



# Weber School District School Success Plan



## 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:** Municipal

**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:** Becky Dills

### School Leadership Team Members Responsible for this Plan:

Name	Position	Name	Position
Becky Dills	Principal	Michael Ivey	Title 1 Teacher Leader
Jahnin Harper	Instructional Coach	Katie Bennion	Parent
Jacci Strain	Counselor	Sally Golding	Parent
Julie Merrill	Teacher		
Baylee Strain	Teacher		

## At a Glance

School Vision:	[Add Vision Statement]		
Goal #1:	By the end of the 2026SY, Acadience EOY Reading on Grade Level % will increase by 5% for K - 3rd grade (37%) and EOY scores on RISE will increase 5% for 4th - 6th grade students (26%).		
Alignment to Elevate28	Focal Area	Focal Area #1 - Academic Excellence ▾	
	Priority	Priority 1: Pre K - 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:	By the end of the 2026SY, Acadience EOY above proficiency scores will increase by 5% (38%) for students K-3 and 4-6 5% increase on RISE (26%).		
Alignment to Elevate28	Focal Area	Focal Area #1 - Academic Excellence ▾	
	Priority	Priority 1: Pre K - 6th Grade Achievement	
	Goal	55% of all 4th-6th grade students will be proficient on the end-of-year RISE assessments in ELA and Math.	
Goal #3:	Our school will implement a 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).		
Alignment to Elevate28	Focal Area	Focal Area #3 - Character Competence ▾	
	Priority	Priority 1: Positive Behavior Systems Development	
	Goal	100% of schools will have implemented Positive Behavior Interventions and Supports (PBIS) System at an 80% fidelity rate <b>OR</b> 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	36%	22%	%	Grade 3	38%	36%	27%	Grade 3	NA	NA	NA
Grade 4	24%	23%	%	Grade 4	39%	37%	16%	Grade 4	33%	33%	20%
Grade 5	19%	14%	%	Grade 5	19%	16%	15%	Grade 5	30%	28%	25%
Grade 6	31%	22%	%	Grade 6	21%	18%	27%	Grade 6	38%	44%	50%

Utah RISE - Percent Proficient (LPSGs)											
ELA	23SY	24SY	25SY	Math	23SY	24SY	25SY	Science	23SY	24SY	25SY
SWD	4%	10%	NA	SWD	8%	7%	NA	SWD	14%	18%	NA

WIDA				
	22SY	23SY	24SY	25SY
Adequate Progress	37%	42.9%	37%	%
Reaching Proficiency	11.1%	21.4%	11.1%	12.9%

Acadience Composite Reading Score - Percent						
Grade	Time of Year	Well Below Benchmark	Below Benchmark	On Benchmark	Above Benchmark	Percent Change ROGL
Kindergarten	BOY	26%	24%	24%	26%	21%
	EOY	5%	14%	35%	47%	
Grade 1	BOY	29%	0%	3%	69%	-31%
	EOY	54%	3%	5%	38%	
Grade 2	BOY	41%	2%	17%	39%	-19%
	EOY	48%	7%	25%	20%	
Grade 3	BOY	32%	17%	12%	39%	-12%
	EOY	39%	7%	27%	27%	
Grade 4	BOY	38%	21%	19%	23%	3%
	EOY	30%	32%	12%	26%	
Grade 5	BOY	29%	22%	12%	37%	-6%
	EOY	33%	15%	20%	31%	
Grade 6	BOY	7%	7%	51%	34%	-4%
	EOY	9%	2%	59%	30%	

Acadience Composite Math Score - Percent						
Grade	Time of Year	Well Below Benchmark	Below Benchmark	On Benchmark	Above Benchmark	Percent Change
Kindergarten	BOY	19%	31%	21%	29%	22%

	EOY	14%	14%	7%	65%	
Grade 1	BOY	9%	18%	21%	53%	-8%
	EOY	31%	23%	15%	31%	
Grade 2	BOY	46%	12%	15%	27%	2%
	EOY	45%	11%	32%	11%	
Grade 3	BOY	32%	24%	10%	34%	-10%
	EOY	30%	36%	7%	27%	
Grade 4	BOY	40%	26%	11%	23%	-2%
	EOY	46%	22%	18%	14%	
Grade 5	BOY	36%	28%	18%	18%	1%
	EOY	39%	24%	20%	17%	
Grade 6	BOY	20%	27%	20%	34%	7%
	EOY	16%	23%	18%	43%	

Panorama Student Climate & Well-Being Survey					
Category	Grade Level	Fall 2024 Percentage	Spring 2025 Percentage	National Percentile	Change
Teacher-Student Relationships	3rd - 6th	83%	67%	40th-59th perc... ▾	-16
Sense of Belonging	3rd - 6th	63%	61%	60th-79th perc... ▾	-2
Self Management	3rd - 6th	69%	66%	20th - 39th per... ▾	-3
Social Awareness	3rd - 6th	70%	68%	40th-59th perc... ▾	-2

<b>Grit</b>	3rd - 6th	52%	49%	1st - 19th perce... ▾	-3
<b>Emotional Regulation</b>	3rd - 6th	45%	37%	1st - 19th perce... ▾	-8
<b>Self Efficacy</b>	3rd - 6th	59%	52%	20th - 39th per... ▾	-7

Tiered Fidelity Inventory (TFI)		
Category	SY24	SY25
<b>Total Score</b>	30%	53%
<b>Team</b>	50%	50%
<b>Implementation</b>	28%	56%
<b>Evaluation</b>	25%	50%

Qualitative Data			
Teacher Input Survey (CALL)	Domain	CALL Average	School Average
	<b>1 Turnaround Leadership</b>	<b>3.71</b>	<b>3.61</b>
	1.1 Prioritize improvement and communicate its urgency	3.87	3.66
	1.2 Monitor Short- and Long-term Goals	3.72	3.52
	1.3 Customize and target support to meet needs	3.53	3.66
	<b>2 Talent Development</b>	<b>3.66</b>	<b>3.57</b>
	2.1 Recruit, develop, retain, and sustain talent	3.56	3.4
	2.2 Target professional learning opportunities	3.66	3.38
	2.3 Set clear performance expectations	3.78	3.94
	<b>3 Instructional Transformation</b>	<b>3.41</b>	<b>3.38</b>
	3.1 Diagnose and respond to student learning needs	3.5	3.65
	3.2 Provide rigorous evidence-based instruction	3.52	3.41
	3.3 Remove barriers and provide opportunities	3.19	3.09
	<b>4 Culture Shift</b>	<b>3.35</b>	<b>3.23</b>
	4.1 Build a strong community intensely focused on student learning	3.59	3.42
	4.2 Solicit and act upon stakeholder input	3.23	2.93

	4.3 Engage students and families in pursuing education goals 3.23 3.33
Parent and Student Input Survey	<p>MGT conducted site interviews on March 11th with one parent group</p> <p><b><u>Feedback:</u></b> Families state they see the school as welcoming thanks to leadership.</p>
Staff Interviews	<p>MGT conducted site interviews on March 10th with 1 administrator, 12 teachers, 2 other professionals, and 1 paraprofessional group.</p> <p><b><u>Feedback:</u></b> Teachers feel the time created for unit planning has been helpful. Teachers would like more opportunities to contribute and feel valued, they feel input is limited. Paras appreciated the district-led professional development. Upper grade teachers would like training on Science of Reading. Teachers feel professional development is sometimes repetitive and not always relevant. Teachers feel connected to their own students as well as those throughout the school. Teachers feel they have ample resources to meet demands. Teachers shared that they often left evaluations feeling stressed and overwhelmed.</p> <p><b><u>Recommendations:</u></b></p> <ul style="list-style-type: none"> <li>• Develop a process for more staff and student recognition</li> <li>• Collaboratively develop a unified vision for Municipal</li> <li>• Develop a process for job-embedded and ongoing professional learning</li> <li>• Provide support for teacher continuous professional improvement through differentiated learning opportunities, including expanding science of reading training for upper-grade teachers</li> <li>• Build opportunities to strengthen classroom management through professional learning, mentoring, and classroom modeling to increase student engagement.</li> <li>• Create a mentoring initiative that pairs new teachers with experienced colleagues, benefiting both through shared knowledge and fresh perspectives.</li> <li>• Engage staff openly in decision-making processes to promote buy-in and alignment toward shared goals.</li> </ul>
Student Focus Groups	<p>MGT conducted site interviews on March 11th with 1 student group consisting of students from all grade levels.</p> <p><b><u>Feedback:</u></b> Students feel that their teacher cares about them and is understanding of their needs.</p>

## Comprehensive Needs Assessment Summary

*Provide a summary of the data(quantitative and qualitative) and include: how the data was analyzed, and the broad findings of the needs assessment. For schools in TSI, ATSI, CSI and MRI provide a summary analysis for the specific Low Performing Student Groups and any inequities that were identified.*

MGT conducted a Comprehensive Needs Assessment to identify gaps between the school's current state and its goals. This process examined school activities and practices that impact student learning, determining what is working, why it works, and how to apply successful strategies to areas needing improvement. Schools analyzed data to identify performance gaps and inequities, then developed action plans to address them, considering resources such as funding, staff, time, policies, and community support.

### **Methods Used in the Needs Assessment included but are not limited to:**

- **Interviews:**
  - Total: 15
  - Administrators: 2
  - Teachers: 12
  - Other Licensed Professionals: 2
- **Surveys: 27**
- **Focus Groups:**
  - Total: 2
  - Parent Group: 1
  - Paraprofessional Group: 1
  - Student Group: 1
- **Observations:**
  - Total: 12
  - Classroom Observations: 10
  - Meetings (PLCs): 2
- **Review of Artifacts:**
  - Total: 4



After collecting and analyzing qualitative and quantitative data, MGT developed a Findings Report. This report provides recommendations and next steps for the School Improvement Committee (SIC) to guide their work with implementation specialists. MGT then worked with the SIC to conduct a Root Cause Analysis, leading to the creation of a School Improvement Plan.

**During the Root Cause Analysis performed by MGT they found the following in regards to our LPSG SWD:**

- **Refining Instructional Feedback Systems:** There is an opportunity to increase the impact of instructional walkthroughs and feedback, particularly focused on differentiated instruction. By establishing regular, data-driven walkthroughs and providing consistent, actionable feedback, teachers can further enhance evidence-based instruction in both ELA and Math.
- **Expanding Differentiated Professional Learning:** Teachers would benefit from additional, targeted professional learning in specially designed instruction and scaffolding strategies. Increasing these opportunities will help ensure all educators are equipped to meet the diverse needs of their classrooms.
- **Strengthening ELA and Math Outcomes for SWD:** While current data shows that SWD students are performing below their peers in both ELA and Math, this highlights the potential to make significant gains by refining instructional practices and feedback loops. With only 10% ELA proficiency and 20% reading on grade level in K-3 (Acadience), and 7% Math proficiency with 33% on grade level in K-3, there is clear room for growth. Addressing these gaps through systematic feedback and professional learning can drive improvement.
- **Enhancing Collaboration Between SPED and General Education:** Increasing structured collaboration time between SPED and General Education teachers will help align scaffolding and accommodations, supporting more consistent and effective instruction for SWD students. Adjusting the master schedule to include dedicated PLC time will foster teamwork and shared expertise.
- **Leveraging Data to Inform Instruction:** By strengthening data collection and analysis systems, staff will be better positioned to identify student needs, monitor progress, and implement timely interventions.

By building on these strengths and addressing these areas for growth, Municipal Elementary is well-positioned to provide every student—especially those with disabilities—with the resources, support, and opportunities they need to thrive.

# 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)?	<p>All students are provided with targeted 95% group phonics/phonemic awareness intervention as a school-wide intervention. All kindergarten through 5th-grade students receive explicit phonics instruction in Tier 1. Reading Horizons is taught in kindergarten-2nd Grade Tier 1 instruction. Core Phonics is taught in 3rd-5th grade's Tier 1 instruction. All SWD have access to Tier III support through their Special Education teacher in a pull out model.</p> <p>There is a need to explore additional evidence-based practices, especially in the following areas: literacy routines, fluency, comprehension, and vocabulary development. Additionally, focusing on the model of instruction and engagement strategies within our Tier I instructional blocks will provide better support for our LPSGs.</p>
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	<p>Teachers participate in professional learning at least twice a month. Recent professional learning has focused on increasing teacher-to-student relationships and the PLC process in terms of monitoring the work of teams.</p> <p>This summer, all teachers have been offered the opportunity to attend a four day training focused on improving classroom management.</p>
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	<p>In special education, we have 1.25 FTE and one aide who supports our special education students. The district provides additional supply money and additional contract days to the teachers. We have built a master schedule to include time for the teachers to pull their students for services in literacy and math. Currently, SWD participate in general education reading intervention and in special education pull-out groups. SWD currently participate in special education pull-out services.</p> <p>We need to develop a tighter master schedule that allows our special education teachers to be able to attend a portion of each PLC to discuss specific students and their needs. We are developing a co-teaching model in the area of ELA that will be implemented in the upcoming year.</p>
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?	<p>Our Master Schedule has been designed to ensure that all students have access to Tier 1, 2, and 3 for ELA and math. With the implementation of a schoolwide 95% group intervention, we have provided opportunities for students to be placed in groups based on the specific needs of each student. Groups are fluid, and general education teachers and special education teachers work together to ensure students receive the literacy interventions needed.</p> <p>As we move forward, we plan to make adjustments to the master schedule to ensure that all students have appropriate access to Tier I with their peers and develop tighter systems of support for Tier II and III support through co-teaching.</p>

<p>What data is being collected to monitor student learning and how often is this data analyzed?</p>	<p>All grade levels give CFAs on at least a bimonthly basis. We assess using the PSI with 95% group every three weeks and place students into groups based on their skill level. We also look at literacy/math progress monitoring within Acadience based on the state recommendations for each level. We collect and analyze Acadience Benchmark data during PLC at a grade and school level.</p> <p>Opportunities exist to develop systems to review progress monitoring data and RISE benchmarks in all areas in PLCs at least monthly.</p>
<p>What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?</p>	<p>Implement a monthly data meeting to look specifically at our LPSGs attendance, progress, and services to ensure we are being intentional about meeting their needs. Provide aide time to SWD in addition to aide time allocated from other departments to ensure that all students' needs are met.</p> <p>In addition to LAND Trust, Title 1, and TSSA monies, we will utilize CSI monies to provide ongoing, job-embedded professional learning for faculty and staff around instructional practices that will best support our LPSGs.</p>

## Priority #1 - Literacy

**3 Year Goal** By 2028, ELA RISE scores will increase by 15%, bringing us to 36% proficient for all students. (Baseline Data Gateway SY24 21%)

**Goal:** By the end of the 2026SY, Acadience EOY Reading on Grade Level percentage will increase by 5% for K - 3rd grade (37%) and EOY scores on RISE will increase 5% for 4th - 6th grade students (26%).

Strategy 1	If teachers intentionally plan and deliver effective Tier I instruction, then students will receive high-quality foundational learning experiences.
Explain why/how the strategy is evidence-based for LPSGs.	<p>When teachers collaboratively and intentionally plan for learning, they are able to have clear learning goals, track learning progress, give actionable feedback to students, and provide explicit instruction that scaffolds learning and engages students. These high-leverage practices provide the best learning environment for Tier I instruction.</p> <p><b>High Leverage Practices for Students with Disabilities</b>  HLP 1: Collaborate with professionals to increase student success.  HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.  HLP 16: Use explicit instruction.  HLP 13: Adapt curriculum tasks and materials for specific learning goals.  HLP 15: Provide scaffolded supports.  HLP 18: Use strategies to promote active student engagement.  HLP 22: Provide positive and constructive feedback to guide students' learning.</p> <p>Council for Exceptional Children. (n.d.). High-Leverage Practices for Students with Disabilities.  <a href="https://highleveragepractices.org/structure-4-domains-22-hlps">https://highleveragepractices.org/structure-4-domains-22-hlps</a></p> <p>High Leverage Practices, Ball &amp; Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013</p>

### Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Walkthroughs	Walkthrough checklists: Explicit	Baseline data will be collected by the	January		April	

	Routines and SPED Student Observation Sheet	end of September				
RISE Benchmark Proficiency and Acadience PM and Benchmarks	RISE and Acadience Benchmarks and PM	RISE Proficiency: ELA: 21% *SY24  ACADIENCE K-3 Reading on Grade Level Goal: EOY SY25 = 32%	RISE Benchmark Proficiency Goals December: ELA: 23%  ACADIENCE K-3 Reading on Grade Level MOY Goal: 35%		RISE Proficiency Goal May: ELA: 26%  ACADIENCE K-3 Reading on Grade Level EOY Goal: 37%	

**Milestone 1:** Teachers will analyze RISE and Acadience data with fidelity and share reports with students and parents at PTC.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Have an expert come and review with leaders how to share with teachers how to use RISE data and benchmarks.	Build the capacity of school leaders on how to use RISE data and benchmarks.	August 15, 2025	Dr. Bryan Becherini	Becky	NA
2. Leaders will share with teachers how to use RISE data and benchmarks.	Building the capacity of teachers to use RISE data and benchmarks.	September 26, 2025	RISE Benchmark Spreadsheet	Jahnin	NA
3. PLCs will be adapted to include RISE data discussions.	Increasing rigor for students.	September 26, 2025 (4th-6th) October 24, 2025 (3rd)	RISE Benchmark Spreadsheet PLC Schedule for Weekly Data	Jahnin	NA
4. Adapt data binders to include RISE and Acadience goals and data.	Updated data binder	October 3, 2025	Digital Data Binder (3rd-6th) (Housed in PLC Folder) Data Folder (K-2) Bring to PLC	Baylee (3rd-6th) Julie (K-2)	NA
5. Students will set goals and track RISE and Acadience data.	Student clarity and self-efficacy	October 3, 2025	Digital Data Binder (3rd-6th) (Housed in PLC Folder) Data Folder (K-2) Bring to PLC	Baylee (3rd-6th) Julie (K-2)	CSI

6. Provide targeted professional learning support for teachers based on Tier 1 observations and data.	Teacher clarity	September Ongoing		Becky	TSSA CSI Title 1
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**Milestone 2:** Develop a system that provides support for SWD by the general education teacher in collaboration with the special education teacher.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Revise the unit plan to incorporate actionable steps and support for SWD	Revised Unit Plan for 26SY	May 30, 2025	Unit Plan	Jahnin	NA
2. Engage in quarterly unit planning days that aligns to the standards and include intentional planning and focus on SWD.	Completed Unit Plan  Support for SWD	October 27-31 January 12-16 March 23-27	Unit Plan	Becky	TSSA
3. Adjust the master schedule to ensure collaborative time with Special Education and General Education teachers	26SY Master Schedule  Teacher Clarity	August 15, 2025	Master Schedule	Becky with Julianne and CLT	TSSA
4. Continue to provide PL on co-teaching and utilize WSD co-teach framework.	Improved targeted instruction and support for SWD	September Ongoing	WSD Co-Teaching Team USB E Resources	Becky	CSI Title 1
5. Develop a form that provides teachers with accommodations of SWD and engage in discussion around specific student needs prior to the first day of school.	Digital Data Binders Student Ownership	August 18, 2025	Tab that will be included in their digital data binders IEP at a glance	Becky with Julianne and New SPED teacher	NA
6. Engage in ongoing professional learning, with support of the special education department, on accommodation implementation during	Research-based strategies for SWD  Support for SPED students	October Ongoing	WSD Special Education Department	Becky	CSI Title 1

classroom instruction.					
7. Engage in ongoing walkthroughs with a district team to determine effectiveness of accommodations and provide differentiated PL as needed to specific teams.	Teacher clarity	Quarterly October 20th-23rd March 16th-20th January 5th-8th May 11th-15th	WSD Curriculum Department Special Education Department	Jahnin	TSSA CSI
8. Engage in a monthly data meeting to look specifically at our LPSGs attendance, progress, and services to ensure we are being intentional about meeting their needs.	Data Driven Targeted Intervention for SWD	Monthly on Wednesdays from 8-9	Acadience and Rise Benchmark data, Panorama, PowerSchool, CFA data	Mike	TSSA CSI

Strategy 2	If teachers have strong classroom management skills, then we will see higher levels of student achievement.
<p>Explain why/how the strategy is evidence-based for LPSGs.</p>	<p>To have strong classroom management, teachers need to build and foster positive relationships with students, educators should establish age appropriate and culturally aware expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced across the school year. When students demonstrate mastery and follow established rules and routines, educators should provide age-appropriate positive specific feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations for all students within the classroom, educators will reduce the potential for challenging behavior and increase student engagement. When establishing responsive learning environments, educators should build mutually respectful relationships with students by demonstrating respect, cultural awareness, and accepting and valuing diverse learners.</p> <p>Feedback is used to guide student behavior and increase motivation, engagement, and independence. Effective feedback must be strategically delivered and focused on tasks, processes, or self-regulatory actions. Feedback should be goal directed and is most effective when the learner has a goal, and the feedback informs the learner how to improve performance toward reaching that goal. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance).</p> <p><b>High Leverage Practices for Students with Disabilities</b>  HLP 7: Establish a consistent, organized, and responsive learning environment.  HLP 8: Provide positive and constructive feedback to guide students' behavior.</p> <p>Council for Exceptional Children. (n.d.). High-Leverage Practices for Students with Disabilities.  <a href="https://highleveragepractices.org/structure-4-domains-22-hlps">https://highleveragepractices.org/structure-4-domains-22-hlps</a></p>

High Leverage Practices, Ball & Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013

### Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom observation	BASIC 5 / Classroom Management Support Form	<b>Praise:</b> 7.71 (ratio) <b>Corrective:</b> 6.29 (ratio)  <b>Opportunities to Respond:</b> 2.21 (rate per 10 min.)  <b>Engagement Active:</b> 44% <b>Passive:</b> 39% <b>Inactive:</b> 17%  <b>Disruptions:</b> 0.59 (rate per 10 min.)	By December, we will have a 3:1 ratio of positives to correctives. 2-3 opportunities to respond per minute, 80% active engagement, and less than 2 disruptions per 10 minutes.		By May, we will have a 5:1 ratio of positives to correctives. 4-6 opportunities to respond per minute. 90% active engagement and less than one disruption per ten minutes.	
Classroom Behavior	Panorama	TBD - Sept 30, 2025	TBD		TBD	

**Milestone 1:** All classrooms will implement Classroom Management as a Foundation for Learning strategies. Teachers will have expectations and rules, reinforcements, and consequences visible in their classrooms and refer to them consistently throughout the day.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Attend the PL session in the summer	Crafting expectations and rules, reinforcements, and consequences.	June 27, 2025	Aspen Florence Consulting	Becky	TSSA, CSI
2. Provide PL support for those not in attendance at the beginning of the year and ongoing.	Crafting expectations and rules, reinforcements, and consequences.	TBD - end of September	Aspen Florence Consulting Book study, PL scope and sequence	Becky	TSSA



3. Ensure classrooms have expectations, reinforcements, and consequences visible.	Building teacher capacity Decrease behaviors and foster positive relationships	September Ongoing	Classroom Management Supports Form	Jahnin with CLT and Mike	CSI
4. Conduct Learning walkthroughs and provide actionable feedback to teachers	Classroom management forms LRBI Decrease behaviors and foster positive relationships	Sept 1, 2025 Ongoing Twice a year	Fidelity checklist	Jahnin with Mike and Becky	NA
5. Provide ongoing PL support	Building teacher capacity	September Ongoing	Book study, PL scope and sequence	Jahnin with CLT	NA

**Milestone 2:** Teachers will increase active student engagement.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Engage in a book study with (The New Art and Science of Teaching)	Teachers will understand best practices for teaching.	Faculty Meetings: September November January March	One book for every teacher.	Jahnin with Julie and Baylee	CSI TSSA
2. Once a quarter, teachers will implement a new engagement strategy.	Increased student engagement.	August 20th - October 23rd October 27th- January 9th January 12th - March 20th March 23rd - May 22nd	Checklist of engagement strategies.	Mike with Becky, Jahnin	NA
3. Conduct Learning walkthroughs and provide actionable feedback to teachers.	Observation log, Basic 5 Data, differentiated PL	October December February April	Checklist of engagement strategies.	Jahnin with Becky, Mike	NA

**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

Resources	Approximate Amount	Additional Resources
Teacher Student Success Act	\$57,390.00	
CSI	\$37,400.00	
Title 1	\$9,600.00	

## Priority #2 - Mathematics

**3-year Goal** By 2028, Grades 4-6 Math RISE proficiency scores will increase by 15% (36%). (Baseline Data Gateway SY25 21%)

**Goal:** By the end of the 2026SY, Acadience EOY above proficiency scores will increase by 5% (38%) for students K-3 and 4-6 5% increase on RISE (26%).

Strategy 1	If teachers intentionally plan and deliver effective Tier I instruction, then students will receive high-quality foundational learning experiences.
Explain why/how the strategy is evidence-based for LPSGs.	<p>When teachers collaboratively and intentionally plan for learning, they are able to have clear learning goals, track learning progress, give actionable feedback to students, and provide explicit instruction that scaffolds learning and engages students. These high-leverage practices provide the best learning environment for Tier I instruction.</p> <p><b>High Leverage Practices for Students with Disabilities</b>  HLP 1: Collaborate with professionals to increase student success.  HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.  HLP 16: Use explicit instruction.  HLP 13: Adapt curriculum tasks and materials for specific learning goals.  HLP 15: Provide scaffolded supports.  HLP 18: Use strategies to promote active student engagement.  HLP 22: Provide positive and constructive feedback to guide students' learning.</p> <p>Council for Exceptional Children. (n.d.). High-Leverage Practices for Students with Disabilities.  <a href="https://highleveragepractices.org/structure-4-domains-22-hlps">https://highleveragepractices.org/structure-4-domains-22-hlps</a></p> <p>High Leverage Practices, Ball &amp; Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013</p>

### Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Walkthroughs	Walkthrough checklist	Baseline data will be collected by the end of September	January		April	
RISE Benchmarks and Acadience PM	RISE and Acadience	RISE Math Proficiency	RISE Benchmark Proficiency Goals		RISE Proficiency Goal	

		Baseline: 21% SY25  ACADIENCE K-3 Above Benchmark Math Baseline: 33%	December : Math: 24%  ACADIENCE K-3 Above Benchmark Math Goal: 36%		May: Math: 26%  ACADIENCE K-3 Above Benchmark Math Goal: 38%	
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**Milestone 1:** Teachers will analyze RISE and Acadience data with fidelity and share reports with students and parents at PTC.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Have an expert come and review with leaders how to share with teachers how to use RISE data and benchmarks.	Build the capacity of school leaders on how to use RISE data and benchmarks.	August 15, 2025	Dr. Bryan Becherini	Becky	NA
2. Leaders will share with teachers how to use RISE data and benchmarks.	Building the capacity of teachers to use RISE data and benchmarks.	September 26, 2025	RISE Benchmark Spreadsheet	Jahnin	NA
3. PLCs will be adapted to include RISE data discussions.	Increasing rigor for students.	September 26, 2025 (4th-6th) October 24, 2025 (3rd)	RISE Benchmark Spreadsheet PLC Schedule for Weekly Data	Jahnin	NA
4. Adapt data binders to include RISE and Acadience goals and data.	Updated data binder	October 3, 2025	Digital Data Binder (3rd-6th) (Housed in PLC Folder) Data Folder (K-2) Bring to PLC	Baylee (3rd-6th) Julie (K-2)	NA
5. Students will set goals and track RISE and Acadience data	Student clarity and self-efficacy	October 3, 2025	Digital Data Binder (3rd-6th) (Housed in PLC Folder) Data Folder (K-2) Bring to PLC	Baylee (3rd-6th) Julie (K-2)	CSI
6. Provide targeted professional learning support for teachers based on observations and data.	Teacher clarity	September Ongoing		Becky	TSSA CSI

**Milestone 2:** Develop a system that provides support for SWD by the general education teacher in collaboration with the special education teacher.

<b>Actions</b>	<b>Output/Product</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Funding Source</b>
1. Revise the unit plan to incorporate actionable steps for SWD	Revised Unit Plan for 26SY	May 30, 2025	Unit Plan	Jahnin	NA
2. Engage in quarterly unit planning days that aligns to the standards and include intentional planning and focus on SWD.	Completed Unit Plan  Support for SWD	October 27-31 January 12-16 March 23-27	Unit Plan	Becky	TSSA
3. Adjust the master schedule to ensure collaborative time with Special Education and General Education teachers	26SY Master Schedule	August 15, 2025	Master Schedule	Becky with Julianne and CLT	TSSA CSI
4. Continue to provide PL on co-teaching and utilize WSD co-teach framework.	Improved targeted instruction and support for SWD	September Ongoing	WSD Co-Teaching Team USB E Resources	Becky	CSI
5. Develop a form that provides teachers with accommodations of SWD and engage in discussion around specific student needs prior to the first day of school.	Digital Data Binders Student Ownership	August 18, 2025	Tab that will be included in their digital data binders IEP at a glance	Becky with Julianne and New SPED teacher	NA
6. Engage in ongoing professional learning, with support of the special education department, on accommodation implementation during classroom instruction.	Research-based strategies for SWD	October Ongoing	WSD Special Education Department	Becky	TSSA
7. Engage in ongoing walkthroughs with a district team to determine effectiveness of accommodations and	Teacher clarity	Quarterly October 20th-23rd March 16th-20th January 5th-8th	WSD Curriculum Department	Jahnin	NA

provide differentiated PL as needed to specific teams.		May 11th -15th			
8. Engage in a monthly data meeting to look specifically at our LPSGs attendance, progress, and services to ensure we are being intentional about meeting their needs.	Data driven Targeted Intervention for SWD	Monthly on Wednesdays from 8-9	Acadience and Rise Benchmark data, Panorama, PowerSchool, CFA data	Mike	TSSA CSI Title 1

Strategy 2	If teachers have strong classroom management skills, then we will see higher levels of student achievement.
<p>Explain why/how the strategy is evidence-based for LPSGs.</p>	<p>To have strong classroom management, teachers need to build and foster positive relationships with students, educators should establish age appropriate and culturally aware expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced across the school year. When students demonstrate mastery and follow established rules and routines, educators should provide age-appropriate positive specific feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations for all students within the classroom, educators will reduce the potential for challenging behavior and increase student engagement. When establishing responsive learning environments, educators should build mutually respectful relationships with students by demonstrating respect, cultural awareness, and accepting and valuing diverse learners.</p> <p>Feedback is used to guide student behavior and increase motivation, engagement, and independence. Effective feedback must be strategically delivered and focused on tasks, processes, or self-regulatory actions. Feedback should be goal directed and is most effective when the learner has a goal, and the feedback informs the learner how to improve performance toward reaching that goal. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance).</p> <p><b>High Leverage Practices for Students with Disabilities</b>  HLP 7: Establish a consistent, organized, and responsive learning environment.  HLP 8: Provide positive and constructive feedback to guide students' behavior.</p> <p>Council for Exceptional Children. (n.d.). High-Leverage Practices for Students with Disabilities.</p>

	<a href="https://highleveragepractices.org/structure-4-domains-22-hlps">https://highleveragepractices.org/structure-4-domains-22-hlps</a> High Leverage Practices, Ball & Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013
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### Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom observation	BASIC 5 / Classroom Management Support Form	<b>Praise:</b> 7.71 (ratio) <b>Corrective:</b> 6.29 (ratio)  <b>Opportunities to Respond:</b> 2.21 (rate per 10 min.)  <b>Engagement Active:</b> 44% <b>Passive:</b> 39% <b>Inactive:</b> 17%  <b>Disruptions:</b> 0.59 (rate per 10 min.)	By December, we will have a 3:1 ratio of positives to correctives. 2-3 opportunities to respond per minute, 80% active engagement, and less than 2 disruptions per 10 minutes.		By May, we will have a 5:1 ratio of positives to correctives. 4-6 opportunities to respond per minute. 90% active engagement and less than one disruption per ten minutes.	
Classroom Behavior	Panorama	TBD - Sept 30, 2025 We will establish a baseline Quarter 1 from the new panorama tracking system				

**Milestone 1:** All classrooms will implement Classroom Management as a Foundation for Learning practices. Teachers will have expectations and rules, reinforcements, and consequences visible in their classrooms and refer to them consistently throughout the day.

<b>Actions</b>	<b>Output/Product</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Funding Source</b>
1. Attend the PL session in the summer	Crafting expectations and rules, reinforcements, and consequences.	June 27, 2025	Aspen Florence Consulting	Becky	Title 1 CSI
2. Provide PL support for those not in attendance at the beginning of the year.	Crafting expectations and rules, reinforcements, and consequences.	TBD - end of September	Aspen Florence Consulting	Becky	TSSA
3. Ensure classrooms have expectations, reinforcements, and consequences visible.	Building teacher capacity Decrease behaviors and foster positive relationships	September Ongoing	Classroom Management Supports Form	Jahnin with CLT and Mike	CSI
4. Conduct Learning walkthroughs and provide actionable feedback to teachers	Classroom management forms  LRBI Foster positive relationships and decrease negative behaviors	Ongoing Quarterly  Twice Yearly	Fidelity checklist	Jahnin with Mike and Becky	NA
5. Provide ongoing PL support	Building teacher capacity	September Ongoing	Book study, PL scope and sequence	Jahnin with CLT	NA

**Milestone 2:** Teachers will increase active student engagement.

<b>Actions</b>	<b>Output/Product</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Funding Source</b>
1. Engage in a book study with (New Art and Science of Teaching)	Teachers will understand best practices for teaching.	Faculty Meetings: September November January March	One NAAST book for every teacher.	Jacci with CLT, GC	CSI



2. Once a quarter, teachers will implement a new engagement strategy.	Increased student engagement.	August 20th - October 23rd October 27th- January 9th January 12th - March 20th March 23rd - May 22nd	Checklist of engagement strategies. Strategies from Teach Like a Champion.	Mike with Becky, Jahnin	NA
3. Conduct Learning walkthroughs and provide actionable feedback to teachers.	Observation log Basic 5 Differentiated PL	October December February April	Checklist of engagement strategies.	Jahnin with Becky, Mike	NA

***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**

Resources	Approximate Amount	Additional Resources
Teacher Student Success Act	\$32,900.00	
CSI	\$5,100.00	
Title 1	\$1,000.00	

## Priority #3 - Positive Behavior Systems

**Goal:** Our school will implement a 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).

Strategy 1	If our school has an established Tier 1 PBIS team, who meet at least monthly, then our team will guide implementation through monthly action planning centered around improving Tier 1 PBIS Framework.
Explain why/how the strategy is evidence-based for LPSGs.	<p>Students should be explicitly taught appropriate social (how to interact with others), emotional (how to regulate and express thoughts and emotions), and behavioral (how to manage myself) skills and behaviors. Skills should ideally be aligned with classroom and school-wide expectations. Similar to explicit instruction in academic skills, social, emotional, and behavior skills are taught through a tell (when to use the skills), show (provide examples and non-examples of the skill under specific social contexts), and practice (students engage in role plays) format. Cultural inclusive pedagogies and practices (CIPP) is especially key when teaching social, emotional, and behavioral skills as students often learn these skills under different contexts. Students who master key social behaviors are ready to function within organized, consistent, and responsive learning environments.</p> <p><b>High Leverage Practices for Students with Disabilities</b> HLP 9: Teach social behaviors.</p> <p>Council for Exceptional Children. (n.d.). High-Leverage Practices for Students with Disabilities. <a href="https://highleveragepractices.org/structure-4-domains-22-hlps">https://highleveragepractices.org/structure-4-domains-22-hlps</a></p> <p>High Leverage Practices, Ball &amp; Forzani, 2011; Grossman et al., 2009; McDonald et al., 201</p>

### Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tiered Fidelity Indicator (TFI), PBIS Meeting Agenda	Tiered Fidelity Indicator (TFI), PBIS Meeting Agenda	Tier 1: 5/5/2025 53%	January 30, 2026 58%		May 22, 2026 63%	

### Milestone 1: Established Tier 1 PBIS Team and Operating Procedures

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. School administrator has identified and invited critical	A unified effort to implement a	August 29, 2025	<a href="#">PBIS Meeting Agenda Template</a>	Becky	NA

team members, includes a systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation	school-wide system to support all students and foster a culture of positivity		<a href="#">PBIS Implementation Facilitator Stipend PBIS Handbook</a>		
2. Tier 1 Team meets at least monthly and has an established meeting schedule	A unified effort to implement a school-wide system to support all students and foster a culture of positivity	September 24 October 22 November 19 December 17 January 28 February 25 March 25 April 29	<a href="#">PBIS Meeting Agenda Template</a> <a href="#">PBIS Implementation Facilitator Stipend PBIS Handbook</a>	Jacci	NA
3. Tier 1 Team has meeting roles and descriptions/responsibilities	Assigned Roles and Responsibilities	September 24	<a href="#">PBIS Meeting Agenda Template</a> <a href="#">PBIS Implementation Facilitator Stipend PBIS Handbook</a>	Jacci	NA
4. Tier 1 Team has established a purpose and a mission statement	Team Mission Statement	October 22	<a href="#">PBIS Meeting Agenda Template</a> <a href="#">PBIS Implementation Facilitator Stipend PBIS Handbook</a>	Jacci	NA
5. Tier 1 Team has meeting agendas and minutes	Team Agenda	September 24 Ongoing	<a href="#">PBIS Meeting Agenda Template</a> <a href="#">PBIS Implementation Facilitator Stipend</a>	Jacci	NA

			<a href="#">PBIS Handbook</a>		
6. Tier 1 Team is developing a staff PBIS handbook	Staff resource to provide clarity and unity	September 24 Ongoing	<a href="#">PBIS Meeting Agenda Template</a> <a href="#">PBIS Implementation Facilitator Stipend</a> <a href="#">PBIS Handbook</a>	Jacci	NA
7. Tier 1 Team has a current data-driven action plan linked to the school success plan	Data Driven  Goal and action plan	October 22 Ongoing	<a href="#">PBIS Meeting Agenda Template</a> <a href="#">PBIS Implementation Facilitator Stipend</a> <a href="#">PBIS Handbook</a>	Jacci	NA

**Milestone 2:** Establish faculty commitment around Tier 1 PBIS procedures

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Data regarding school wide behavior are shared with faculty monthly	Data Driven  Teacher Clarity	September 17 October 15 November 19 December 17 January 21 February 18 March 18 April 22	PowerSchool	Jacci with PBIS team	NA
2. Faculty are involved in establishing and reviewing PBIS goals	Teacher Clarity  Teachers will feel valued and be supportive  A school environment that is predictable, positive, and equitable	January 21 April 22	Goals and data	Jacci	NA
3. Faculty are given opportunities to provide feedback, offer suggestions,	Teacher Clarity  Teachers will feel valued and be	October 22 Ongoing	Google form Due prior to Oct 22	Jacci with PBIS team	NA

and make choices in the PBIS process.	supportive				
4. Faculty are recognized for their contribution to establishing and sustaining the system	Teachers will feel valued and supported	October 15 December 17 March 18	Panorama, Powerschool and walkthrough data	Jacci with PBIS team	NA
5. Faculty support the development and implementation of a “One Caring Adult” system as determined by school leadership	Students will have a positive outlook on their school experience	September 24 Ongoing	<a href="#">2x10 Training</a>	Jacci	NA

Strategy 2	If our school establishes, teaches and reinforces three to five positively stated school wide expectations, then it will aid in establishing an environment that is a predictable, positive, effective and equitable teaching and learning environment.
Explain why/how the strategy is evidence-based for LPSGs.	<p>Students should be explicitly taught appropriate social (how to interact with others), emotional (how to regulate and express thoughts and emotions), and behavioral (how to manage myself) skills and behaviors. Skills should ideally be aligned with classroom and school-wide expectations. Similar to explicit instruction in academic skills, social, emotional, and behavior skills are taught through a tell (when to use the skills), show (provide examples and non-examples of the skill under specific social contexts), and practice (students engage in role plays) format. Cultural inclusive pedagogies and practices (CIPP) is especially key when teaching social, emotional, and behavioral skills as students often learn these skills under different contexts. Students who master key social behaviors are ready to function within organized, consistent, and responsive learning environments.</p> <p>Implementing self-regulation procedures in every classroom is evidence-based and especially effective for low-performing student groups because it builds key skills and reduces disruptive behaviors. This will strengthen executive functioning skills, support trauma affected students, increase engagement and independence, reduce disciplinary disparities, and align with PBIS.</p> <p><b>High Leverage Practices for Students with Disabilities</b> HLP 9: Teach social behaviors.</p> <p>Council for Exceptional Children. (n.d.). High-Leverage Practices for Students with Disabilities. <a href="https://highleveragepractices.org/structure-4-domains-22-hlps">https://highleveragepractices.org/structure-4-domains-22-hlps</a></p> <p>High Leverage Practices, Ball &amp; Forzani, 2011; Grossman et al., 2009; McDonald et al., 201</p>

### Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tiered Fidelity Inventory	Tiered Fidelity Inventory	Tier 1: 5/5/2025 53%	January 30, 2026 58%		May 22, 2026 63%	

### Milestone 1: Establishing Schoolwide Expectations and Rules

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.3-5 positively stated school wide expectations are established	An environment which will be predictable, positive and equitable	August 29, 2025	<a href="#">Establishing Expectations &amp; Rules</a>	Mike	NA
2. Rules are identified for each common area and align with expectations	An environment which will be predictable, positive and equitable	August 29, 2025	<a href="#">Establishing Expectations &amp; Rules</a>	Mike	NA
3. Behavior expectations and rules are visibly posted. Areas posted include the classroom and a minimum of 3 other school settings.	An environment which will be predictable, positive and equitable	August 29, 2025	<a href="#">Establishing Expectations &amp; Rules</a>	Mike	CSI

### Milestone 2: Teach Schoolwide Expectations and Rules

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Lesson plans are developed for each of the common areas.	School-wide Area Expectations Lesson  An environment which will be predictable, positive and equitable	August 12, 2025	<a href="#">Teaching Expectations and Rules Lesson Plan Template</a>	Jacci with Jahnin and Mike	CSI

2. A formal schedule is developed to teach expected behaviors directly to students across classroom and campus settings.	An environment which will be predictable, positive and equitable	August 13, 2025 December 15, 2025 March 23, 2026	<a href="#">Teaching Expectations and Rules</a> <a href="#">Lesson Plan Template</a>	Jacci with Jahnin and Mike	NA
3. Faculty, staff, and students are involved in the development and delivery of lesson plans to teach behavior expectations and rules in specific settings.	An environment which will be predictable, positive and equitable	August 29, 2025 January 8, 2026 April 10, 2026	<a href="#">Teaching Expectations and Rules</a> <a href="#">Lesson Plan Template</a>	Jacci with Jahnin and Mike	NA
4. Teaching includes strategies to reinforce lessons with families and the community.	Website will include schoolwide expectations  Teachers will share with parents classroom expectations  Parents and community will know the school and classroom expectations for students	August 18, 2025 Ongoing	<a href="#">Teaching Expectations and Rules</a> <a href="#">Lesson Plan Template</a>	Mike	NA



**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.

Resources	Approximate Amount	Additional Resources
Teacher Student Success Act	\$32,900	
CSI	\$1,500.00	
Title 1	\$10,400.00	

# Parent Communication Plan

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

Share in Title I meeting and post on school website under Title 1 Tab Share in Community Council Meeting Present in Faculty Meeting
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Summarize parent and family engagement strategies that will be implemented to improve student learning.

To improve student learning, the following parent and family engagement strategies will be implemented: sharing parent engagement messages through Thrillshare, facilitating collaboration and information sharing during parent-teacher conferences, hosting Literacy Nights, and organizing Title 1 Nights.
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# Staff Qualifications

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

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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		
<b>Goal #1 Expenditures</b>			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
Salary & Benefits	Literacy Aides	\$44,600.00	
Software	Lexia	\$3,000.00	
Contracted Services	Literacy Professional Learning (trainings, stipends, substitutes)	\$2,000.00	
Technology	Chromebooks	\$5,000.00	
Other	Supplies to support tier 1 instruction	\$1,000.00	
School personnel stipends	Kindergarten Assessment (stipends/substitutes)	\$590.00	
School personnel stipends	The CLT will spend time collaborating and refining a school master schedule, vision, mission, goals, committments, and an intervention schedule.	\$1,200.00	
	Total:	\$57,390.00	\$0.00
<b>Goal #2 Expenditures</b>			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
Software	IXL & iReady software will be purchased to allow students to practice their skills using a teacher guided and adaptive software.	\$3,000.00	
Technology	Chromebooks	\$5,100.00	
Salary & Benefits	Math Aides	\$22,300.00	
Other	Acadience Math Licenses and Testing Materials	\$500.00	
School personnel stipends	Ed Tech Coach	\$500.00	
Technology	Headphones	\$1,500.00	

	Total:	\$32,900.00	\$0.00

Goal #3 Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
Salaries & Benefits	A mental health therapist will provided one day a week to provide additional social/emotional support for students.	\$5,200.00	
Software	Panorama	\$500.00	
	Total:	\$5,700.00	\$0.00
	FY26 Allocation	\$95,857.22	

	FY25 Carry Over Pending	\$0.00	
	Total	\$95,857.22	
	Total Budget Expenditures	\$95,990.00	\$0.00
	Maximum Carry Over of FY26 is 10%	\$9,585.72	

[illegible]

	Total:	\$5,100.00	\$0.00

Goal #3 Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
Other	Supplies to support Tier 1 school rules and procedures and social/emotional lessons	\$750.00	
School personnel stipends	School-Wide Area Lesson Development	\$750.00	
	Total:	\$1,500.00	\$0.00
	FY26 Allocation	\$44,456.93	
	FY25 Carry Over Pending	\$0.00	
	Total	\$44,456.93	

	Total Budget Expenditures	\$44,000.00	\$0.00
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	Total:	\$1,000.00	\$0.00

Goal #3 Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
Contracted Services	Leader in Me	\$3,000.00	
Other	Family Engagement Nights	\$5,000.00	
Software	Inner Explorer Licenses	\$2,400.00	
	Total:	\$10,400.00	\$0.00
	FY26 Allocation	\$0.00	
	FY25 Carry Over Pending	\$0.00	
	Total	\$0.00	

	Total Budget Expenditures	\$20,000.00	\$0.00
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