

2026-27 SCHOOL IMPROVEMENT PLAN DIAMOND VALLEY ELEMENTARY

(TSSA, TSI, TITLE 1, SLT)

ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

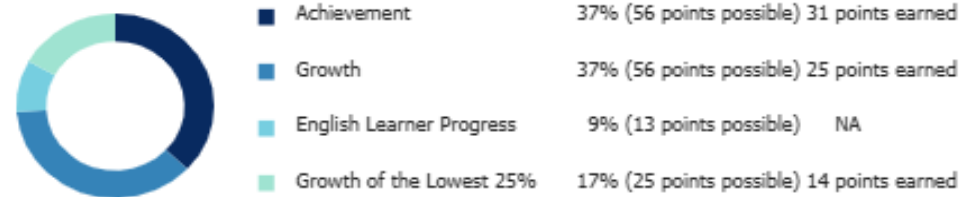
70 Was your school's total points on the most recent report card.

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

72 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: Growth is our priority



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?

ALO (Math Acadience K-3rd); Progress Monitoring; Acadience Reading; RISE benchmarks; ESGI for math in Kindergarten	
Essential Standards - Record of Student Mastery 2025-26 (not a live link - snapshot in time)	https://docs.google.com/spreadsheets/d/1dbtdSCVRBqKY0qZxA6ur2dEKGtBx4d6k2Xe89lRq9Eo/edit?gid=0#gid=0
Math Acadience Data	https://docs.google.com/spreadsheets/d/1n5bSI7zm96l7x11aA7XSnVCPbo-OTSvLKilq-mg6SM/edit?gid=1367921011#gid=1367921011
Reading Acadience Data	https://drive.google.com/drive/folders/11rlxdipTGAe1U5nG6QiK-is-YUcfzj2m

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	31%	Students will receive Tier 1 whole group instruction, Tier 1 small group instruction, Tier 2 instruction on targeted skills in grade-level WIN time groups, and Tier 3 Special Education services as identified on individual IEP and 504 plans.
Students with disabilities	15%	Students will receive Tier 1 whole group instruction, Tier 1 small group instruction, Tier 2 instruction on targeted skills in grade-level WIN time groups, and Tier 3 Special Education services as identified on individual IEP and 504 plans.
Students identified as English learners	9%	Students will receive Tier 1 whole-group instruction, Tier 1 small-group instruction, Tier 2 on targeted missing skills in grade-level WIN time groups. Special Education services are also provided as identified on individual IEP and 504 plans. In addition, students will also work with our ESL specialist to complete Imagine Learning and other services as outlined according to WIDA assessment data.
Students in major racial and ethnic groups	11%	Students will receive Tier 1 whole group instruction, Tier 1 small group instruction, Tier 2 instruction on targeted skills in grade level WIN time groups, and Tier 3 Special Education services as identified on individual IEP and 504 plans. 9% Hispanic; 86% Caucasian; <1% all other racial and ethnic groups

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

Math tasks, progress monitoring for math, exit tickets (check for understanding more frequently), consistent small groups, increased T1 time (reducing #/specials per week by getting rid of music), creating more T1 time by eliminating wasted transition times, long recess times
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What additional interventions might help those subgroups?

MIT Time (Math Intervention Time), Behavior groups working with the school counselor or a paraprofessional, Special Ed targeted academic skill groups, WIN time, Book clubs in the afternoon with reading paras

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

Office Referrals
Attendance Data
Parent Concerns
School Survey
Counselor Data

List and link your school's data sources here:

Description	Link
Power School Data	
Basic 5 Observation Data	
Office Referral Data	

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

How are you formatively assessing your progress in this area?

Each grade level team will use their team grade level Professional Growth Plan (PGP) to set and achieve clear yearly PEERS goals and clear six-week PEERS goals for student learning and behavior.

List and link your school's data sources here:

Description	Link
Veteran Teachers Coaching Logs	Increased awareness and focus on engagement and students' individual needs. Work closely with SpEd teacher to ensure that progress is made for these students. Classroom teachers have lists of students with needs and make sure to do deliberate check-ins with these students to gauge understanding and correct student misunderstanding of the concepts and processes.
EYE Teachers Coaching Logs	https://drive.google.com/file/d/1Ina6EJktr1tDLqRRWPY2u1sAHpxSNxtN/view?usp=sharing
Teams Coaching Logs	https://drive.google.com/file/d/1yCVU3UR8p50hSC5c3UZpVLF2bKL6Nh1C/view?usp=sharing
Coaching Survey	https://drive.google.com/file/d/1MxZa05eR1D8ZlkvsNGaBTWqyEi55crw1/view?usp=sharing

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		\$4,381.37
Distribution for 2026-27	+	\$67,160.21
Total Available Funds		\$71,541.58
Estimated Expenditures	-	\$71,541.58
Net Amount		\$0.00

Is carryover from 2025-26 expected to exceed 10% of the school's 2025-26 distribution?

Yes ☐

No ☒

TSSA FUNDING ESTIMATES

Carryover from 2025-26		\$17,612.19
Distribution for 2026-27	+	\$94,241.69
Total Available Funds		\$111,853.88
Estimated Expenditures	-	\$111,853.88
Net Amount		\$0.00

Is carryover from 2025-26 expected to exceed 10% of the school's 2025-26 distribution?

Yes ☐

No ☒

ALIGNING GOALS WITH 2026-27 BUDGET

PEERS GOAL #1	We will see an increased student growth by 5% by the end of the 2025-26 academic school year.		
FOCUS AREA	1. STUDENT LEARNING		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	ENGLISH / LANGUAGE ARTS		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	MATHEMATICS		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	SCIENCE		

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
95% of students will show proficiency on annual AAPPL tests	1	Hire Certified staff for class size reduction.	Salaries & Benefits	TSSA SLT	\$16,889.25 \$2,000.00
Acadience Reading will be given at BOY, MOY, and EOY. Progress monitoring will be done weekly for reds, bi-weekly for yellows, and monthly for greens/blues	2	Hire paraprofessionals to work with teachers and help assist in teaching small groups and reinforcing positive behaviors and classroom management techniques.	Salaries & Benefits	TSSA SLT	\$32,074.01 \$64,614.74
Students will demonstrate improved problem-solving skills and perseverance when faced with challenging situations through weekly counselor-led classroom lessons and targeted small-group or individual counseling support based on student need.	3	The school counselor will provide weekly classroom-based lessons focused on problem-solving skills, emotional regulation, and perseverance for all students, using the district approved curriculum. The counselor will identify students in need of additional support using teacher referrals, behavioral data, and counselor observations. Targeted small-group counseling sessions will be implemented to address problem-solving, coping strategies, and perseverance for identified students. Individual counseling sessions will be provided as needed for students requiring more intensive support. The counselor will collaborate with teachers and administration to monitor student progress and adjust supports based on ongoing data and observations. Counseling services and student progress will be documented to ensure fidelity of implementation and to inform future support decisions.	Salaries & Benefits	TSSA	\$36,710.78

Students will develop foundational skills in visual arts, art history, and artistic techniques through regular instruction using the Meet the Artists curriculum, while teachers engage in weekly collaborative planning and professional learning to strengthen instructional practices.	4	A paraprofessional will provide scheduled art instruction to students using the Meet the Artists curriculum, introducing students to famous artists, art history, and a variety of artistic mediums and techniques. Students will participate in hands-on art experiences that model the styles and techniques of well-known artists, supporting creativity, fine motor development, and artistic expression. Classroom teachers will participate in common planning time during art instruction to collaborate within grade-level PLCs. Weekly professional learning opportunities will be embedded into the common planning time to support instructional improvement and alignment across grade levels. Teachers will collaboratively plan instruction and analyze student needs, strengthening consistency and instructional coherence across classrooms. Implementation and participation will be monitored to ensure the art curriculum and PLC structures are delivered as planned.	Salaries & Benefits	TSSA	\$17,452.44
Students will show typical or better progress in math skills as shown by data in i-Ready.	5	Pay for I-Ready math (approximately \$6,000 after the math grant). Purchase School Messenger and Google Storage to improve parental communication and support student learning.	Software	TSSA TSSA	\$6,000.00 \$1,950.00
	6	Purchase technology such as chromebooks, projectors, monitors, teacher computers and headsets to support our goal.	Technology Related Supplies	TSSA SLT	\$777.41 \$4,926.84

\$183,395.46

Does this goal include a Digital Citizenship or Safety Principles component?

Yes ☐

No ☒

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes ☒

No ☐

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

If additional funds are available we will use them to purchase supplies to enhance student learning.

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

School website, Community Council.