DUAL IMMERSION ACADEMY

Comprehensive Needs Assessment Summary

Data Collected and/or Analyzed	Findings
• Acadience Reading data • Acadience Math data • RISE data (Math, ELA, and Science) • WIDA Access data • Attendance/Behavior data collected through School Information System (ASPIRE), Educator's Handbook, and Panorama	Based on this comprehensive review, the following priority areas have been identified for the 2025–2026 school year: 1. **Improve literacy outcomes** across grade levels in both English and Spanish, emphasizing reading fluency & comprehension, academic writing, and content-specific vocabulary development. 2. **Improve outcomes in mathematics** by promoting conceptual understanding, mathematical reasoning, and problem-solving for real-world applications. 3. **Increase student engagement and social-emotional wellness** by implementing an SEL curriculum across the school, conducting SEL Walkthroughs three times during the school year, and administering surveys to gauge student well-being and self-efficacy multiple times throughout the year. 4. **Enhance family engagement** through consistent communication and academic partnership opportunities. 5. **Provide sustained professional development** focused on dual language instruction, differentiation, and data use to inform teaching and learning.

Budget/Resources Available Summary	Goals
Dual Immersion Academy strategically coordinates and integrates federal, state, and local programs to maximize resources and build a cohesive system that promotes high academic achievement and equity for all students. Through collaboration among staff, families, and community partners, the school aligns goals, minimizes overlap, and strengthens the overall effectiveness of its schoolwide program. Funding from multiple federal and state programs supports these efforts: **Title I, Part A** enhances academic interventions, professional development, and family engagement; **Title II, Part A** strengthens teacher effectiveness through ongoing training and mentoring; **Title III, Part A** provides targeted support for English Learners, including instructional materials, professional development, and parent engagement; **Title IV, Part A** promotes well-rounded education, social-emotional learning, and technology integration, and **School Land Trust Program** provides funding to schools from Utah's permanent school fund, which is generated by earnings from state trust lands. Each school's School Community Council (SCC) develops a plan for using these funds to improve academic achievement. Together, these coordinated efforts ensure that all students receive equitable access to high-quality instruction and meaningful learning opportunities.	**Strengthen Early Literacy Achievement & ELA Proficiency:** Increase the percentage of students meeting or exceeding proficiency standards in reading, as measured by state assessments. **Improve Early Mathematics Achievement & Math Proficiency :** Increase the percentage of students meeting or exceeding proficiency standards in math, as measured by state assessments. **Promote Attendance through Student Engagement, PBIS, and Social-Emotional Awareness**: Foster a safe, inclusive, and engaging learning environment that promotes consistent attendance and supports the social-emotional well-being of all students at Dual Immersion Academy. **Increase Family and Community Engagement**: Strengthen partnerships between home, school, and community to support academic and social success. **Build Staff Capacity Through Professional Development:** Ensure all staff have the knowledge, skills, and support to deliver high-quality instruction aligned with the dual immersion model and student needs. **Continuous, Data-Driven Improvement:** Ensure that decisions at all levels are guided by timely and accurate analysis of multiple data sources.

Goal Area	Goal(s)	Essential Implementation Components
Goal 1: Academic Achievement K- 3 Early Mathematics	*By June 2026, Dual Immersion Academy will have **70%** (14% increase from previous cohort EOY 56%) of **1st-grade students proficient on the Acadience Math composite.*** <u>Justification for Goal</u> ● Every year since 2021, there has been an increase in the percentage of students At or Above Benchmark in Acadience Math as they move from Kinder to 1st grade, with an average increase of 20% over the last three years. ● Based on our 2024 kinder cohort and the average rate of increase, we chose 70% as a reasonable goal for this year's 1st grade group. *By June 2026, the Dual Immersion Academy will increase its percentage of students in grades 1-3 who show sufficient progress on the Acadience Math Pathways to progress report by 5% (from 75% in the previous year, 2024)* <u>Justification for Goal</u> ● The state goal: 60% of students in 1st-3rd showing sufficient progress. DIA's percentages have been as follows: ○ 2022= 69% ○ 2023= 83% ○ 2024= 75% Therefore, a growth of 5% would be reasonable to expect, and still place us above the target expected by the state. *By June 2026, Dual Immersion Academy will have **35%** (10% increase from the previous cohort EOY 25%) of **2nd-grade students***	● Implement research-based programs in math that emphasize conceptual understanding, mathematical discourse, and real-world applications. ● Use data-driven instruction to plan differentiated lessons and small-group re-teaching based on benchmark assessments. ● Incorporate math interventions and/or support groups for struggling learners and students approaching grade-level proficiency. ● Provide professional development in best practices for implementing the current math curriculum, including correct use of visuals, manipulatives, and language supports. ● The school will conduct three comprehensive data dives (MAP, Acadience, Behavior, SEL, Attendance, Grades, etc.) per year, with additional MAP data meetings as needed. ● School leadership will develop and implement an observation schedule for Tier 1 math instruction. ● Implement balanced literacy approaches in both English and Spanish through adoption of the new *Benchmark/Adelante* curriculum for grades K–5. ● Provide targeted reading interventions (Tier II and Tier III) using diagnostic assessments to identify and support students performing below grade level. ● Integrate academic vocabulary instruction across all subject areas in both languages. ● Continue biliteracy progress monitoring to track student growth in both English and Spanish. ● Offer professional development on dual-language literacy instruction, differentiation, and small-group strategies.
K-3 Early Literacy		

	proficient on the Acadience Reading composite. <u>Justification for Goal</u> ● We have observed a decrease in growth in the 2022 cohort (only grew 3%, compared to 24% in the 2021 cohort). ● The 2023-2024 cohort ended their 1st grade year at 25% of students At/Above Benchmark; about 20% lower than the previous two cohorts. ○ This cohort ended kindergarten at 9%; considerably lower than the other cohorts. ● In 2025, we would like to see about a 10% increase due to the fact that this group is entering so low. *By June 2026, the Dual Immersion Academy will have **60%** (10% increase from the previous cohort's end-of-year proficiency rate of 50%) of **3rd-grade students proficient on the Acadience Reading composite.*** <u>Justification for Goal</u> ● In the last two years (2024/2023), 3rd grade has hit 67% and 73% of students At/Above Benchmark (respectively). ● For 2025, we are only expecting a 10% increase ○ 2022-2023 cohort ended 2nd grade at about 10% lower than the previous two groups (50%) ○ This goal has been set with the challenge of a lower incoming class in mind. *By June 2026, the Dual Immersion Academy will increase its percentage of students in grades 1-3 who show sufficient progress on*	● School leadership will evaluate the new ELA curriculum for alignment and overlap with current research-based intervention programs. ● Develop and implement a coaching and fidelity monitoring plan to support effective ELA curriculum implementation. ● Schedule monthly PLC (Professional Learning Community) to plan and evaluate curriculum implementation. ● Conduct quarterly fidelity support observations of ELA instruction. ● Align special education curriculum mapping and instruction with Tier 1 classroom instruction. ● All teachers will be trained on the new ELA curriculum. ● All teachers will have 180 days for the new ELA curriculum. ● All teachers will have 1 PLC per month to plan and evaluate the implementation of the curriculum.

	*the Acadience Reading **Pathways to progress** report by **5%** (from 70% in the previous year, 2024).* <u>Justification for Goal</u> ● The state goal: 60% of students in 1st-3rd showing sufficient progress. At DIA: ○ 2022= 78% ○ 2023= 79% ○ 2024= 70% Therefore, a growth of 5% would be reasonable to expect.	
Increase Reading & Math RISE Scores 3rd -8th Math	***3rd grade**= Overall proficiency **30%.*** ***4th grade=** Overall proficiency **41%**. Increase 10% overall proficiency from previous year (3rd grade cohort 31%),* ***5th grade**= Will maintain the proficient students (4th grade cohort **28%**) and move **25%** of students Below/Approaching Proficient one level up.* ***6th grade**= Will maintain the proficient students (5th grade cohort 23%) and move 26% (8 students) Below/Approaching Proficient one level up.* ***7th grade**= Will maintain the proficient students (6th grade cohort **19%**) and move **27%** of students) Below/Approaching Proficient one level up.* ***8th grade**= Move 20% (8 students) one level up*	
3rd-8th ELA	***3rd grade**= Overall proficiency **30%.*** ***4th grade=** Overall proficiency **30%**. Increase 10% overall proficiency from previous year*	

	(3rd grade cohort 20%). ***5th grade**= Overall proficiency **30%.** Increase 11% overall proficiency from previous year (4rd grade cohort 19%),* ***6th grade**= Overall proficiency **30%**. Increase 7% overall proficiency from previous year (5th grade cohort 23%).* ***7th grade**= Overall proficiency **30%.** Increase 5% overall proficiency from previous year (6th grade cohort 25%).* ***8th grade**= Overall proficiency **36%**. Increase 10% overall proficiency from previous year (7th grade cohort 26%).* <u>Justification of Goal:</u> DIA did not make adequate progress in Math last year. Many grade levels decreased on the end of level assessments. In addition, DIA will be getting a new reading curriculum. DIA has qualified teachers that can be effective but may need additional instruction on Tier 1 data evaluation and instructional shifts. This will need to be addressed in action steps.	
Goal 2: Promote Attendance through Student Engagement, PBIS, and Social-Emotional Awareness	Foster a safe, inclusive, and engaging learning environment that promotes consistent attendance and supports the social-emotional well-being of all students at Dual Immersion Academy.	● Strengthen implementation of Positive Behavior Interventions and Supports (PBIS) and restorative practices schoolwide. ● Incorporate Social-Emotional Learning (SEL) lessons and culturally responsive practices into daily instruction. ● Provide mentoring and student leadership opportunities to increase motivation and belonging. ● Monitor attendance regularly and provide early interventions for students exhibiting chronic absenteeism.

		• Partner with community organizations to provide mental health supports and family resources.
Goal 3: Increase Family and Community Engagement	Strengthen partnerships between home, school, and community to support academic and social success.	• Provide regular opportunities for families to engage in school events, workshops, and learning activities. • Offer bilingual communication and resources to ensure accessibility for all families. • Collaborate with community organizations to expand support services and enrichment opportunities for students. • Involve parents and community members in decision-making committees and school improvement initiatives.
Goal 4: Build Staff Capacity Through Professional Development	Ensure all staff have the knowledge, skills, and support to deliver high-quality instruction aligned with the dual immersion model and student needs.	• Provide ongoing professional development focused on implementation of the new Language Arts Curriculum in K-5th. • Facilitate Professional Learning Communities (PLCs) where teachers analyze student work and plan collaboratively. • Offer coaching and mentoring for all teachers to improve instructional consistency and quality. • Support cross-grade collaboration to ensure language and content alignment. • Encourage staff participation in state and regional dual-language and Title I conferences.
Goal 5: Continuous, Data-Driven Improvement	Ensure that decisions at all levels are guided by timely and accurate analysis of multiple data sources.	• Conduct regular data analysis meetings involving teachers, administrators, and other relevant school staff to review formative and summative assessment results. • Use data to identify student groups in need of additional support or enrichment. • Monitor implementation of schoolwide strategies and adjust action plans as needed.

The **Schoolwide Plan** was created through the **collaborative participation** of a diverse group of stakeholders representing all areas of the school community.

Participants included:

- **School Leadership and Specialists** – such as the School Director, Principal, Operations Director, Special Education Director, Assessment and Title I/III Director, RTI Coordinator, After-school Director, and Behavior Specialist.
- **Classroom Teachers** – representatives from all grade levels and subject areas, including core and elective courses as well as Special Education.
- **Parents and Families** – provided input via an end-of-year survey (Spring 2025) to strengthen home-school collaboration and guide policy revisions.
- **School Community Council** – parents and family members who assist in planning and improving parent engagement and school improvement plans.
- **Title I Committee** – composed of parents, staff, and community representatives who help direct the use of Title I resources in alignment with the school's mission and vision.

Stakeholder Involvement Activities:

- Participating in **planning meetings** and **data review sessions** to analyze academic, attendance, and behavior trends.
- Providing **survey feedback** on strengths, challenges, and priorities.
- **Collaborating** on drafting and refining goals, strategies, and actions consistent with Title I requirements and the school's vision.
- **Reviewing and approving** the final plan to ensure it addresses the needs of all students, including English learners, students with disabilities, and those at risk of academic failure.