



Weber School District School Success Plan



Overview

School Approval Date: May 30, 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)

LEA Approval Date: Jun 11, 2025

School Name: Burch Creek Elementary

Low Performing Student Group(s) (LPSGs):

- ☒ Students with Disabilities
- ☐ Economically Disadvantaged
- ☒ English Learners
- ☐ African American/Black
- ☐ Asian
- ☐ Hispanic/Latino
- ☐ American Indian/Alaska Native
- ☐ Multi-race
- ☐ Native Hawaiian/Pacific Islander
- ☐ White

Principal Name: Katie Amsden

School Leadership Team Members Responsible for this Plan:

Name	Position	Name	Position
Katie Amsden	Principal	Randi Dunyon	Teacher
Anna West	Teacher	Megan Lords	Parent
Tamra Woodland	Teacher	Jenn Hansen	Parent
Sydnee Smith	Teacher		
Jacob Burnett	Teacher		

At a Glance

School Vision:	“Our vision is to empower every student to reach their full academic potential through equitable access to high-quality instruction, supportive relationships, and a safe, inclusive learning environment.”		
Goal #1:	Burch Creek will increase the percentage of students proficient in the RISE ELA assessment from 33% to 36% by 2026, and 40% of K-3 students will be Above Benchmark on the EOY Acadience Reading.		
Alignment to Elevate28	Focal Area	Focal Area #1 - Academic Excellence ▾	
	Priority	Literacy	
	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). 55% of all 4th-6th grade students will be proficient on the end-of-year RISE assessments in ELA and Math.	
Goal #2:	Burch Creek will increase the percentage of students proficient in the RISE Math assessment from 29% to 32% by 2026, and 60% of K-3 students will be At or Above Benchmark on the EOY Acadience math.		
Alignment to Elevate28	Focal Area	Focal Area #1 - Academic Excellence ▾	
	Priority	Math	
	Goal	72% of our third grade students will be at or above benchmark on Acadience math. 55% of all 4th-6th grade students will be proficient on the end-of-year RISE assessments in ELA and Math	
Goal #3:	Burch Creek Elementary will establish school wide baseline data for minor infractions the school year 25-26		
Alignment to Elevate28	Focal Area	Focal Area #3 - Character Competence ▾	
	Priority	Skills for Student Success	

	Goal	100% of elementary schools will implement a once-weekly, evidence-based social skills curriculum and/or strategies based on identified Tier 1 social skills needs and <i>Portrait of a Graduate</i> competencies in grades K-3.
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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	41%	24%	Not available	Grade 3	40%	32%	28%	Grade 3	NA	NA	NA
Grade 4	29%	49%	Not available	Grade 4	35%	38%	37%	Grade 4	25%	35%	28%
Grade 5	22%	34%	Not available	Grade 5	37%	25%	28%	Grade 5	28%	23%	40%
Grade 6	37%	26%	Not available	Grade 6	27%	22%	31%	Grade 6	43%	21%	27%

Utah RISE - Percent Proficient (LPSGs)											
ELA	23SY	24SY	25SY	Math	23SY	24SY	25SY	Science	23SY	24SY	25SY
ELL	< 10%	<10%	Not available	ELL	<10%	<10%	%	ELL	<10%	<10%	%
SPED	6.8%	5.3%	Not available	SPED	12.3%	10.7%	%	SPED	13%	7.4%	%

WIDA				
	22SY	23SY	24SY	25SY
Adequate Progress	35.7%	36.8%	41.2%	%

Reaching Proficiency	7.1%	21.1%	11.8%	11.5%
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Acadience Composite Reading Score - Percent						
Grade	Time of Year	Well Below Benchmark	Below Benchmark	On Benchmark	Above Benchmark	Percent Change ROGL (BLUE)
Kindergarten	BOY	44%	6%	18%	32%	18%
	EOY	10%	12%	28%	50%	
Grade 1	BOY	26%	14%	12%	47%	6%
	EOY	18%	5%	24%	53%	
Grade 2	BOY	41%	7%	11%	42%	-11%
	EOY	41%	11%	16%	31%	
Grade 3	BOY	41%	11%	18%	29%	-1%
	EOY	31%	17%	23%	28%	
Grade 4	BOY	49%	11%	11%	29%	5%
	EOY	30%	17%	19%	34%	
Grade 5	BOY	25%	23%	6%	46%	10%
	EOY	21%	10%	14%	56%	
Grade 6	BOY	18%	17%	23%	41%	1%
	EOY	27%	9%	22%	42%	

Panorama Student Climate & Well-Being Survey					
Category	Grade Level	Fall 2024 (100)	Spring 2025 (104)	National Percentile	Change

		Percentage	Percentage		
Teacher-Student Relationships	3rd - 6th	80%	76%	80th-99th perc... ▾	-4%
Sense of Belonging	3rd - 6th	71%	65%	60th-79th perc... ▾	-6%
Self Management	3rd - 6th	74%	71%	40th-59th perc... ▾	-3%
Social Awareness	3rd - 6th	74%	72%	60th-79th perc... ▾	-2%
Grit	3rd - 6th	61%	57%	20th - 39th per... ▾	-4%
Emotional Regulation	3rd - 6th	55%	52%	60th-79th perc... ▾	-3%

Tiered Fidelity Inventory (TFI)		
Category	SY24	SY25
Total Score	60%	87%
Team	79%	75%
Implementation	56%	94.4%
Evaluation	62%	75%

2.

Qualitative Data	
Teacher Input Survey (CALL)	<p>Call Survey data as reported in the Needs Assessment findings with MGT on March 26-28, 2025.</p> <p>Turnaround Leadership:</p> <p>1.1 Prioritize improvement and communicate its urgency: CALL NATIONAL AVERAGE 3.88 and BURCH CREEK 4.28.</p>

	<p>1.2 Monitor short and long-term goals. CALL NATIONAL AVERAGE 3.72 and BURCH CREEK 4.26</p> <p>1.3 Customize and target support to meet needs. CALL NATIONAL AVERAGE 3.52 and BURCH CREEK 4.23</p> <p>Instructional Transformation:</p> <p>3.1. Diagnose and respond to student learning needs CALL NATIONAL AVERAGE 3.5 and BURCH CREEK 4.2</p> <p>3.2 Provide rigorous evidence based instruction CALL NATIONAL AVERAGE 3.52 and BURCH CREEK 3.93</p> <p>3.3 Remove barriers and provide opportunities: CALL NATIONAL AVERAGE 3.19 and BURCH CREEK 3.42</p> <p>Talent Development:</p> <p>2.1 Recruit, develop and sustain talent CALL NATIONAL AVERAGE 3.56 and BURCH CREEK 4.03</p> <p>2.2 Target professional learning opportunities: CALL NATIONAL AVERAGE 3.66 and BURCH CREEK 3.95</p> <p>2.3 Set clear performance expectations: CALL NATIONAL AVERAGE 3.58 and BURCH CREEK 4.58</p> <p>Culture Shift:</p> <p>4.1 Build a strong community intensely focused on student learning: CALL NATIONAL AVERAGE 3.59 and BURCH CREEK 4.04</p> <p>4.2 Solicit and act upon stakeholder input: CALL NATIONAL AVERAGE 3.23 and BURCH CREEK 3.56</p>
Parent and Student Input Survey	Site Visit on March 26-28 2025; Focus groups: 2 Para-professional focus groups; 1 student focus group and 1 Parent focus group.
Staff Interviews	Site Visit on March 26-28 2025; 21 staff interviews which included: 1 admin, 16 teachers and 4 other professionals. * All teachers interviewed named the leadership team of the Principal, Instructional Coach and Title I teacher leader as supportive, valuable resources, committed and positive. * Teachers feel like there are a lot of requirements for them and that sometimes they

	feel micromanaged. RECOMMENDATION: Include teachers in school decision making. Ensuring that teachers have a voice can increase buy-in and reduce insecurity caused by change at the school. * Focus on a couple of initiatives with teachers before expanding to others will help teachers feel like the goals are manageable.
Student Focus Groups	One student focus group survey conducted by MGT 3/27/25. Results: Students feel safe talking to the principal.

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.

Comprehensive needs assessment summary for Burch Creek Elementary for Special Education Students and English Language Learners includes data from RISE and Acadience assessments. These assessments show that our Special Education and ELL populations are performing in the lowest 5% of students in the state of Utah.

The findings and causes of low performance on RISE and Acadience for our LPSG (Low performing student groups) are:

FINDINGS:

- Significant achievement gaps exist across standardized tests (RISE) for Sped and ELL students
- Lower proficiency in math and reading are due to a lack of explicit grade level instruction and collective teacher efficacy in the belief that all students can learn at high levels.
- Another finding among faculty and staff was an implicit bias and lower expectations for these specific groups of students.
- Achievement gaps persist following K-2 classroom instruction which requires teachers in grades 3-6 to close the achievement gap rather than teaching grade level content.

CAUSES:

- Small group targeted RTI using a research based curriculum for all students that was not in place consistently across the school.
- Many students from these groups have limited parental involvement (due to work, language barriers, or education level).
- Systemic barriers also include language barriers for ELLs and poor special education services due to the large number of special education students with inadequate staffing.
- In previous years a lack of master schedule and school-wide behavior systems were not evident.
- PLC's were not efficient or data driven at Burch Creek Elementary.
- School-wide was not shared or analyzed with faculty by the school administration.

Historical RISE, ALO and WIDA data was used to determine student proficiency and areas of need. After closely analyzing our target populations for Special Education and ELL students, it was determined that strategic unit plans that include explicit instruction, scaffolding, and academic and context vocabulary acquisition, would greatly impact Tier I classroom instruction. Effective Tier I instruction will impact all students' learning and therefore show gains on RISE, ALO and WIDA assessments.

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)?	95% group interventions are provided for students who lack phonics skills. Most Common Word Routine is provided in 1st grade classrooms. Reading Horizons is part of Tier I instruction in grades K-3. LETRS research based practices are being used with fidelity in grades K-1.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Professional learning time is designated two times a month for teachers. Different professional development is based on school and grade need(s). Unit planning needs a continued emphasis to include CFA's and vocabulary as a priority.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	Special Education has 3 full time teachers and 1 Diagnostic Kindergarten teacher. Total aides provided by SPED dept = 9. School provides additional aides for 95% groups to support in the Special Education Classroom = 3. 95% group binders and materials provided with school funds equaling about \$15K. Burch Creek has 1 EL teacher and 1 aide provided with District Level funding. Resources provided are adequate.
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?	A revised master schedule will be created for the school year 25-26 to include the recommended Tier I Reading, Math and Science time(s). Tier 2 and Tier 3 will also be included to ensure Special Education and ELL students receive needed Tier 2 time with the homeroom teacher. 25-26 Master Schedule
What data is being collected to monitor student learning and how often is this data analyzed?	95% group cycles are evaluated every 3 weeks in grades K-3. All student(s) including but not limited to ELL and SWD are given the PSI and grouped into a new skill group based on PSI score. RISE benchmarks in Math and ELA are given 1 x a month to all students in grades 3-6. CFA's are given in all grades and data is input into monitoring the work of teams document. 95% group cycles 24-25 3rd grade benchmark data 24-25 5th grade benchmark data 24-25 4th grade benchmark data 24-25 6th grade benchmark data 24-25
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	Continue to allocate school funds to support additional aide time for English Language Learners (ELL) and Students with Disabilities (SWD), supplementing the resources already provided by the ELL and Special Education (SPED) departments. This ensures comprehensive support to meet the diverse academic and social-emotional needs of all students.

Priority #1 - Literacy

3 year Goal: Burch Creek will increase the percentage of students proficient in the RISE ELA assessment from 33% to 43% by 2028, and 60% of K-3 students will be Above Benchmark on the EOY Acadience Reading.

Goal: Burch Creek will increase the percentage of students proficient in the RISE ELA assessment from 33% to 36% by 2026, and 40% of K-3 students will be Above Benchmark on the EOY Acadience Reading.

- Grades 3-6 will increase RISE proficiency by 3% in each grade.
- Grades K-3 will increase in Above Benchmark on EOY Acadience reading assessment by 10% in each grade.
- ELL students will increase RISE proficiency by 3% in each grade.
- SWD students will increase RISE proficiency by 3% in each grade.

Strategy 1	If we create unit plans that include academic and context vocabulary, it effectively predicts that students will increase their reading comprehension.
Explain why/how the strategy is evidence-based for LPSGs.	When students are taught vocabulary in meaningful, repeated, and contextualized ways, their comprehension improves significantly. Vocabulary instruction builds background knowledge, which is a key factor in helping students make sense of new information.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Vocabulary Planning	Unit planning Daily lesson plans	1 unit plan completed per grade	2 new unit plans completed per grade level		4 new unit plans completed per grade level	
Vocabulary classroom observation	Observations in classrooms based on unit plan academic and context vocabulary	TBD NLT Sept 30	TBD		TBD	

Milestone 1: Implement an explicit vocabulary protocol

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Update the master schedule	Specified time for vocabulary instruction on the master schedule	Aug 1st	Canva to create new updated posters	Jake Burnett	TSSA
2. Provide PL on how to provide explicit vocabulary instruction	Outline for teachers on vocabulary instruction to ensure research based Tier 1 vocabulary instruction	Aug 15th	University of Florida Vocabulary instruction slides LETRS Chapter on Vocabulary	Jake Burnett	Title 1 Trustland CSI
3. Provide teachers with explicit vocabulary resources (graphic organizers, protocols, academic vocab list vertically aligned)	Graphic organizer created by Burch Creek Guiding coalition team.	Aug 15th	LETRS Graphic Organizer	Jake Burnett	Title 1 Trustland CSI
4. Align academic vocabulary vertically	K-6 teachers use consistent academic vocabulary, as identified by district ELA curriculum map	Sept 30 and ongoing through the PLC process	Grade level academic vocabulary list provided by MGT consultant	Jake Burnett	Title 1 Trustland CSI
5. Collect baseline data in Sept 2025 using the observation form on vocabulary	Current Classroom Visit Log 25-26SY	Sept 30	Classroom observation tool; Classroom Visit Log	Katie Amsden	NA
6. Consistently use academic vocabulary throughout all instruction	Students will build and expand content and academic vocabulary	Sept 1st and ongoing	Wonders, District ELA curriculum map	Katie Amsden	None needed

	understanding				
7. Provide coaching supports to teams and individuals based on initial observations	Ensure fidelity in Tier 1 vocabulary instruction	Oct 1st and ongoing	Classroom observation log PLC 3 chair conversations with coach, teacher and administration	Jacob Burnett	None needed

Milestone 2: Engage in unit planning. Teachers will complete one unit plan per quarter based on priority standards (four total unit plans: math and ELA combined).

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Adapt unit planning document	Unit plans	August 1st	Current unit plans at Burch Creek	Tamra Woodland	None needed
2. Review all priority standards and proficiency scales	Unit plans	September 30th and on-going	Unit planning binders created by Jake WSD curriculum resources	Jake Burnett	None needed
3. Identify priority standards, one for each unit plan.	Unit plans	September 30th	ELA Priority Standards	Jake Burnett	None needed
4. Complete unit plans during PLCs.	Unit plans	Oct 1st and on-going	Unit plan, unit planning binders, Wonders	Jake Burnett	None needed
5. Provide coaching supporting	Unit plans	Oct 1st and on-going	School Instructional coach Curriculum Department	Jake Burnett	None needed
6. Provide ongoing PL support for unit planning	Unit plans	September 8th and on-going	Bob Sonju Unit Planning form(s)	Jacob Burnett	None needed
7. Incorporate ELL and Special Education teachers in unit planning	Unit plans created with help of Sped and EL teachers	September 8th and on-going	Master schedule	Syd Smith	CSI

Strategy 2	If we explicitly teach and implement grade-level scaffolding strategies in Tier 1 instruction, then students will improve their comprehension and communication skills, leading to enhanced performance across various subjects.
Explain why/how the strategy is evidence-based for LPSGs.	Learners benefit most when support is given just beyond their current ability. Explicit teaching and scaffolding help to close academic gaps for LPSG's in relation to reading comprehension and communication skills.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Vocabulary classroom observation	Observations in classrooms based on unit plan academic and context vocabulary	TBD NLT Sept 30	TBD		TBD	
ALO MAZE and Retell	Acadience	EOY 25 MAZE = 51% Retell = 73.5%	MOY 3% increase in MAZE 3% increase in Retell		EOY 6% increase in MAZE 6% increase in Retell	

Milestone 1: Implement Tier I scaffolding

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Provide PL on how to provide Tier 1 scaffolds	Effective Strategies in the classroom	September 3rd and on-going	Anita Archer training on explicit instruction	Tamra Woodland	CSI
2. Provide PL on explicit instruction	Effective scaffolding teaching strategies in the classroom	Sept 17th and on-going	Anita Archer training on explicit instruction	Jake Burnett	CSI Title 1
3. Provide teachers with scaffolding and	Teachers will use strategies and	September 3rd and on-going	LETRS resources: Comprehension Planning	Katie Amsden	None needed

explicit instruction resources	resources from LETRS during Tier 1 instruction		checklist; Writing Evaluation Checklist and writing planning checklist		
4. Provide coaching supports for implementation	Provide teachers with effective scaffolding strategies to use in the classroom	September 9th and on-going	Master Schedule	Jake Burnett	None needed

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

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

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	\$64,000.00	
School LAND Trust	\$91,500.00	
Title 1	\$36,060.60 (2 paraprofessionals)	
CSI	\$20,000	

Priority #2 - Mathematics

3 year Goal: Burch Creek will increase the percentage of students proficient in the RISE Math assessment from 29% to 42% by 2028, and 72% of K-3 students will be At or Above Benchmark on the EOY Acadience math.

1 year Goal: Burch Creek will increase the percentage of students proficient in the RISE Math assessment from 29% to 32% by 2026, and 60% of K-3 students will be At or Above Benchmark on the EOY Acadience math.

- Grades 3-6 will increase RISE proficiency by 3% in each grade.
- Grades K-3 will increase in At or Above Benchmark on EOY Acadience math assessment by 8% in each grade.
- ELL students will increase RISE proficiency by 3% in each grade.
- SWD students will increase RISE proficiency by 3% in each grade.

Strategy 1	If we create math unit plans that include academic and context vocabulary, grade-level CFA's, and learning targets, it effectively predicts that students will increase their proficiency and growth on RISE and Acadience math assessments.
Explain why/how the strategy is evidence-based for LPSGs.	RISE and Acadience assessments include multi-step problems and require understanding of terms in context. Improved vocabulary helps students access and respond to these items accurately. Clarity of learning intentions and success criteria has a significant positive impact on achievement. CFA's ensure alignment to standards and provide regular checks, which improve retention and reduce surprises on summative tests like RISE.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Math Benchmarks	RISE and Acadience benchmark school accountability sheet	1 RISE Benchmark per month At least 1 Acadience progress monitor per month	4 RISE Benchmarks 4 Progress Monitors		8 RISE Benchmarks 4 Progress Monitors	.

Milestone 1: Implement an explicit vocabulary protocol using the University of Utah Tier I text explorers

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Update the master schedule	New master schedule for 25-26	May 30th	Current master schedule	Jake Burnett	None Needed

	with uninterrupted Tier 1 and Tier 2 math blocks.				
2. PL for teachers on explicit academic vocabulary instruction during Tier 1 math	PL schedule in the teacher handbook	September 3rd and on-going	Teacher Handbook for scheduled Professional Learning days. Math vocabulary from WSD curriculum department	Katie Amsden	None Needed
3. Provide teachers with explicit vocabulary instruction resources (graphic organizers, protocols, academic vocab list vertically aligned)	Outline for teachers on vocabulary instruction to ensure research-based Tier I vocabulary instruction Anchor charts for classrooms	September 3rd and on-going	Anita Archer resources University of Utah Vocabulary routine University of Utah Advanced Vocabulary graphic organizer	Tamra Woodland	CSI money
4. Align academic vocabulary vertically	Academic vocabulary word bank	October 1st and October 15th	Core Guide Utah Core Standards PLC Unit Planning binders	Randi Dunyon	None Needed

Milestone 2: Engage in unit planning. Teachers will complete one unit plan per quarter based on priority standards (Two total math).

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Adapt the unit planning document	Unit Plans	September 8th	Current unit plans at Burch Creek	Tamra Woodland	None needed
2. Review all priority standards	Unit Plans	September 8th and on-going	Unit planning binders created by Jake WSD curriculum resources	Jake Burnett	None needed

3. Identify priority standards, one for each unit plan.	Unit Plans	Sept 8th and on-going	Math Priority Standards	Anna West	None needed
4. Complete unit plans during PLCs.	Unit Plans	October 15th and on-going	Unit plan, unit planning binders, Engage NY, IXL, Approach One (6th grade)	Katie Amsden	None needed
5. Provide coaching supporting	Unit Plans	September 8th and on-going	School Instructional Coach Curriculum Department	Jake Burnett	None needed
6. Provide ongoing PL support for unit planning	Unit Plans	October 1st and then monthly	Bob Sonju Unit Planning form(s)	Tamra Woodland	None needed
7. Incorporate EL and Special Education teachers in Unit Planning	Unit Plans created with the help of Sped and EL teachers	September 8th and on-going weekly	Master schedule	Syd Smith	None needed

Strategy 2	If we implement grade-level scaffolding strategies in Tier 1 instruction, then all students will acquire the skills needed to master grade-level content.
Explain why/how the strategy is evidence-based for LPSGs.	When scaffolding is embedded in Tier 1, it supports diverse learners (e.g., ELs, students with gaps) without lowering expectations—key for equitable outcomes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Math Benchmarks	RISE and Acadience benchmark school	1 RISE Benchmark per month	4 RISE Benchmarks		8 RISE Benchmarks	Math Benchmarks

	accountability sheet	At least 1 Acadience progress monitor per month	4 Progress Monitors		4 Progress Monitors	
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Milestone 1: Engage in unit planning. Teachers will complete one unit plan per quarter based on priority standards (four total math and ELA combined).

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Adapt unit planning document to include scaffolding strategies	Unit plans	October 1st and on-going	PLC binder Unit plan template Inventory of manipulatives	Anna West	None Needed
2. Review all priority standards	Unit Plans	Sept 8th and on-going	Unit planning binders WSD curriculum resources	Randi Dunyon	None needed
3. Complete unit plans during PLCs which include scaffolds: Manipulatives Visual Representations Worked examples Graphic Organizers Anchor Charts	Completed Unit Plans Anchor Charts Graphic Organizers		Inventory of manipulatives by grade level. Posters for anchor charts Manipulatives	Syd Smith	CSI funds

Milestone 2: Implement Explicit Instruction (Archer) scaffolding strategies during Tier I instruction

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Provide PL on how to provide Tier I scaffolds	Schedule for PL in teacher handbook	September 3rd and on-going	Teacher handbook The New Art and Science of Teaching (Marzano) University of Utah Tier I text explorers Graphic Organizers	Katie Amsden	CSI money

			Sentence Starters Modeling Chunking Advance Organizers Concept Maps		
2. Provide PL on explicit instruction	Schedule for PL in teacher handbook	Sept 17th and on-going	Teacher Handbook Explicit Instruction that Works (Anita Archer)	Randi Dunyon	Title 1 Money
3. Classroom observations	Observations to ensure I DO, WE DO and YOU DO is observed in each classroom	Sept 30 and on-going	Explicit Observation form	Katie Amsden	None needed
4. Provide coaching support as needed	Coaching Cycle	October 1st and on-going	Coaching cycle template Observation data to set goals	Jake Burnett	None needed

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

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

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	\$25,000	
School LAND Trust	\$0	
CSI	\$5000	Anita Archer resources University of Utah Vocabulary routine University of Utah Advanced Vocabulary graphic organizer
Title 1	\$43,575.47 (2 paraprofessionals) + 5,000 parent involvement + 5000 general supplies	

Priority #3 - Positive Behavior Systems

Goal: 3 year goal: Decrease the number of minor behaviors by 10% from baseline data.

1 year goal: Establish school-wide baseline data for minor infractions for school year 25-26.

Strategy 1	If we implement school-wide reteach academy as a consequence for minor behaviors, then minor infractions will decrease.
Explain why/how the strategy is evidence-based for LPSGs.	Skill Building helps students develop social-emotional skills and self-regulation strategies, which can prevent future behavioral issues.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Behavior Data Collected and Analyzed	Panorama	Establish baseline for 25-26 school year on minor incidents and track by month	75% of teachers are utilizing Panorama for tracking minor behavior		100% of teachers are utilizing Panorama for tracking minor behavior	

Milestone 1: Adjust and reinforce School wide discipline procedures for high leverage areas

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Create a consequence hierarchy for high-leverage areas	School-wide posters with consequence hierarchy posters	August 1st	Canva to create posters	Katie Amsden	TSSA /CSI money
2. Create Reteach Academy invitation	Accountability invitation	August 1st	Canva to create posters	Tamra Woodland	TSSA / CSI Money
3. Create ART documents and flip charts for high leverage areas	ART document / flip chart	August 10th	ART document	Syd Smith	TSSA / CSI Money

Milestone 2: Faculty and staff professional development on Panorama behavior logging and tracking

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Panorama Behavior Logging training	PL schedule for Panorama logging	August 27th	Panorama Kahoot Leadership and Learning Slides Rebecca Becker	Katie Amsden	None needed
2. Reteach Academy training to emphasize proactive approach to behavior	Google SlideShow during teacher PD Teacher quiz after training	August 15th	Kahoot Leadership and Learning Slides Rebecca Becker	Syd Smith	None Needed
3. PBIS team meets monthly and has an established meeting with schedule and agenda	Meeting schedule, agenda, norms and roles for team members.	August 28th and monthly on-going	School Calendar Teacher handbook	Anna West	None Needed

Strategy 2	If we modify the school-wide Positive Behavior System then we will see decreased minor and major infractions in high leverage areas.
Explain why/how the strategy is evidence-based for LPSGs.	Consistency and Clarity: PBIS provides a clear, consistent framework for behavior expectations and known school-wide consequences. This clarity helps all students, especially those from LPSGs, understand what is expected of them and the consequences of their actions.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
BRAVE tickets	Class tickets / total earned	Collect baseline data by Nov 30th	3% increase based on baseline data		5% increase based on baseline	
Reteach Academy	Panorama Data	Collect baseline data by Nov 30th	3% decrease based on baseline data		5% decrease based on baseline	

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

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. School-wide procedure day	Procedure posters Data gathering in high-leverage areas	August 19th 2026 January 5th 2026 March 2nd 2026	School-wide procedures slideshow	Katie Amsden	None needed
2. Observations in high-leverage areas	Gathering data in high-leverage areas	Oct 1st and ongoing each month	Observation form for high-leverage areas	Randi Dunyon	None needed
3. Create a slideshow, showing school-wide procedures	Procedure slideshow	August 10th	Google Slides	Tamra Woodland	None needed

Milestone 2: PBIS Reinforcement System for high leverage areas within the school

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Provide professional learning to teachers and staff	New process and structure for BRAVE tickets; Professional Learning protocol	August 15th	Blue Mule training notes	Randi Dunyon	NA
2. Handing out BRAVE tickets to students in high leverage areas as positive reinforcement	Create new BRAVE tickets that look different from previous year(s)	August 19th and on-going monthly	BRAVE tickets	Syd Smith	TSSA
3. Individual reinforcement for all students who show automaticity displaying correct procedures in high leverage areas	Consumable treat	August 25th and on-going daily	Consumable items for students	Anna West	Behavior Grant Money
4. Class Incentive for all classrooms who meet the 100's chart goal	Item chosen from the menu	September 15th and on-going	100's hundreds chart Menu item	Randi Dunyon	Behavior Grant Money TSSA

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

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

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	\$52,348.00	
School LAND Trust	\$0	
Positive Behavior Plan	\$1000.00	
CSI	\$5000	Continued Professional Development for behavior strategies
Title 1	\$10,000 (\$5,000 parent involvement + \$5000 general supplies)	

Parent Communication Plan

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

Parents will be given a PBIS parent letter at back to school night. Teachers will also send home a classroom expectation document for all parents at back to school night. Under the parent tab on the website, all ART documents, major and minors, school reductive consequences flow chart, positive reinforcement and school-wide reward system will be posted for parents to view.

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

Burch Creek Elementary will plan two Title I family engagement nights. Fall activity will be a parent learning night. The spring activity will be a literacy night based on the school and family community coming together to emphasize summer reading. Burch Creek Elementary will also support Bonneville Communities that Care and other Bonneville Cone parent and student learning opportunities.

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			
Priority #1 Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
School Personnel stipends	Teachers from Burch Creek Elementary will attend a Professional development opportunities during the 25-26 school year. These PD opportunities will be outside of district and related to vocabulary and/or Tier I instruction. Teachers will learn specific strategies to implement into Tier I Literacy instruction. \$5,000	\$4,500.00	
Additional school employee(s)	Aides will be used and assigned throughout the school to assist teachers during PLC rotations, provide small group reading interventions, and assist teachers in their classrooms with student academic related activities on a daily basis. Aides will also provide testing support to oversee the administration of Acadience, 95% group assessments and end of year RISE summative tests.	\$50,000.00	
Additional school employee(s)	BTS Arts teacher for teacher and student support. Teachers will use the time to collaborate, creat unit plans and set goals while students are involved in art(s) curriculum during PLC rotations.	\$4,000.00	
Technology	Student chromebooks and panels will be used daily in all K-6 classrooms. TSSA funds will be used for school technology related needs, including but not limited to: Chromebook lease and repairs, purchase flat line panels to replace outdated smart boards, wiring for flat line panels and other costs related to technology as needed. Chromebooks and panels will support Tier I teacher literacy instruction with a specific focus on vocabulary for the 25-26 shcool year.	\$5,000.00	
	Total:	\$63,500.00	\$0.00
Priority #2 Expenditures			

Expenditure Category	Description	Estimated Cost	Actual Expenditure
Additional school employee(s)	Aides will be used and assigned throughout the school to assist teachers during PLC rotations, provide small group math interventions, and assist teachers in their classrooms with student academic related activities on a daily basis. Aides will also provide testing support to oversee the administration of Acadience math, RISE benchmark assessments, and end of year RISE summative tests.	\$20,000.00	
Technology	Student chromebooks will be used in all K-6 classrooms and TSSA funds will be used to support Chromebooks lease and repairs. Chromebooks will be used for RISE math benchmarks, math related computer software and other school technology related needs during the 25-26 school year.	\$5,000.00	
Total:		\$25,000.00	\$0.00

Priority #3 Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
Other	Supplies to support Tier I school rules and procedures and social/emotional lessons.	\$3,000.00	
Student Wellness support	School wide and individual incentives will be awarded to all students at Burch Creek identified as following the procedures and meeting the monthly school behavior goal as well as the social/emotional monthly focus.	\$5,000.00	

Student Wellness support	Burch Creek Elementary will use the Panorama software to track social wellness support and behavior logging for minor incidents	\$500.00	
Student Wellness support	Panorama software \$1.00 per student x \$650	\$650.00	
Student Wellness support	A mental health specialist will be hired to provide additional social/emotional support for students. Services will be provided two days per week. (10,260)	\$10,500.00	
Additional school employee	TSSA monies will be used to hire a part-time 4 hour behavior aide to support and reinforce school-wide procedures and social skills in conjunction with the school's positive behavior plan 4 hours a day x 130 days.	\$17,000.00	
Additional school employee	TSSA monies will be used to hire a 5.75 hour behavior aide to support and reinforce school-wide procedures and social skills in conjunction with the school's positive behavior plan. 5.75 hours a day x 180 =	\$20,724.00	
	Total:	\$57,374.00	\$0.00
	FY26 Allocation	\$147,042.16	
	FY25 Carry Over Pending	\$0.00	
	Total	\$147,042.16	
	Total Budget Expenditures	\$145,874.00	\$0.00
	Maximum Carry Over of FY26 is 10%	\$14,704.22	

CSI			
Goal #1 Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
Other	Resources for teachers to support vocabulary instruction for students. Example(s) include but are not limited to: Vocabulary notebooks, copies of graphic organizers and student vocabulary lists. Unit planning resource binders, student data binder supplies, anchor chart paper for teachers.	\$5,000.00	
Other	Connecting through conversation book for teachers. This book will enhance collaboration for teachers with students, parents and colleagues during the CSI process. + on-line coaching for teachers	\$8,000.00	
Other	Master Schedule copies and walkthrough observation logs	\$1,000.00	
Professional Development	PLC institute at work SLC 10 teachers x 799.99 per person	\$8,000.00	
Total:		\$22,000.00	\$0.00
Goal #2 Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
Professional Development	High Reliability Schools Institutes - Guiding Coalition Team (8 team members) registration + airfare + hotel + per diem - Approximate costs: (Conference registration = \$5600 Airfare for 8 people = \$2400 Hotel for 8 people = \$6400 Per diem = \$5000)	\$19,500.00	

Other	Resources for teachers to support vocabulary instruction for students. Example(s) include but are not limited to: Vocabulary notebooks, copies of graphic organizers and student vocabulary lists. Unit planning resource binders, student data binder supplies, anchor chart paper for teachers.	\$5,000.00	
	Total:	\$24,500.00	\$0.00

Goal #3 Expenditures

[illegible]

	Total:	\$10,700.00	\$0.00
	FY26 Allocation	\$57,329.57	
	FY25 Carry Over Pending	\$0.00	
	Total	\$57,329.57	
	Total Budget Expenditures	\$57,200.00	\$0.00

Title I	
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Goal #1 Expenditures	
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Expenditure Category			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
General supplies	Classroom related supplies to enhance student learning such as : notebooks, picture books to accompany tool-kit lessons, picture books to teach vocabulary in context, highlighters, and other classroom supplies	\$5,000.00	
Parent Involvement	Parent night supplies to teach parents the importance of literacy in the home	\$5,000.00	
Personnel	Para-professionals to support student learning	\$43,575.47	
	Total:	\$53,575.47	\$0.00

Goal #2 Expenditures	
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Expenditure Category	Description	Estimated Cost	Actual Expenditure
General supplies	Classroom related supplies to enhance student learning such as : notebooks, picture books to accompany tool-kit lessons, picture books to teach vocabulary in context, highlighters, and other classroom supplies	\$5,000.00	
Parent Involvement	Parent night supplies to teach parents the importance of math literacy.	\$5,000.00	

	FY24 Carry Over Pending	\$0.00	
	Total	\$0.00	
	Total Budget Expenditures	\$63,575.47	\$0.00