24 MOY - 87% 3rd: FY23 EOY - 61.9%; FY24 MOY - 64% 4th: FY23 EOY - 89.6%; FY24 MOY - 73.4% 5th: FY23 EOY - 75.2%; FY24 MOY - 59.7% 6th: FY23 EOY - 69.2%; FY24 MOY - 70.6%
MA end of year RISE proficiency was 40.6%. <i>This was an decrease of 6.3% from the previous year</i> Multilingual (ML) 8% (6% loss) Students with disabilities 16% (8% gain) Economically disadvantaged students 26% (6% loss)	MA end of year RISE growth was 56.8% <i>This was an decrease of 14.7% from the previous year</i> Multilingual (ML) 53% (9% Loss) Students with disabilities 61% (16% Loss) Economically disadvantaged students 53% (19% Loss)
Acadience Math Proficiency 22-23 EOY 1st: 36% 2nd: 37% 3rd: 33%	Acadience Math Growth 22-23 EOY 1st: 33% 2nd: 17% 3rd: 31%
ACCESS Percentage of students who met proficiency 19.0% (6.1% gain from previous year)	ACCESS Percentage of students who made growth goals 28.4%
School Climate Survey - Students - Panorama Areas of celebration: 1 - Improved Sense of Belonging 2 - Strong Growth Mindset 3 - Strong Teacher-Student Relationships An area for improvement: 1 - Students report lacking Grit & Self-Efficacy	School Climate Survey - Staff Areas of celebration: 1 - Strong Support for Challenging Student Behavior 2 - Increased Organization as a School 3 - Strong Teacher-Student Relationships and a Sense of Belonging Among Faculty An area for improvement: 1 - School Safety - Providing Clarity and Communication

Specific Academic goals

- **MATH:** Every grade level K-6 will have 50% of students proficient or above on Acadience Math (or NWEA). Every grade level 3-6 will have 50% of students proficient or above on RISE math.
- **ELA:** Every grade level K-6 will have 70% of students proficient or above and 80% of students making typical or above growth on Acadience Reading. Every grade level 3-6 will have 50% of students proficient or above on RISE English language arts.

Action Plan

Include how you will meet the needs of TSI groups
 Include how you will meet the needs of MLs
 Include parent engagement strategies & activities as appropriate
 Include SWD needs
 Link PD Plan

Action Item	Goal Area	Timeline	Cost	Funding Source	Expenditure
Provide push-in Tier 2 math support with instructional assistants.	MA		\$40,000.00	Landtrust	Salary/Benefits
Provide pull-out Tier 2 literacy support with instructional assistants.	ELA		\$50,000.00	Landtrust	Salary/Benefits
Leadership Team Stipends to support schoolwide math and PLC focus	MA		\$20,000.00	Tchr Quality	Stipends
Specialty Teachers to support teacher prep time (45 minutes daily X 4 days = 3 hours/week)	ELA		\$70,000.00	TSSA	Salary/Benefits

Push-in classroom aide support for K-2 to conduct Acadience math and reading benchmarks and progress monitoring.	MA		\$20,000.00	Landtrust	Salary/Benefits
Provide pull-out Tier 2 ML support with one instructional assistant.	ML		\$15,000.00	TIII (ML)	Salary/Benefits
Provide support for SWDs with one instructional assistant.	SWD		\$15,000.00	SpEd	Salary/Benefits
Continue work with Katie Smith from Impact Teams to improve the quality of PLCs and data-driven instruction.	MA		\$0.00	General	

Measurement of Goals <ul style="list-style-type: none"> Teachers will give all three benchmarks for Acadience Reading (K-6) and Acadience Math (K-3) and progress monitor with fidelity according to the following schedule: reds - every 2 weeks, yellows - every 4 weeks, greens - every 6 weeks, blue - once between benchmarks. All RISE benchmarks will be given to all students in the setting they will take the RISE (general education and/or Special Education) in preparation for the end of the year RISE testing in math and reading for grades 3-6. We will embed discussion about ML Can DO levels into our PLC agenda to support lesson planning for specific students and their levels in listening, speaking, reading, and writing.

Specific School Climate Goals <ul style="list-style-type: none"> Increase grit and self-efficacy among students and teachers by encouraging productive struggle. Reduce the number of office referrals across the school and verify that the number of office referrals on Educator's Handbook is equal to or more than the number of students referred to the behavior team. Maintain gains with Second Step, Educator's Handbook, and attendance.

Action Plan <i>Include how you will meet the needs of TSI groups</i> <i>Include how you will meet the needs of MLs</i> <i>Include parent engagement strategies & activities as appropriate</i> <i>Include SWD needs</i> <i>Link PD Plan</i>					
Action Item	Goal Area	Timeline	Cost	Funding Source	Expenditure
Behavior Interventions Coordinator	Other		\$30,000.00	TSSA	Salary/Benefits
Behavior Support Para	Other		\$20,000.00	TSSA	Salary/Benefits
Wellness Room Para	Other		\$20,000.00	TSSA	Salary/Benefits

Measurement of goals <ul style="list-style-type: none"> Educators handbook will accurately represent the number of students referred to administrators for behavior, with the total number of Office Referrals reduced by 25%. The Student Success Team will monitor this data monthly and share with the faculty and staff quarterly.
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There are times when the planned expenditures in the goals of the plan are provided by the district, a grant, or another anticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?
<i>We will use any additional funds to hire instructional assistants to help support students, especially those in the lower grades.</i>

Describe how and when progress will be communicated to stakeholders.

We will share progress with our School Community monthly throughout the year, with the agenda and minutes being posted on our school website.

Describe the process of involving stakeholders including the School Community Council, in the creation of the school improvement plan.

In the fall of 2023, we met several times to review all of the data from the 2022-2023 school year. We discussed areas of need and areas of strength. Our administrative team worked on this plan with SCC feedback in mind. On Wednesday, March 27, we presented the plan in full to the SCC for them to discuss and vote on.

List the names and roles of the individuals involved in the creation of the school improvement plan.

*Administrative Team: Dr. Jamie Davis-Leite (Principal), Brian Mangum (Assistant Principal), Melinda Hafen (Instructional Coach)
Student Success Team: Shelby Moss (Social Worker), Michelle Burningham (Behavior Interventions Coordinator), Debby Moon (District PBIS Coach), Cora Barrett (Family Advocate)
School Community Council: Amanda Phillips (Chair/Parent), Tyler Vigue (Vice-Chair/Parent), Clarisa Wheeler (Parent), David Gilliland (Parent), Jennifer Torgan (Parent)*

SUMMARY OF EXPENDITURES

Fund	Allocation	Total in Plan	Remaining to budget
General	\$500.00	\$0.00	\$500.00
TSSA	\$500.00	\$140,000.00	-\$139,500.00
Landtrust	\$500.00	\$110,000.00	-\$109,500.00
TIII (ML)	\$500.00	\$15,000.00	-\$14,500.00
Teacher Quality	\$500.00	\$0.00	\$500.00

Upcoming School Plan 2024-2025 - Lakeview School

Please Finish your Plan Submission

At least one goal is required.

Goal #1

close

State Goal

close

Goals must be student-centered, data-driven, and evidence-based. A goal should answer the question "What will students achieve in the upcoming academic year?"

- MATH: Every grade level K-3 will have 50% of students proficient or above on Acadience Math. Every grade level 3-6 will have 50% of students proficient or above on RISE math.

Academic Area

close

Refer to [R277-4.77-4](#) for a list of priority academic areas. A council may, supported by a council’s data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a

corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

- ☐ College and Career Readiness
(secondary schools only)
- ☐ English/Language Arts
- ☐ Graduation Rate Increase (secondary schools only)
- ☒ Mathematics
- ☐ Science

Other Academic Areas in Core Standards

- ☐ CTE (Career and Technical Education)
- ☐ Educational Technology/Library/Media
- ☐ Financial Literacy
- ☐ Fine Arts
- ☐ Health
- ☐ Physical Education
- ☐ Reading
- ☐ Social Studies
- ☐ Technology
- ☐ World Languages
- ☐ Writing

Measurements

close

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

In the 2022-2023 school year, math was the school's lowest performing content area. Schoolwide, only 40.6% of Lakeview students in grades 3-6 were proficient on RISE Math. One grade level of the four tested had 60% of students meeting proficiency, one had 46%, and the last two grades had 29% and 27%. We need to focus on creating consistency among all of our grade levels. On Acadience Math, grades 1-3 had proficiency percentages in the 30s, which also leave significant room for growth.

- Teachers will give all three benchmarks for Acadience Math (K-3) and progress monitor with fidelity according to the following schedule: reds - every 2 weeks, yellows - every 4 weeks, greens - every 6 weeks, blue - once between benchmarks.
- All RISE benchmarks will be given to all students in the setting they will take the RISE (general education and/or Special Education). End of year RISE testing will measure math for grades 3-6.

Action Plan Steps and Expenditures

close

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

1. *We will hire a paraprofessional for reading groups. (\$10,000)*
2. *The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
3. *We will purchase reading software to complement classroom literacy instruction. (\$5,000)*



1. We will hire three instructional assistants to provide support to teachers for math (\$50,000)
2. The instructional assistants will be trained to provide daily push-in math support and interventions, with special focus on grades 3-6.
3. Additionally, push-in classroom aide support will be provided to classes K-2 to allow teachers to complete Acadience math benchmarks and progress monitoring.

Category	Description	Estimated Cost		
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	3 Instructional Assistants for Math	\$50,000.00	<div>Edit/Cancel</div> <div>Save</div>	<div>Delete</div>
	Total:	\$50,000.00		

Be sure to click SAVE GOAL after editing Expenditures.

Scroll to the top to add a goal.

Goal #2

close

State Goal

close

Goals must be student-centered, data-driven, and evidence-based. A goal should answer the question "What will students achieve in the upcoming academic year?"

- ELA: Every grade level K-6 will have 70% of students proficient or above and 80% of students making typical or above growth on Acadience Reading. Every grade level 3-6 will have 50% of students proficient or above on RISE English language arts.

Academic Area

close

Refer to R277-4.77-4 for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

- ☐ College and Career Readiness
(secondary schools only)
- ☒ English/Language Arts
- ☐ Graduation Rate Increase *(secondary schools only)*
- ☐ Mathematics
- ☐ Science

Other Academic Areas in Core Standards

- ☐ CTE (Career and Technical Education)
- ☐ Educational Technology/Library/Media
- ☐ Financial Literacy
- ☐ Fine Arts
- ☐ Health
- ☐ Physical Education
- ☐ Reading
- ☐ Social Studies
- ☐ Technology
- ☐ World Languages
- ☐ Writing

Measurements

close

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

In the 2022-2023 school year, English language arts was the school's second-lowest performing content area. Schoolwide, 45.3% of Lakeview students in grades 3-6 were proficient on RISE ELA. We want to increase this to 50% school wide, which requires improvement from two of our four tested grade-level teams. On Acadience Reading, one grade level did not meet 70% proficiency, while four grade levels did not meet 80% growth.

- Teachers will give all three benchmarks for Acadience Reading (K-6) and progress monitor with fidelity according to the following schedule: reds - every 2 weeks, yellows - every 4 weeks, greens - every 6 weeks, blue - once between benchmarks.
- All RISE benchmarks will be given to all students in the setting they will take the RISE (general education and/or Special Education). End of year RISE testing will measure reading for grades 3-6.
- We will embed discussion about ML Can DO levels into our PLC agenda to support lesson planning for specific students and their levels in listening, speaking, reading, and writing. WIDA ACCESS will measure annual growth and proficiency of Multilingual Learners.

Action Plan Steps and Expenditures

close

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

1. We will hire a paraprofessional for reading groups. (\$10,000)
2. The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.
3. We will purchase reading software to complement classroom literacy instruction. (\$5,000)



1. We will hire four instructional assistants to provide support to teachers for literacy (\$60,000)
2. The instructional assistants will be trained to provide targeted, daily push-out literacy interventions using 95% group, Quickreads, Sound Sensible, and Spire, with special focus on supporting literacy grades K-3.
3. In addition, push-in classroom aide support will be provided to classes K-2 to allow teachers to complete Acadience literacy benchmarks and progress monitoring.

Category	Description	Estimated Cost		
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	4 Instructional Assistants for Literacy	\$60,000.00	<div>Edit/Cancel</div> <div>Save</div>	<div>Delete</div>
	Total:	\$60,000.00		

Be sure to click SAVE GOAL after editing Expenditures.

[Scroll to the top to add a goal.](#)

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$110,000.00
Total:	\$110,000.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2022-2023	\$36,566.54	
Distribution for 2023-2024	\$104,646.09	
Total Available Funds for 2023-2024	\$141,212.63	
Estimated Funds to be Spent in 2023-2024	\$ <div>140975</div>	<div>Update</div>
Estimated Carry-over from 2023-2024	\$237.63	
Estimated Distribution for 2024-2025	\$109,762.92	
Total Available Funds for 2024-2025	\$110,000.55	
Summary of Estimated Expenditures for 2024-2025	\$110,000.00	
Estimated Carry-over to 2025-2026	\$0.55	

The Estimated Distribution is subject to change if student enrollment counts change.

Publicity

[Click here to order free stickers for identifying School LAND Trust purchases such as books or](#)

computers.

The following items are the proposed methods of how the Plan would be publicized to the community:

- ☐ Letters to policymakers and/or administrators of trust lands and trust funds
- ☐ Other: Please explain
- ☐ School assembly
- ☐ School marquee
- ☒ School newsletter or website
- ☐ Social Media
- ☐ Stickers that identify purchases made with School LAND Trust funds

Council Plan Approval

Please indicate the voting results to approve this school plan.

Number Approved:

Number Not Approved:

Number Absent:

0



Date:

03-26-2024



Please attach relevant documents here. *If attaching data to support the Measurement section, please ensure it does not include any student data.*

Please submit comments below.

Comments are only seen by those involved in submitting or reviewing plans and cannot be edited or removed.

There is a 1000 character limit on the comments. SAVE button shows when entry is made.

Character Count:

0

Review before Submission

Please review the following before submitting (once approved, this report is public):

- **Spelling & grammar**
- **There is no student or personal data**

Once submitted the report may only be revised through the review process by the LEA Reviewer or Charter (Business Administrator) Reviewer. Once the

review is complete, the report may not be edited.

☐ This form is ready for display on the public website. Spelling and grammar have been checked. There is no student data included.

BACK