



Weber School District School Success Plan



Overview

School Approval Date:	May 30, 2025	School Improvement Status:	<input type="checkbox"/> No School Improvement Status <input type="checkbox"/> Targeted Support & Improvement (TSI) <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) <input type="checkbox"/> More Rigorous Intervention (MRI)
LEA Approval Date:	Jun 11, 2025		
School Name:	Washington Terrace	Student Group(s):	<input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> African American/Black <input type="checkbox"/> Asian <input checked="" type="checkbox"/> Hispanic/Latino <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Multi-race <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White
Principal Name:	Tana Chipp		

School Leadership Team Members Responsible for this Plan:

Name	Position	Name	Position
Tana Chipp	Principal	Britnee Brandon	Teacher
Stacy Tonioli	Instructional Coach	Hollie Estes	Teacher
Rachel Marchand	Title 1 Teacher Leader	Rashell Pentecost	Teacher

Mallorie Donohoo	Counselor	Linda Fannesbeck	Parent
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At a Glance

School Vision:	<p>We will produce confident, successful students who:</p> <ul style="list-style-type: none"> • Understand and practice the 7 Habits of Highly Effective People. • Have the academic and life skills to succeed and who believe in their abilities. • Have written goals to help them succeed in school, future careers and in life.
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Goal #1:	By the end of the 25-26SY, 40% K-6 students will achieve Above Benchmark as measured by the Acadience reading assessment.		
Alignment to Elevate28	Focal Area	Focal Area #1 - Academic Excellence ▾	
	Priority	Pre-K to 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:	Increase math proficiency across all grade levels. <ul style="list-style-type: none">• Grades 3-6 Rise proficiency: 35% of students will be proficient by 2025-2026 EOY RISE data.• Grades K-2 Acadience: 50% of Students will be proficient 2025-2026 EOY Math composite score.		
Alignment to Elevate28	Focal Area	Focal Area #1 - Academic Excellence ▾	
	Priority	Pre-K to 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:	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.		
Alignment to Elevate28	Focal Area	Focal Area #3 - Character Competence ▾	
	Priority	Positive Behavior Systems Development	
	Goal	100% of schools will have implemented 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).
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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	30%	28%	%	Grade 3	33%	27%	38%	Grade 3	NA	NA	NA
Grade 4	29%	24%	%	Grade 4	40%	29%	30%	Grade 4	28%	19%	28%
Grade 5	38%	41%	%	Grade 5	37%	41%	29%	Grade 5	27%	34%	25%
Grade 6	32%	24%	%	Grade 6	19%	18%	30%	Grade 6	38%	35%	35%

Utah RISE - Percent Proficient (LPSGs)											
ELA	23SY	24SY	25SY	Math	23SY	24SY	25SY	Science	23SY	24SY	25SY
HI7	13%	11%	%	HI7	18%	15%	%	HI7	14%	19%	%
SWD	14%	15%	%	SWD	11%	11%	%	SWD	20%	6%	%

WIDA				
	22SY	23SY	24SY	25SY
Adequate Progress	39%	40%	48%	55%
Reaching Proficiency	11%	21%	13%	19%

Acadience Composite Reading Score - Percent						
Grade	Time of Year	Well Below Benchmark	Below Benchmark	On Benchmark	Above Benchmark	ROGL Percent Change
Kindergarten	BOY	30%	16%	18%	36%	7%
	EOY	15%	13%	28%	43%	
Grade 1	BOY	38%	11%	13%	38%	-5%
	EOY	51%	6%	10%	33%	
Grade 2	BOY	39%	6%	22%	33%	7%
	EOY	35%	7%	18%	40%	
Grade 3	BOY	32%	8%	32%	28%	12%
	EOY	28%	11%	21%	40%	
Grade 4	BOY	30%	5%	16%	48%	-16%
	EOY	24%	17%	27%	32%	
Grade 5	BOY	25%	29%	9%	37%	-1%
	EOY	27%	17%	20%	36%	
Grade 6	BOY	12%	9%	33%	46%	7%
	EOY	16%	9%	23%	53%	

Panorama Student Climate & Well-Being Survey					
Category	Grade Level	Fall 2024 Percentage	Spring 2025 Percentage	National Percentile	Change
Teacher-Student Relationships	3-6	80%	75%	60th-79th per... ▾	Down 5%
Sense of Belonging	3-6	64%	62%	60th-79th per... ▾	Down 2%
Self Management	3-6	68%	68%	20th - 39th pe... ▾	Same
Social Awareness	3-6	67%	68%	40th-59th per... ▾	Up 1%
Grit	3-6	52%	55%	20th - 39th pe... ▾	Up 3%
Emotional Regulation	3-6	42%	46%	40th-59th per... ▾	Up 4%

Tiered Fidelity Inventory (TFI)		
Category	SY24	SY25
Total Score	43%	67%
Team	75%	75%
Implementation	44%	61%
Evaluation	25%	75%

Qualitative Data	
Teacher Input Survey (CALL)	Areas of Strength: Based on the CALL Survey our areas of strength included

	<p>Setting clear performance expectations Diagnose and respond to student learning needs Engage Students and Families in pursuing education goals Monitor short and long term goals</p> <p>Areas of Opportunity include Targeted professional learning opportunities Remove barriers and provide opportunities Solicit and act upon stakeholder input Customize and target support to meet needs</p>
MRA through Leader In Me	<p>This gives us information from our Staff, Students, and Community</p> <p>Leadership: Staff Leadership: 82% Student Leadership: 75% Family and Community Engagement: 66%</p> <p>Culture: Supportive Environment For Staff: 80% Supportive Environment for Students: 76%</p> <p>Academics: Empowering Teachers: 75% Empowered Learners: 76% Goal Achievement: 74%</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.

Data was collected and analyzed as a team with district level support. As we went through various data points we dove deeper into

the data by looking up grade and teacher specific data to diagnose a root cause.

Student assessment data shows that early literacy is creating a gap in student proficiency in higher grade levels. There is an overall trend in Early Literacy data that shows students are leaving 3rd grade less proficient than they are leaving Kindergarten. Students with disabilities and Hispanic students are performing disproportionately lower than their peers and there is a lack of consistency year to year. We are also seeing student cohorts losing proficiency in upper grade ELA RISE assessments. Observation data also indicates there are opportunities to increase student engagement through better questioning techniques and stronger Tier I instruction that includes best practices to ensure all students are involved in the learning process.

Similar patterns are evident in Math between RISE and Acadience data. As we analyzed student cohort data there is evidence that we are losing proficiency over time. Deeper analysis of this data was conducted to look at grade level and individual teacher data points. When looking at students with disabilities and Hispanic students the school trend mirrors these two LPSGs.

Interestingly enough, science assessment data shows an opposite trend than literacy and Math with consistent increases in data from fourth to sixth grade.

Panorama data shows that we have Positive Student-Teacher Relationships as our strongest SEL indicator (80th - 99th percentile). Grit and Emotional Regulation prove to be the areas of focus for the coming school year with both areas in the 40th - 59th percentile.

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 have access to 95% group intervention as a school-wide intervention. Upper grade 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: vocabulary development, writing strategies, and our literacy routines. 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>Recent professional learning has focused on the PLC process in the way of monitoring the work of teams. At the start of the school year there was an emphasis on monthly professional learning for teachers but time constraints due to the negotiated agreement have created some barriers. We do annual training specific to special education on the referral process and what interventions are appropriate before going through the SST.</p> <p>Additional professional learning opportunities exist in the way of Explicit Instruction and Differentiation for students with disabilities. Culturally relevant professional learning through the Student Access department would prove beneficial as well which would include SIOP and Comprehensible Input.</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 2.5 FTE and one aid that supports our special education students. The district provides additional supply money and additional contact days to the teachers. We have built a master schedule to include time for the teachers to pull their students for services in literacy but math is not as consistent. Groups for literacy are fluid between general education and special education students and teachers. Special education teachers work with the general education teachers to discuss what is being taught but formal structures are not in place.</p> <p>We need to develop a tighter master schedule that allows for students to receive more math support and for the teachers to be able to attend a portion of each PLC to discuss specific students and their needs.</p>
How have you adjusted your master schedule to ensure LPSGs receive Tier I instruction with peers and have access to Tier II & III	<p>With the implementation of a schoolwide 95% group we have provided opportunities for students to be placed in groups based on 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>

supports? Explain how this will address any inequities for LPSGs?	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. We also need to develop time in the master schedule to allow for progress monitoring from the classroom teacher and not just from
What data is being collected to monitor student learning and how often is this data analyzed?	<p>We do 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 BOY and MOY data with each PLC and as instructional leaders with district support.</p> <p>Opportunities exist to develop systems to review progress monitor data in PLCs at least monthly.</p>
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	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. Additionally, we will work to create culturally relevant parent and literacy nights in alignment with our Title 1 Family Nights.

Priority #1 - Literacy

3-year Goal: By the end of the 27-28SY, 60% K-6 students will achieve Above Benchmark as measured by the Acadience reading assessment.

- Goal:**
- By the end of the 25-26SY, 40% K-6 students will achieve Above Benchmark as measured by the Acadience reading assessment.
 - Grades 3-6 Rise proficiency: 32% of students will be proficient by 2025-2026 EOY RISE Test.

Strategy 1	If building leadership engages in consistent observation and feedback cycles with teachers, then we will see stronger Tier I instruction through the use of evidence-based literacy routines.
Explain why/how the strategy is evidence-based for LPSGs.	<p>Professional learning is essential for teachers and schools because it directly impacts instructional quality and student achievement. Research consistently shows that ongoing, job-embedded professional development enhances teachers' knowledge, instructional strategies, and ability to address diverse student needs. According to Darling-Hammond et al. (2017), effective professional learning leads to improved teaching practices and better student outcomes, particularly when it is sustained, collaborative, and focused on content. For schools, fostering a culture of continuous learning strengthens instructional coherence, builds collective efficacy, and supports innovation, ultimately contributing to overall school improvement and equity.</p> <p>Within this professional learning context, fluency in reading practices holds particular significance. Fluency—defined as the ability to read with speed, accuracy, and proper expression—is a critical component of reading proficiency. Research from the National Reading Panel (2000) emphasizes that fluency serves as a bridge between word recognition and comprehension, enabling students to focus on understanding text rather than decoding words. Professional development that equips teachers with evidence-based fluency strategies, such as repeated reading and guided oral reading, has been shown to significantly enhance students' reading achievement. Thus, prioritizing fluency within professional learning initiatives is vital to advancing literacy outcomes across all grade levels.</p>

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Literacy Routine Implementation Observations	Teacher Observation Log and Checklist General Phonics Lesson Plan / FORI Fluency Model/MCW Routine K-2	0 per Month	Avg. 4 per month		Avg. 7 per month	
Student Performance Data	Reading Acadience Composite Scores ROGL (Blue)	School - 40% EOY 2025	Increase by 5% from BOY		Increase by 10% from BOY	

Milestone 1: Identify and provide professional learning on the General Phonics Lesson Plan (grades K-4) and FORI (grades 1-6) Fluency Model

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. <u>Develop</u> professional learning for teachers around the General Phonics Lesson Plan K-4, Most Common Words for K-2 and FORI Model 1-6	Components of the Lesson Plan embedded into PL	August 1, 2025	Reading Horizons; Heggerty; Transfer to Text; Curriculum Specialists (V. Brian & C. Holmes)	Stacy Tonioli	TSSA & CSI
2. <u>Provide</u> professional learning for teachers around the General Phonics Lesson Plan K-4, Most Common Words for K-2 and FORI	PL presentation; Physical handouts	August 15, 2025	Teacher PD Day Schedule; Reading Horizons; Heggerty; Transfer to Text	Tana Chipp	TSSA & CSI

Model 1-6					
3. <u>Engage</u> in observation/feedback cycle based on General Phonics Lesson Plan checklist, Most Common Words Routine and FORI Checklist	Observation Notes; Feedback Notes; Lesson plan checklist	Sept 2, 2025	Observation Schedule; Checklist Tools	Rachel Marchand	NA
4. <u>Engage</u> in on-going, job-embedded PL for teachers based on need	Differentiated PL presentation; Observation & Feedback Data	Ongoing	PL Presentation; Checklist; Teacher observation data.	Stacy Tonioli	CSI
5. <u>Engage</u> in learning walks for teachers to observe phonics/fluency routines.	Improved instructional practices through observations and reflection.	Ongoing	Teacher observation form, PL on neutral feedback and respectful observations, and coaching support.	Stacy Tonioli	TSSA

Milestone 2: Develop a master schedule that will allow uninterrupted time for Tier I instruction that is adhered to by faculty and staff

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Engage in a review of various school master schedules	Collective of Master Schedules	May 1, 2025	Example Master Schedules; Research around Elementary Master Schedules	Tana Chipp	NA
2. Block out PLCs, SpEd, EL, Recess and Lunch	Base Master Schedule	May 1, 2025	Previous Master Schedule	Rachel Marchand	LAND Trust & TSSA
3. Collaborate with teams to build out schedule with uninterrupted Tier I and refine as needed	Final Master Schedule for 25-26SY	May 23, 2025	Leadership Team Meeting; Previous Master Schedule	Britnee Brandon	CSI
4. Engage in Fidelity Checks of schedule implementation	Observation Tracker of schedule	Ongoing	Observation Tracker	Tana Chipp	NA

	implementation				
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Strategy 2	If teachers understand and know their standards, then they will have the clarity to intentionally plan and deliver high-quality Tier I instruction.
Explain why/how the strategy is evidence-based for LPSGs.	Teacher clarity regarding academic standards is a key factor in effective instruction and improved student learning. Research by John Hattie (2009) identifies teacher clarity as one of the most impactful influences on student achievement, with a high effect size of 0.75. When teachers have a clear understanding of their standards, they can more effectively plan lessons, set learning intentions, and communicate success criteria to students. This clarity ensures that instruction is focused and aligned, helping students understand what they are learning, why it matters, and how to achieve success. Clear alignment with standards also supports more accurate assessment practices and targeted feedback, further enhancing teaching effectiveness and student outcomes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Unit plans: Unpacked standards, learning intentions, success criteria, rationale, and CFAs	Unit Plan	Various levels of used unit plans -4 teams made school wide	3 completed unit plans per team		6 total completed unit plans per team	
PLC observations	PLC observations checklist	0	7 Completed Observations		14 total completed observations	

Milestone 1: Teachers will create unit plans for each unit in ELA

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Update the Unit plan	Unit plan template	8/13/2025	Old unit plan template	Tana Chipp	NA
2. Update PLC agenda	PLC Agenda	8/13/2025	Old PLC agenda, additional PLC agenda templates.	Tana Chipp	

3. Create PLC observation checklist	PLC observation checklist	7/1/2025	PLC Checklist for Accountability	Tana Chipp	NA
4. PLC support for teams to create Unit Plans	Unit plans	Ongoing	Standards, Online resources, planning resources, PLC Specialists	Stacy Tonioli	TSSA & LANDTrust
5. Teacher Clarity PL	Teacher understanding of Teacher Clarity	9/1/2025	The PLC Process	Stacy Tonioli	

Milestone 2: Teacher Clarity will be visibly observable in all classrooms.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Observations form:(Student questions: 1- What are you learning? Why are you learning it? How will you know you have learned it?)	Teacher clarity observation form	8.1.2025	Student Questions Form	Tana Chipp	NA
2. Share expectations with teachers	Teacher Clarity	8.15.2025	Student Questions Form	Tana Chipp	NA
3. PL on how to engage in learning walks	Teacher Clarity	October 23, 2025	Learning Walks How to	Stacy Tonioli	NA
4. Implement learning walks	Teachers Learning Take Away Form	October 23, 2025	Learning Walks How to	Stacy Tonioli	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

Funding Program	Approximate Amount	Notes
Teacher Student Success Act	\$70,840	
School LAND Trust	\$47,460	
Title 1	\$8,000	
CSI	\$30,000	

Priority #2 - Mathematics

3-year Increase math proficiency across all grade levels.

- Goal**
- **Grades 3-6 Rise proficiency: 45% of students will be proficient by 2027-2028 EOY RISE data.**
 - **Grades K-2 Acadience: 60% of Students will be proficient EOY Math composite score in 2027-2028.**

Goal: Increase math proficiency across all grade levels.

- **Grades 3-6 Rise proficiency: 35% of students will be proficient by 2025-2026 EOY RISE data.**
- **Grades K-2 Acadience: 50% of Students will be proficient 2025-2026 EOY Math composite score.**

Strategy 1	If building leadership engages in consistent observation and feedback cycles with teachers, then we will see stronger Tier I instruction through the use of evidence-based math routines.
Explain why/how the strategy is evidence-based for LPSGs.	Research supports that when school leadership engages in consistent cycles of classroom observation and targeted feedback, instructional quality improves significantly, particularly in Tier I instruction. According to the Wallace Foundation (2013), effective instructional leadership that includes regular feedback fosters professional growth and encourages the consistent implementation of high-impact teaching strategies. When this leadership is paired with the use of evidence-based math routines—such as number talks, math discourse, and problem-solving frameworks—it leads to greater instructional clarity, student engagement, and improved academic outcomes (NCTM, 2014; Hattie, 2009). Thus, a deliberate focus by leadership on observation and feedback directly enhances the fidelity and effectiveness of Tier I math instruction.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Number of Teachers Observed (Admin)	Teacher Observation Log	4 per Month	10 per Month		15 per Month	
Math Routine Implementation	Fluency routine (Rocket Math, unless admin approves other)	29% of grade levels are consistently implementing routines	57% of grade levels are consistently implementing routines		100% of grade levels are consistently implementing routines	

Milestone 1: Create a math block that will be implemented schoolwide with consistent routines.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Develop guidelines for K-6 math block	Master Schedule with Math blocks for Tier 1/Small Group/Spiral Review and Fluency	May 2025	Master Schedule	Tana Chipp	NA
2. Develop professional learning for K-6 teachers around math routines that includes a spiral review, direct instruction, guided practice, independent practice, fluency, and remediation	Professional Learning Day	October 2025	Math Routine Research and best practices Wednesday PD Time	Stacy Tonioli	TSSA/CSI
3. Engage in learning walks to observe math routines	Teacher Learning Take Away Form	October 23, 2025	Teacher Learning Take Away Form Substitutes to cover classrooms	Rachel Marchand	CSI

Milestone 2: Develop a master schedule that will allow uninterrupted time for Tier I instruction that is adhered to by faculty and staff

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Engage in a review of various school master schedules	Collective of Master Schedules	May 1, 2025	Example Master Schedules; Research around Elementary Master Schedules	Tana Chipp	NA
2. Block out PLCs, SpEd, EL, Recess and Lunch	Base Master Schedule	May 1, 2025	Previous Master Schedule	Tana Chipp	LAND Trust & TSSA
3. Collaborate with teams to build out schedule with	Final Master Schedule for	May 23, 2025	Leadership Team Meeting; Previous Master Schedule	Britnee Brandon	CSI

uninterrupted Tier I and refine as needed	25-26SY				
4. Engage in Fidelity Checks of schedule implementation	Observation Tracker of schedule implementation	Ongoing	Observation Tracker	Tana Chipp	NA

Strategy 2	If teachers understand and know their standards, then they will have the clarity to intentionally plan and deliver high-quality Tier I instruction.
Explain why/how the strategy is evidence-based for LPSGs.	Recent research highlights that when teachers deeply understand and internalize their academic standards, they are better equipped to design and deliver high-quality Tier I instruction with intentionality and precision. According to the Center on Standards and Assessment Implementation (CSAI, 2018), teachers who possess strong content and standards knowledge are more likely to align their instruction with grade-level expectations and select appropriate strategies and assessments. This clarity allows educators to focus on essential learning targets, ensuring coherence and rigor in daily instruction. Furthermore, a study by Schmidt et al. (2020) emphasizes that standard-driven planning increases instructional effectiveness and equity, as it helps ensure that all students have access to high-quality, grade-appropriate learning experiences. In essence, teacher fluency in standards is a foundational element for effective Tier I instruction that meets the needs of all learners.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Unit plans: Unpacked standards, learning intentions, success criteria, rationale, and CFAs	Unit Plans	Various levels of used unit plans	3 completed unit plans		6 completed unit plans	

PLC observations	PLC observations checklist	0	7 Observations Total		14 Observations Total	
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Milestone 1: Teachers will create unit plans for each unit in ELA

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Develop professional learning for K-4 teachers around the General Phonics Lesson Plan	Components of the Lesson Plan embedded into PL	August 1, 2025	Reading Horizons; Heggerty; Transfer to Text; Curriculum Specialists (V. Brian & C. Holmes)	Stacy Tonioli	TSSA & CSI
2. Provide professional learning for K-4 teachers on the General Phonics Lesson Plan	PL presentation; Physical handouts	August 15, 2025	Teacher PD Day Schedule; Reading Horizons; Heggerty; Transfer to Text	Stacy Tonioli	TSSA & CSI
3. Engage in observation/feedback cycle based on General Phonics Lesson Plan checklist	Observation Notes; Feedback Notes; Lesson plan checklist	Sept 2, 2025	Observation Schedule; Checklist Tool	Tana Chipp	NA
4. Engage in on-going, job-embedded PL for teachers based on need	Differentiated PL presentation; Observation & Feedback Data	Ongoing	PL Presentation; Checklist; Teacher observation data.	Tana Chipp	CSI
5. Engage in learning walks for teachers to observe phonics/fluency routines.	Improved instructional practices through observations and reflection.	Ongoing	Teacher observation form, PL on neutral feedback and respectful observations, and coaching supports. Substitutes to cover classes	Stacy Tonioli	CSI

Milestone 2: Develop a master schedule that will allow uninterrupted time for Tier I instruction that is adhered to by faculty and staff

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Engage in a review of	Collective of	May 1, 2025	Example Master Schedules;	Tana Chipp	NA

various school master schedules	Master Schedules		Research around Elementary Master Schedules		
2. Block out PLCs, SpEd, EL, Recess and Lunch	Base Master Schedule	May 1, 2025	Previous Master Schedule Aides for PLCs	Rachel Marchand	LAND Trust & TSSA
3. Collaborate with teams to build out schedule with uninterrupted Tier I and refine as needed	Final Master Schedule for 25-26SY	May 23, 2025	Leadership Team Meeting; Previous Master Schedule	Britnee Brandon	CSI
4. Engage in Fidelity Checks of schedule implementation	Observation Tracker of schedule implementation	Ongoing	Observation Tracker	Tana Chipp	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

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	\$3500	
School LAND Trust	\$22,500	
Title 1	\$0.00	
CSI	\$30,000	

Priority #3 - Positive Behavior Systems

Goal: 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.

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.	Research supports that when schools have a dedicated Tier 1 PBIS (Positive Behavioral Interventions and Supports) team that meets at least monthly, they are more effective in guiding and sustaining high-quality implementation of the Tier 1 PBIS framework. According to the Center on PBIS (Sugai et al., 2021), frequent and structured team meetings promote data-driven decision-making, facilitate timely responses to behavior trends, and ensure alignment with schoolwide expectations. Monthly action planning allows the team to continuously evaluate the effectiveness of interventions, set measurable goals, and monitor progress, leading to improved student behavior and a more positive school climate. Additionally, research by McIntosh et al. (2016) shows that schools with regularly functioning PBIS teams are more likely to sustain implementation fidelity and experience long-term improvements in student outcomes. Thus, consistent team collaboration is essential to strengthening and maintaining an effective Tier 1 PBIS framework.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tiered Fidelity Indicator (TFI)	Tiered Fidelity Indicator (TFI) Results	Total Score: 67% Team 75% Implementation 61% Evaluation 75% (On old PBIS System) Baseline 0 for new system	Total Score: 50% on TFI by end of quarter since we are starting new school rules and expectations		Total Score: 70% for TFI	

PBIS Meeting Agenda	PBIS Meeting Agenda	Shared monthly with behavior Team	Have Monthly Agendas posted on Link to Pop-up so everyone has access.		Have 1 agenda per month posted on Pop-up	
PBIS Handbook	PBIS Handbook	1 of 6 Sections completed	2 of 6 Sections		4 of 6 Sections	

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 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	Meetings Scheduled and designated Team created	7/13/25	Team Created	Tana Chipp	NA
2. Tier 1 Team meets at least monthly and has an established meeting schedule	Meeting Schedule	Once Monthly	Team Meeting Schedule	Tana Chipp	NA

3. Tier 1 Team has meeting roles and descriptions/responsibilities	Roles Assigned on Agenda	6/5/25	Agenda with Roles on it	Rachel Marchand	NA
4. Tier 1 Team has established a purpose and mission statement	Update Mission Statement	5/27/25	Mission and Vision Statement	Tana Chipp	NA
5. Tier 1 Team has meeting agenda and minutes.	Meeting Agendas and Minutes created	Monthly	Agenda	Rachel Marchand	NA
6. Tier 1 Team is developing a staff PBIS handbook.	Handbook	5/30/28	Handbook Instructions	Rachel Marchand	NA
7. Tier 1 Team has a current data-driven action plan linked to the school success plan.	Panorama Ticket Data	6/4/25	School Success Plan Acadience Data RISE Data	Mallorie Donohoo	NA

Milestone 2: Establish Faculty Commitment towards implementing PBIS system

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Data regarding school-wide behavior are shared with faculty monthly.	Major/Minor behavior data reviewed	Monthly	Behavior Data on Majors/Minors and school wide trackers	Rachel Marchand	NA
2. Faculty are involved in establishing and reviewing PBIS goals.	Established New School Wide Rules and Procedures	5/27/25	School Wide Rules/Expectation Posters	Tana Chipp	CSI
3. Faculty are given opportunities to provide feedback, offer	Planned new school wide reinforcement	5/27/25	Scheduled Meetings	Mallorie Donohoo	NA

suggestions, and make choices in the PBIS process.	system				
4. Faculty support the development and implementation of a “One Caring Adult” system determined by school leadership.	Each teacher will complete a 2x10 each month	8/19/25-5/22/25	2x10 copies	Rachel Marchand	CSI
Each classroom has its own Positive Reinforcement System (1 that they do well)	LRBI Checklist	9/30/25	Incentive Activities Behavior Supplies	Rachel Marchand	CSI

Strategy 2	Increase a sense of belonging for students, staff, and families by creating stronger connections to school through increased communication and student/family involvement.
Explain why/how the strategy is evidence-based for LPSGs.	<p>Increasing student and family communication, along with enhancing school involvement, is widely recognized as a key strategy for supporting the success of low-performing student groups. Research demonstrates that when schools actively engage with families and foster collaborative relationships, there is a significant positive impact on student achievement, particularly among those who may be struggling academically.</p> <p>Numerous studies underscore the effectiveness of robust communication and involvement. For instance, a meta-analysis conducted by Jeynes (2007) highlights that parental involvement is positively correlated with higher academic achievement across multiple demographic groups. This study found that the effect of parental involvement on academic outcomes was twice as large for students from low-income families compared to students from more affluent backgrounds.</p> <p>Furthermore, Epstein's (2001) framework for family-school partnerships emphasizes the importance of communication in building strong school communities. The framework identifies six types of involvement, including communication, and illustrates how these practices can create supportive environments that enhance student motivation and performance.</p>

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom/Home Communication	Phone calls, emails, District communication system	TBD - Nov 30 deadline			25% increase in positive communication based on our Nov 30th baseline	CSI/Title 1
Panorama	Sense of Belonging	62%	65%		70%	
Family Engagement Events	Title 1 Family Nights	2 per year	1 Family Learning Night (November)		2 Family Learning Nights Completed	

Milestone 1: Increase positive school/family communication.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Collect baseline data monthly on positive communication home	Survey	Sept 1 ongoing through Nov.	Google Survey; Student Services	Tana Chip	NA
Develop a process and structure for teacher communication to families	Teacher Handbook	Dec 15, 2025	Student services; Teacher Handbook	Rachel Marchand	NA
Develop a process and structure for collecting data on positive communication from teachers to families	Rooms Data Collection Sheet	Dec, 15, 2025	Student services; Teacher Handbook	Rachel Marchand	NA
Provide teachers training on expectations of positive home communication and set goals for each team	Professional learning plan and handbook	Jan 15, 2025	Emails, Flyers, Phone Calls, District communication system, Rooms	Tana Chipp	Title 1
Dedicated 5 minutes in	Positive	Jan 15, 2025	Positive postcards; postage	Tana Chipp	Title 1

each faculty meeting/PLC for teachers to write two positive postcards home	Postcards; Faculty meeting agenda; PLC agendas				
Monitor and collect data monthly on positive communication home		Feb 1st and ongoing monthly		Rachel Marchand	

Milestone 2: Increase student and staff recognition to cultivate greater sense of belonging

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Share student nominations on morning announcements	Increased student/staff sense of belonging; Positive school culture	Begin August 2025; Continue through year	Announcements	Mallorie Donohoo	
Student of the Month Awards	Increased student/staff sense of belonging; Positive school culture	October 2025-May 2026	Certificates; Photos; Postcards sent home Student leadership team	Rachel Marchand	
Data celebrations (students and staff)	Increased student/staff sense of belonging; Positive school culture	Begin August 2025; Continue through year	Data folders; Data boards; Student-led conferences	Stacy Tonioli	
Bravo Moments: Staff celebrations	Increased student/staff sense of belonging; Positive school culture	Begin August 2025; Continue through year	Materials; incentives; Present at faculty meeting	Tana Chipp	CSI

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	\$42,075	
School LAND Trust	\$0.00	
Title 1	\$12,000	
CSI	\$59,572.53	

Parent Communication Plan

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

Community Council Meetings and Minutes Back to School Night School Website Title 1 Nights
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Summarize parent and family engagement strategies that will be implemented to improve student learning.

To support student learning, we will implement a series of parent and family engagement strategies, including Family Nights for Math and Literacy, Parent-Teacher Conferences, and collaboration through the Community Council. These Family Nights will provide parents with hands-on activities and resources to help reinforce key academic skills at home, while Parent-Teacher Conferences will foster open dialogue about student progress, strengths, and areas for growth. Additionally, the Community Council will serve as a collaborative forum for parents, educators, and community members to share input and help shape programs and initiatives that align
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with student needs, ensuring a strong and inclusive partnership in support of academic success.

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.

Goal #1 Expenditures TSSA /Reading

Expenditure Category	Description	Estimated Cost	Actual Expenditure
Technology	A subscription for IXL, a personalized learning website, will be purchased for grades 3-5 to enhance ELA curriculum. (\$3300).	\$3,300.00	
Additonal School Employee	Computer Aide for PLC	\$10,840.00	
Technology	Chromebook lease for school	\$16,000.00	
Additional School Employee	Reading Aide	\$17,700.00	
Technology	Newline Panels for classrooms (purchase 4 @ 3700)	\$20,000.00	
Professional Development	Professional Development for staff	\$2,700.00	
Materials	Copies for Intervention	\$300.00	
	Total:	\$70,840.00	\$0.00

Goal #2 Expenditures/Math

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	Maximum Carry Over of FY26 is 10%	\$11,744.39	

CSI

Goal #1 Expenditures	
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Expenditure Category			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
PD Coverage	Substitues to cover classes	\$5,000.00	
Professional Learning	Professional Development for teachers regarding Teacher Turnaround Leadership	\$15,000.00	
Salaries & Benefits	After/Before School Tutoring for LPSGs (Low Performing Student Groups)	\$5,000.00	
	Total:	\$25,000.00	\$0.00

Goal #2 Expenditures	
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Expenditure Category	Description	Estimated Cost	Actual Expenditure
PD Coverage	Substitues to cover classes	\$5,000.00	
Contracted Services	Professional Development for teachers regarding Teacher Turnaround Leadership	\$10,000.00	
Salaries & Benefits	After/Before School Tutoring for LPSGs	\$5,000.00	

	Total:	\$20,000.00	\$0.00

Goal #3 Expenditures			
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Expenditure Category	Description	Estimated Cost	Actual Expenditure
Supplies	Behavior Supplies for activities to encourage positive behavior	\$5,000.00	
	Total:	\$5,000.00	\$0.00

	FY26 Allocation	\$59,572.53	
	FY25 Carry Over Pending	\$0.00	
	Total	\$59,572.53	

	Total Budget Expenditures	\$50,000.00	\$0.00
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Goal #1 Expenditures	
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Expenditure Category	Description	Estimated Cost	Actual Expenditure
Professional Development	Have remaining staff trained in LETRS and 95% Group. Hired additional classroom aide time. Also purchased site license for educational programs	\$8,000.00	
	Total:	\$8,000.00	\$0.00

Goal #2 Expenditures	
2019	2020
2021	2022
2023	2024
2025	2026
2027	2028
2029	2030
2031	2032
2033	2034
2035	2036
2037	2038
2039	2040
2041	2042
2043	2044
2045	2046
2047	2048
2049	2050
2051	2052
2053	2054
2055	2056
2057	2058
2059	2060
2061	2062
2063	2064
2065	2066
2067	2068
2069	2070
2071	2072
2073	2074
2075	2076
2077	2078
2079	2080
2081	2082
2083	2084
2085	2086
2087	2088
2089	2090
2091	2092
2093	2094
2095	2096
2097	2098
2099	2100

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	Total:	\$0.00	\$0.00

Goal #3 Expenditures			
Expenditure Category	Description	Estimated Cost	
PBIS	We will provide alternate break schedules for students who need them. We will support students with increased motivation. We will implement and enforce consistent school-wide rules and procedures. We will provide faculty with a school-wide behavior hierarchy. Provide needed counseling and therapy to those who qualify.	\$7,000.00	
Community Involvement	Community Engagement Nights	\$5,000.00	
	Total:	\$12,000.00	\$0.00
	FY26 Allocation	\$0.00	
	FY25 Carry Over Pending	\$0.00	

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