



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: Roosevelt 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: Heather Hales

School Leadership Team Members Responsible for this Plan:

Name	Position	Name	Position
Heather Hales	Principal	Ashley Casperson	1st Grade Teacher
Tracie Jackson	Instructional Coach	Allie Schneider	Parent, Community Council Chair
Belen Pulsipher	Title 1 Teacher Leader	Yuritzia Aguado Rodriguez	Parent
Daniela Loya-Baca	EL Teacher	Kelyn Garcia	Parent
Joseph Dabb	6th Grade Teacher		

At a Glance

School Vision:	At Roosevelt Elementary, we will practice the eight habits of Leader in Me and strive to create lifelong learners.		
Goal #1:	Roosevelt will increase ELA proficiency by 9% by the 2028 RISE assessment and 70% of students will score at or above benchmark on the 2028 EOY Acadience Reading assessment.		
Alignment to Elevate28	Focal Area	Focal Area #1 - Academic Excellence ▾	
	Priority	Priority 1: Pre-K to 6th Grade Achievement	
	Goal	Goal 1: 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 3: 55% of all 4th-6th grade students will be proficient on the end-of-year RISE assessments in ELA and Math.	
Goal #2:	Roosevelt will increase math proficiency by 9% by the 2028 RISE assessment and 70% of students will score at or above benchmark on the 2028 EOY Acadience Math assessment.		
Alignment to Elevate28	Focal Area	Focal Area #1 - Academic Excellence ▾	
	Priority	Priority 1: Pre-K to 6th Grade Achievement	
	Goal	Goal 2: 72% of our third grade students will be at or above benchmark on Acadience math. Goal 3: 55% of all 4th-6th grade students will be proficient on the end-of-year RISE assessments in ELA and Math.	
Goal #3:	Roosevelt will decrease office referrals (major behavior incidents) by 15% by the end of 2027-28 school year, decreasing from 175 to 149.		
Alignment to Elevate28	Focal Area	Focal Area #3 - Character Competence ▾ AND Focal Area #2 - Safe & Healthy Schools ▾	
	Priority	Character Competence Priority 1: Positive Behavior Systems Development Safe & Healthy Schools Priority 2: Community Engagement	
	Goal	Priority 1: 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). Priority 2 Goal 1: 100% of schools and the District Office will share and celebrate positive news involving students, families, employees and the community at least quarterly. Priority 2 Goal 2: 100% of schools will plan, carry out and document community events (literacy nights, loved-one (VIP) lunches, family nights, etc.) at least twice per year and parent/guardian seminars related to the health and welfare of students to engage families at least once per year.	

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	18%	23%	%	Grade 3	27%	26%	10%	Grade 3	NA	NA	NA
Grade 4	26%	27%	%	Grade 4	39%	39%	43%	Grade 4	25%	35%	46%
Grade 5	30%	26%	%	Grade 5	35%	29%	29%	Grade 5	28%	27%	30%
Grade 6	25%	28%	%	Grade 6	15%	26%	16%	Grade 6	28%	30%	29%

Utah RISE - Percent Proficient (LPSGs)											
ELA	23SY	24SY	25SY	Math	23SY	24SY	25SY	Science	23SY	24SY	25SY
Hispanic	11.5%	15.7%	%	Hispanic	11.7%	16.2%	%	Hispanic	12.3%	17.5%	%
Limited English Proficiency	10.8%	11.1%	%	Limited English Proficiency	8.1%	10.3%	%	Limited English Proficiency	7.4%	15.4%	%

WIDA				
	22SY	23SY	24SY	25SY
Adequate Progress	34%	52.4%	38.2%	21.8%
Reaching Proficiency	5.5%	17.4%	21.3%	7.3%

Acadience Composite Reading Score - Percent						
Grade	Time of Year	Well Below Benchmark	Below Benchmark	On Benchmark	Above Benchmark	Percent Change ROGL
Kindergarten	BOY	32%	20%	18%	30%	29%
	EOY	11%	11%	20%	59%	
Grade 1	BOY	36%	12%	10%	43%	9%
	EOY	30%	9%	9%	52%	
Grade 2	BOY	30%	8%	15%	48%	-5%
	EOY	34%	9%	14%	43%	
Grade 3	BOY	38%	8%	20%	34%	-4%
	EOY	32%	13%	25%	30%	
Grade 4	BOY	37%	7%	19%	37%	-1%
	EOY	33%	16%	16%	36%	
Grade 5	BOY	36%	12%	9%	43%	-5%
	EOY	29%	16%	17%	38%	
Grade 6	BOY	9%	18%	38%	34%	14%
	EOY	14%	11%	27%	48%	

Panorama Student Climate & Well-Being Survey					
Category	Grade Level	Fall 2024 Percentage	Spring 2025 Percentage	National Percentile	Change
Teacher-Student Relationships	3rd - 6th	87%	84%	80th-99th perc... ▾	-3%
Sense of Belonging	3rd - 6th	63%	62%	60th-79th perc... ▾	-1%
Self Management	3rd - 6th	70%	71%	40th-59th perc... ▾	+1%
Social Awareness	3rd - 6th	68%	70%	60th-79th perc... ▾	+2%
Grit	3rd - 6th	55%	50%	1st - 19th perce... ▾	-5%
Emotional Regulation	3rd - 6th	45%	45%	40th-59th perc... ▾	0

Tiered Fidelity Inventory (TFI)		
Category	SY24	SY25
Total Score	42%	42%
Team	50%	0%
Implementation	50%	50%
Evaluation	25%	75%

Qualitative Data

Teacher Input Survey (CALL)	Thirty five teacher responses.
Parent and Student Input Survey	Two parent focus groups; nine parent survey responses.
Staff Interviews	Sixteen teacher interviews, five paraprofessional interviews, one LEA representative and one administrator.
Student Focus Groups	Five student focus groups.

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.

This analysis utilizes a convergent parallel mixed methods data collection process. Quantitative and qualitative data were collected and analyzed concurrently by MGT Impact Solutions. In the qualitative data collection and analysis, trends were identified with post-priori coding associated with school improvement domains. For the quantitative data, a descriptive analysis was conducted from crosstabs. Broad findings of the needs assessment follow:

Specific to Roosevelt low performing student groups findings follow:

The analysis revealed that this gap stems from a fundamental issue: teachers are not sufficiently trained to differentiate Tier 1 instruction to meet the needs of ELLs. This lack of differentiation is rooted in insufficient teacher training, limited time for professional development, and the overwhelming demands placed on educators to implement and adjust instruction for diverse learners.

Secondly, it was determined that Hispanic students are also significantly impacted. The root cause for this disparity lies in vocabulary instruction. Hispanic students are not comprehending grade-level texts, largely because they lack the vocabulary knowledge required. This lack of vocabulary knowledge is due to a lack of explicit vocabulary instruction in the classroom. An analysis traced this issue back to a broader systemic gap: teachers have not received the necessary training to implement effective Tier 1 vocabulary instruction, especially in teaching academic and background-building vocabulary such as Tier 2 words.

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)?	There is a need for more training on differentiated instruction and explicit Tier 1 instruction including the support of LPSG learning. There is a need specifically how to explicitly and effectively teach Tier 2 vocabulary.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	<p>Grades 1-4: Jake Downs training (vocabulary); Grade 6: University of Utah Reading Clinic training (vocabulary); District ELL Endorsement training offered to all teachers; Schoolwide district ELL PD that supports academic vocabulary in the classroom.</p> <p>There is a need to continue PD on effective ELL instructional supports, specifically differentiated Tier 1 instruction to meet the needs of ELL students.</p> <p>There is a need to continue PD to support language development within Tier 1 instruction, specifically academic and content vocabulary.</p>
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	<p>Bi-lingual and Spanish language books have been purchased for the ELL teacher.</p> <p>ELL instruction is provided by an ELL teacher.</p> <p>There is a need for additional materials that are inclusive, scaffolded, and reflective of LPSG student needs and backgrounds.</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?	Yes; The master schedule provides Tier 1, 2, and 3 for all students. Differentiated instruction will be targeted for Roosevelt's two LPSGs.
What data is being collected to monitor student learning and how often is this data analyzed?	Acadience Reading progress monitoring is completed every 10 days for below and well-below students. Reading intervention assessments are completed every 3 weeks. Teacher CFAs are provided weekly to determine math and ELA understanding.
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	Additional Tier 2 and 3 interventions will be provided to LPSGs in reading and math.

Priority #1 - Literacy

3- Year

Goal: Roosevelt will increase ELA proficiency by 9% by the 2028 RISE assessment and 70% of students will score Above Benchmark on the 2028 EOY Acadience assessment.

Goal: Roosevelt will increase ELA proficiency by 3% by the 2026 RISE assessment.

Accountability will be tracked by:

- **Grades 3-6:** By the end of the year, 60% of students will score Above Benchmark on the Acadience assessment, and RISE scores will increase by 3%.
- **Grades K-2:** By the end of the year, 60% of students will score Above Benchmark on the Acadience assessment.
- **ELL:** ELA proficiency by 3% by the 2026 RISE assessment (7%).
- **HI7:** ELA proficiency by 3% by the 2026 RISE assessment (18.7%).

Strategy 1	If we implement teacher clarity, then students and teachers will have a common understanding of the learning goals for academic achievement.
Explain why/how the strategy is evidence-based for LPSGs (Low performing student Groups).	<p>Teacher clarity significantly enhances educational outcomes for low-performing student groups by improving their understanding, engagement, and retention of material. According to John Hattie, teacher clarity has an effect size of 0.75, indicating a substantial positive impact on learning (<i>The Applicability of Visible Learning to Higher Education</i>, 2015).</p> <p>Effective teacher clarity involves: clearly communicating learning objectives and success criteria; providing explicit instructions and explanations; and setting clear expectations for assessments and feedback. By reducing cognitive load, teacher clarity promotes equity within the classroom, ensuring all students have the opportunity to succeed.</p>

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Unit Plans	Unit Plans	One completed	Three Completed		Five Completed	
Classroom observation	Observation form/video recordings	None (Will collect baseline data by 11/30/25)	Pending		Pending	

Milestone 1: Teachers will create a Unit Plan for one ELA priority standard per quarter.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Update Unit Plan document with an emphasis on vocabulary instruction	Updated Unit Plan	By August 1, 2025	Unit plan document; Grade level unit planning book; Stipend for Unit Plan PD preparation	Heather Hales, Principal	CSI
2. Provide additional training on Unit Plan Development (Create a common vision)	Clarity for teachers in the process of planning	By September 30, 2025	District unit planning documents and slide decks; Grade level unit planning book; Substitute coverage if needed; Stipend for PD provided during summer	Heather Hales, Principal	CSI TSSA
3. Provide ongoing support on Unit Plan development in PLCs	Teacher support	Starting in September and ongoing	District unit planning documents and slide decks; Grade level unit planning book; Substitute coverage if needed; Stipend for PD provided during summer	Tracie Jackson, IC	CSI
4. Teachers will link Unit Plan in ELT document	Unit Plan accessibility	January 15, 2026; May 20, 2026	ELT document	Heather Hales, Principal	N/A

Milestone 2: Teachers will implement explicit Tier 1 instruction.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Provide professional learning on explicit instruction	Effective implementation of explicit instruction	Initial training by October 31, 2025; Ongoing	Anita Archer's <u>Explicit Instruction</u> ; District PD on high leverage EL strategies; Stipend for PD preparation; Materials; Substitute coverage if needed; Stipend for PD provided during summer	Tracie Jackson, IC	CSI
2. Create reflection questions for teachers, including student look-fors	Teacher reflection and feedback	Initial training by October 31, 2025	Anita Archer's <u>Explicit Instruction</u> ; Stipend for PD preparation; Materials	Tracie Jackson, IC	CSI
3. Create observation form focused on Tier 1 explicit instruction, visible examples, and vocabulary instruction.	Observation form	Initial training by October 31, 2025	Anita Archer's <u>Explicit Instruction</u> ; Stipend for PD preparation; Forms	Tracie Jackson, IC	CSI
4. Complete observations on a routine schedule	Teacher feedback; Progress monitoring	Baseline observations by November 30, 2025	Observation form	Tracie Jackson, IC	N/A
5. Coaching supports	Continuous support/monitoring of explicit instruction	Ongoing	Classroom observations; Coaching cycles; Observation forms; District coaching slide decks	Tracie Jackson, IC	N/A

Milestone 3: Grade-level, EL, and SPED teachers will effectively collaborate, analyze student data, and plan Tier 1/Tier 2 instruction/intervention.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Train teachers on PLC expectations and required documentation on PLC/ELT document	Agendas and student data inputted on ELT form linked to Monitoring the Work	Initial training by September 30, 2025; Ongoing	Templates; Ongoing training during PLCs; Substitute coverage if needed; Stipend for training provided during summer	Heather Hales, Principal	CSI

	of Teams document				
2. Train teachers on CFA data collection protocol	Effective implementation of analyzing data	Initial training by November 30, 2025; Ongoing	Templates; Ongoing training during PLCs	Heather Hales, Principal	N/A
3. Train teachers on interpreting and using WIDA scores and information	Teacher planning informed by the needs of ELL learners	Initial training by November 30, 2025; Ongoing	District PD on ELL Support Systems; Substitute coverage if needed	Heather Hales, Principal	CSI

Strategy 2	If we increase academic rigor in instruction and assessment, then students will increase their ability to apply content and skills across disciplines and measures.
Explain why/how the strategy is evidence-based for LPSGs.	<p>Increasing rigor in education is an evidence-based approach that equips students with the skills necessary for academic success across disciplines. By fostering deep learning, critical thinking, resilience, and engagement, educators can help low-performing student groups achieve improved outcomes. The cited research underscores the transformative power of rigorous instruction in achieving these goals.</p> <p>Darling-Hammond, L. (2010). The Flat World and Education: How America's Commitment to Equity Will Determine Our Future.</p> <p>Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.</p>

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom observation, specific to DOK/rigor in tasks	Observation form/video recordings	Pending (Will have by 11/30)	Pending		Pending	
Rigor of classroom assessments mirror blue prints of RISE in grades 3-6	CFAs and unit assessments	Will have by October 31, 2025	Pending		Pending	

Student performance data	CFAs; Unit assessments	Will have by October 31, 2025				
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Milestone 1: Teachers will increase depth of knowledge (DOK) questions on classroom tasks and assessments.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Provide professional learning specifically on increasing rigor and DOK in instruction and assessments	Effective implementation of increased DOK and rigor in Tier 1 instruction and in assessments	Initial training by January 30, 2026; Ongoing	Webb's Depth of Knowledge; Bloom's Taxonomy; District PD by Curriculum Dept.; District coaching slide decks; Materials; Substitute coverage if needed	Tracie Jackson, IC	CSI
2. Create reflection questions for teachers, including DOK rubric for instruction and student look-fors	Teacher reflection and accountability	Initial training by January 30, 2026	Webb's Depth of Knowledge; Bloom's Taxonomy; District PD by Curriculum Dept.; District coaching slide decks; Materials; Substitute coverage if needed	Tracie Jackson, IC	CSI
3. Include on observation form: DOK rubric for instruction and assessment routines.	Observation form	Initial training by January 30, 2026	Webb's Depth of Knowledge; Bloom's Taxonomy; District PD by Curriculum Dept.; District coaching slide decks; Materials; Substitute coverage if needed	Tracie Jackson, IC	CSI
4. Create an assessment protocol/rubric	Assessment protocol/rubric form	Initial training by January 30, 2026	Webb's Depth of Knowledge; Bloom's Taxonomy; District PD by Curriculum Dept.; District coaching slide decks; Materials; Substitute coverage if needed	Tracie Jackson, IC	CSI
5. Review RISE assessment DOK content and align to instruction and CFAs	Classroom instruction and assessments with aligned DOK to RISE	Initial training by January 30, 2026; Ongoing	Webb's Depth of Knowledge; Bloom's Taxonomy; District PD by Curriculum Dept.; District coaching slide decks; Substitute coverage if needed	Tracie Jackson, IC	CSI
6. Complete observations on a routine schedule	Teacher feedback; Progress monitoring	Baseline observations for DOK focus by February 27, 2025	Observation form	Tracie Jackson, IC	N/A
7. Coaching supports	Continuous	Ongoing	Classroom observations; Coaching cycles;	Tracie Jackson,	N/A

	support/monitoring of effective implementation of increased DOK tasks and questions		Observation forms; District coaching slide decks	IC	
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Milestone 2: Teachers will set high expectations for all students.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Professional learning on teacher mindset and setting high expectations for ALL students	Building teacher capacity	By September 30, 2025; Ongoing	PD on school culture; rewriting mission/vision statements; visible learning/student data; Stipend for PD preparation	Heather Hales, Principal	CSI
2. Train on academic goal setting procedures for students	Student data folders	By September 30, 2025; Ongoing	District PD by curriculum dept.; CLT team examples; materials	Heather Hales, Principal	CSI
3. Provide professional learning on teacher clarity, including visible examples and rubrics	Effective implementation of teacher clarity, including the use of exemplars and rubrics	Initial training by October 31, 2025; Ongoing	Anita Archer's <u>Explicit Instruction</u> and <u>The Illustrated Guide of Visible Learning</u> provided for teachers; District PD on high leverage ELL strategies; Materials; Substitute coverage if needed; Stipend for PD provided during summer	Heather Hales, Principal	CSI
4. Include on observation form: use of exemplars, rubrics, and student feedback.	Observation form	Initial training by October 31, 2025; Ongoing	Anita Archer's <u>Explicit Instruction</u> and <u>The Illustrated Guide of Visible Learning</u> ; District PD on high leverage ELL strategies; Substitute coverage if needed; Stipend for PD provided during summer	Tracie Jackson, IC	CSI
5. Complete observations on a routine schedule	Teacher feedback; Progress monitoring	Baseline observations by November 30, 2025	Observation form	Tracie Jackson, IC	N/A
6. Professional training on providing feedback to students	Building teacher capacity; providing student feedback	Initial training by November 30, 2025; Ongoing	<u>The Illustrated Guide of Visible Learning</u> provided for teachers; District PD on feedback and high leverage ELL	Heather Hales, Principal	CSI

			strategies; Substitute coverage if needed; Stipend for PD provided during summer		
7. Create reflection form to guide student feedback	Reflection form	Initial training by November 30, 2025; Ongoing	Anita Archer's <u>Explicit Instruction: Materials</u>	Tracie Jackson, IC	CSI

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	\$9,4551.04	
School LAND Trust	\$39,400.00	Student/staff Chromebooks; three additional 3.5 aides; substitute coverage for teachers to assess students
State Literacy	\$17,120.00	Additional reading aide hours
CSI	10,857.25	
Title 1	\$5,000.00	

Priority #2 - Mathematics

3- Year

Goal: Roosevelt will increase Math proficiency by 9% by the 2028 RISE assessment and 72% of students will score At or Above Benchmark on the 2028 EOY Acadience assessment.

Goal: Roosevelt will increase Math proficiency by 3% by the 2026 RISE assessment.

Accountability will be tracked by:

- **Grades 3-6:** By the end of the year, 60% of students will score At or Above Benchmark on the Acadience assessment, and RISE scores will increase by 3%.
- **Grades K-2:** By the end of the year, 65% of students will score At or Above Benchmark on the Acadience EOY assessment.
- **ELL:** Math proficiency by 3% by the 2026 RISE assessment (7%).
- **HI7:** Math proficiency by 3% by the 2026 RISE assessment (19.2%).

Strategy 1	If we implement teacher clarity, then students and teachers will have a common understanding of the learning goals for academic achievement.
Explain why/how the strategy is evidence-based for LPSGs.	<p>Teacher clarity significantly enhances educational outcomes for low-performing student groups by improving their understanding, engagement, and retention of material. According to John Hattie, teacher clarity has an effect size of 0.75, indicating a substantial positive impact on learning (<i>The Applicability of Visible Learning to Higher Education</i>, 2015).</p> <p>Effective teacher clarity involves: clearly communicating learning objectives and success criteria; providing explicit instructions and explanations; and setting clear expectations for assessments and feedback. By reducing cognitive load, teacher clarity promotes equity within the classroom, ensuring all students have the opportunity to succeed.</p>

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Unit Plans	Unit Plans	One completed	Three Completed		Five Completed	
Classroom observation	Observation form/video recordings	None (Will collect baseline data by 11/30/25)	Pending		Pending	

Milestone 1: Teachers will create a Unit Plan for one math priority standard per quarter.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Update Unit Plan document with an emphasis on vocabulary instruction	Updated Unit Plan	By August 1, 2025	Unit plan document; Grade level unit planning book; Stipend for Unit Plan PD preparation	Heather Hales, Principal	CSI
2. Provide additional training on Unit Plan Development (Create a common vision)	Clarity for teachers in the process of planning	By September 30, 2025	District unit planning documents and slide decks; Grade level unit planning book; Substitute coverage if needed; Stipend for PD provided during summer	Heather Hales, Principal	CSI TSSA
3. Provide ongoing support on Unit Plan development in PLCs	Teacher support	Starting in September and ongoing	District unit planning documents and slide decks; Grade level unit planning book; Substitute coverage if needed; Stipend for PD provided during summer	Tracie Jackson, IC	CSI
4. Teachers will link Unit Plan in ELT document	Unit Plan accessibility	January 15, 2026; May 20, 2026	ELT document	Heather Hales, Principal	N/A

Milestone 2: Teachers will implement explicit Tier 1/Tier 2 instruction.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Provide professional learning on explicit instruction	Effective implementation of explicit instruction	Initial training by October 31, 2025; Ongoing	Anita Archer's <u>Explicit Instruction</u> ; District PD on high leverage EL strategies; Stipend for PD preparation; Materials; Substitute coverage if needed; Stipend for PD provided during summer	Tracie Jackson, IC	CSI
2. Create reflection questions for teachers, including student look-fors	Teacher reflection and feedback	Initial training by October 31, 2025	Anita Archer's <u>Explicit Instruction</u> ; Stipend for PD preparation; Materials	Tracie Jackson, IC	CSI
3. Create observation form focused on Tier 1 explicit instruction, visible examples, and vocabulary instruction.	Observation form	Initial training by October 31, 2025	Anita Archer's <u>Explicit Instruction</u> ; Stipend for PD preparation; Forms	Tracie Jackson, IC	CSI
4. Complete observations on a routine schedule	Teacher feedback; Progress monitoring	Baseline observations by November 30, 2025	Observation form	Tracie Jackson, IC	N/A
5. Coaching supports	Continuous support/monitoring of explicit instruction	Ongoing	Classroom observations; Coaching cycles; Observation forms; District coaching slide decks	Tracie Jackson, IC	N/A

Strategy 2	If we increase rigor in instruction and assessment, then students will increase their ability to apply content and skills across disciplines and measures.
Explain why/how the strategy is evidence-based for LPSGs.	<p>Increasing rigor in education is an evidence-based approach that equips students with the skills necessary for academic success across disciplines. By fostering deep learning, critical thinking, resilience, and engagement, educators can help low-performing student groups achieve improved outcomes. The cited research underscores the transformative power of rigorous instruction in achieving these goals.</p> <p>Darling-Hammond, L. (2010). The Flat World and Education: How America's Commitment to Equity Will Determine Our Future.</p> <p>Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.</p>

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom observation, specific to DOK/rigor in tasks	Observation form/video recordings	Pending (Will have by 11/30)	Pending		Pending	
Rigor of classroom assessments mirror blue prints of RISE in grades 3-6	CFAs and unit assessments	Will have by October 31, 2025	Pending		Pending	
Student performance data	CFAs; Unit assessments	Will have by October 31, 2025				

Milestone 1: Teachers will increase depth of knowledge (DOK) questions on classroom tasks and assessments.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Provide professional learning specifically on increasing rigor and DOK in instruction and assessments	Effective implementation of increased DOK and rigor in Tier 1 instruction and in	Initial training by January 30, 2026; Ongoing	Webb's Depth of Knowledge; Bloom's Taxonomy; District PD by Curriculum Dept.; District coaching slide decks; Materials; Substitute coverage if needed	Tracie Jackson, IC	CSI

	assessments				
2. Create reflection questions for teachers, including DOK rubric for instruction and student look-fors	Teacher reflection and accountability	Initial training by January 30, 2026	Webb's Depth of Knowledge; Bloom's Taxonomy; District PD by Curriculum Dept.; District coaching slide decks; Materials; Substitute coverage if needed	Tracie Jackson, IC	CSI
3. Include on observation form: DOK rubric for instruction and assessment routines.	Observation form	Initial training by January 30, 2026	Webb's Depth of Knowledge; Bloom's Taxonomy; District PD by Curriculum Dept.; District coaching slide decks; Materials; Substitute coverage if needed	Tracie Jackson, IC	CSI
4. Create an assessment protocol/rubric	Assessment protocol/rubric form	Initial training by January 30, 2026	Webb's Depth of Knowledge; Bloom's Taxonomy; District PD by Curriculum Dept.; District coaching slide decks; Materials; Substitute coverage if needed	Tracie Jackson, IC	CSI
5. Review RISE assessment DOK content and align to instruction and CFAs	Classroom instruction/assessment with aligned DOK to RISE	Initial training by January 30, 2026; Ongoing	Webb's Depth of Knowledge; Bloom's Taxonomy; District PD by Curriculum Dept.; District coaching slide decks; Substitute coverage if needed	Tracie Jackson, IC	CSI
6. Complete observations on a routine schedule	Teacher feedback; Progress monitoring	Baseline observations for DOK focus by February 27, 2026	Observation form	Tracie Jackson, IC	N/A
7. Coaching supports	Continuous support/monitoring of effective implementation of increased DOK tasks and questions	Ongoing	Classroom observations; Coaching cycles; Observation forms; District coaching slide decks	Tracie Jackson, IC	N/A

Milestone 2: Teachers will set high expectations for all students.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Professional	Building teacher	By September 30,	PD on school culture; rewriting mission/	Heather Hales,	CSI

learning on teacher mindset and setting high expectations for ALL students	capacity	2025; Ongoing	vision statements; visible learning/student data; Stipend for PD preparation	Principal	
2. Train on academic goal setting procedures for students	Student data folders	By September 30, 2025; Ongoing	District PD by curriculum dept.; CLT team examples; materials	Heather Hales, Principal	CSI
3. Provide professional learning on teacher clarity, including visible examples and rubrics	Effective implementation of teacher clarity, including the use of exemplars and rubrics	Initial training by October 31, 2025; Ongoing	Anita Archer's <u>Explicit Instruction</u> and <u>The Illustrated Guide of Visible Learning</u> provided for teachers; District PD on high leverage ELL strategies; Materials; Substitute coverage if needed; Stipend for PD provided during summer	Heather Hales, Principal	CSI
4. Include on observation form: use of exemplars, rubrics, and student feedback.	Observation form	Initial training by October 31, 2025; Ongoing	Anita Archer's <u>Explicit Instruction</u> and <u>The Illustrated Guide of Visible Learning</u> ; District PD on high leverage ELL strategies; Substitute coverage if needed; Stipend for PD provided during summer	Tracie Jackson, IC	CSI
5. Complete observations on a routine schedule	Teacher feedback; Progress monitoring	Baseline observations by November 30, 2025	Observation form	Tracie Jackson, IC	N/A
6. Professional training on providing feedback to students	Building teacher capacity; providing student feedback	Initial training by November 30, 2025; Ongoing	<u>The Illustrated Guide of Visible Learning</u> provided for teachers; District PD on feedback and high leverage ELL strategies; Substitute coverage if needed; Stipend for PD provided during summer	Heather Hales, Principal	CSI
7. Create reflection form to guide student feedback	Reflection form	Initial training by November 30, 2025; Ongoing	Anita Archer's <u>Explicit Instruction</u> ; <u>Materials</u>	Tracie Jackson, IC	CSI

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	\$4,847.00	
School LAND Trust	\$25,500.00	Student/staff Chromebooks; three additional 3.5 aides; substitute coverage for teachers to assess students
CSI	\$10,256.00	
Title 1	\$3,000.00	

Priority #3 - Positive Behavior Systems

3- Year

- Goal:** Roosevelt will decrease office referrals (major behavior incidents) by 15% by the end of the 2027-28 school year, decreasing from 175 to 149 total referrals.
- Goal:** Roosevelt will decrease office referrals by 5% by the end of the 2025-26 school year. Accountability will be tracked by: Behavior incidents documented in PowerSchool, Roosevelt's student information system.
- **Grades K-6:** By the end of the 2025-26 school year, office referrals (major behavior incidents) will decrease 5% to 166 total referrals.
 - **ELL:** Office referrals by 5% by the end of 2025-26 school year, decreasing from 29 to 27 total.
 - **HI7:** Office referrals by 5% by the end of 2025-26 school year, decreasing from 40 to 38 total.

Strategy 1	If we implement Positive Behavior and Intervention Systems (PBIS) schoolwide and in the classroom, then positive student behaviors will increase and office referrals will decrease.
Explain why/how the strategy is evidence-based for LPSGs.	Positive Behavioral Interventions and Supports (PBIS) is a proactive approach used in schools to improve student behavior and create positive school environments. It is particularly effective in supporting low-performing student groups by fostering a culture of positive behaviors, inclusivity, and academic success. PBIS is evidence-based, meaning its strategies and practices are grounded in research and have been proven effective through various studies. Research indicates that schools implementing PBIS experience significant reductions in disciplinary referrals. A study by Bradshaw, Reinke, Brown, Bevans, and Leaf (2008) showed that schools using PBIS saw a decrease in office discipline referrals, which correlates with increased instructional time and improved student outcomes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Student behavior incidents	PowerSchool Majors and Panorama Minors	Majors EOY 2025 Grades K-6: 175 Minors EOY 2025 Grades K-6: 446	170 majors		166 majors	
Tiered Fidelity Inventory TFI (tool for monitoring fidelity of PBIS implementation)	TFI Overall Score	42%	NA		85%	

Milestone 1: Implement Positive Behavior Interventions and Supports (PBIS) Systems schoolwide.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Create schoolwide expectations and rules in common areas	School expectations and procedure posters posted	By June 30, 2025	Posters; Staff handbook; Substitute coverage if needed; Stipend for PD provided/work completed during summer	Belen Pulsipher, Title I Teacher Leader	CSI PBP
2. Create schoolwide positive reinforcement system	Reinforcement of positive behavior	By August 15, 2025; Ongoing	Staff handbook; Charts; Incentives; Tickets; Substitute coverage if needed; Stipend for PD provided/work completed during summer	Belen Pulsipher, Title 1 Teacher Leader	CSI TSSA
3. Provide training on schoolwide expectations and procedures for staff and students	Implementation of schoolwide expectations and procedures	By August 31, 2025; Ongoing	Posters; Staff handbook; Planned procedure days; Substitute coverage if needed; Stipend for PD provided/work completed during summer	Belen Pulsipher, Title I Teacher Leader	CSI
4. Provide training on schoolwide positive reinforcement system	Implementation of schoolwide reinforcement system	By August 31, 2025; Ongoing	Staff handbook; Charts; Incentives; Tickets; Substitute coverage if needed; Stipend for PD provided/work completed during summer	Belen Pulsipher, Title 1 Teacher Leader	CSI
5. Create schoolwide behavior tracking	Schoolwide behavior tracking	By August 31, 2025; Ongoing	Panorama/Office referral process described in handbook; Substitute	Heather Hales, Principal	CSI TSSA

systems for majors/minors	systems		coverage if needed; Stipend for PD provided/work completed during summer		
6. Provide training on behavior tracking systems for majors and minors for staff	Implementation of schoolwide behavior tracking systems	By September 15, 2025; Ongoing	Panorama virtual training for minors; office referral training; Substitute coverage if needed; Stipend for PD provided/work completed during summer	Heather Hales, Principal	CSI
7. Monitor behavior tracking by staff on a routine schedule	Staff feedback; Progress monitoring	By September 30, 2025; Ongoing	Behavior tracking systems	Belen Pulsipher, Title 1 Teacher Leader	N/A
8. Collaborate with staff on monthly basis	Continuous support/monitoring of effective behavior system tracking implementation	By September 30, 2025; Ongoing	Behavior tracking systems	Belen Pulsipher, Title 1 Teacher Leader	N/A

Milestone 2: Implement a positive behavior support management system in the classroom.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Provide training on implementing a positive behavior classroom management system	Effective implementation of a positive behavior classroom management system	June 23-26, 2025; Ongoing	Blind Mule Behavioral Systems training; classroom posters; Stipend for PD provided during summer	Heather Hales, Principal	TSSA Title 1
2. Create observation form focused on classroom management	Observation form	By August 15, 2025	Blind Mule Behavioral Systems training; PBIS and district classroom management checklists; Stipend for PD provided/work completed during summer	Heather Hales, Principal	TSSA
3. Complete classroom observations on a routine schedule	Teacher feedback; Progress monitoring	By September 30, 2025	School classroom management observation form; District classroom management observation form	Tracie Jackson, IC	N/A
4. Coaching supports	Continuous support/monitoring of classroom management system	Ongoing	Classroom observations; Coaching cycles; Observation forms; District coaching slide decks	Tracie Jackson, IC	N/A

Strategy 2	If we increase positive schoolwide/home communication, then we will increase a sense of belonging and connection to school for students, staff, and families.
Explain why/how the strategy is evidence-based for LPSGs	<p>Increasing student and family positive 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
Positive School Wide/Home Communication	Thrillshare emails; Remind text messages; Paper	0.5 per month	6 Emails and/or reminds		12 emails and/or reminds	
School/Student Celebrations	Established, consistent practices and events	Student recognition: 1 monthly	Avg 3 celebrations per month		Avg 5 celebrations per month	
Family Engagement Events	Events	2 Family nights annually	2		4	

Milestone 1: Increase positive school/family communication and family events.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Send out monthly school celebrations via email, text, and paper in English and Spanish Note: Thrillshare provides translation to numerous languages	Increased community awareness through multiple forms of communication; Increased student/staff sense of belonging; Positive school culture	Begin by August 15, 2025; Continue through year	Thrillshare emails; Remind texts; paper copies	Heather Hales, Principal	N/A
2. Send out regular classroom updates, at least monthly	Increased community awareness; Increased student/staff sense of belonging; Positive school culture	Begin by September 30, 2025; Continue through year	Remind texts	Heather Hales, Principal	N/A
3. Create and maintain an updated website	Increased community awareness; Increased student/staff sense of belonging; Positive school culture	Begin by June 30, 2025; Continue through year	District PD for Content Manager	Lauren Clark, Content Creator	N/A
4. Provide a Back-to-School Night, parent information night, and two family engagement nights	Increased community involvement; Increased student/staff sense of belonging; Positive school culture	In the months of August 2025; September 2025; October 2025; March 2026	District Title 1 PD; Community resources; Stipend for planning information night during summer	Belen Pulsipher, Title 1 Teacher Leader	TSSA Title 1

Milestone 2: Increase consistent student, staff, and school celebrations.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Establish school traditions/celebrations	Celebration of student/staff success; Increased student/staff sense of belonging; Positive school culture	Begin by August 1, 2025; Continue through year	Stipend for PD/work completed during summer; Materials; incentives	Heather Hales, Principal	CSI TSSA
2. Establish monthly staff celebrations	Celebration of staff; Increased staff sense of belonging; Positive school culture	Begin by August 30, 2025; Continue through year	Materials; incentives	Heather Hales, Principal	N/A
3. Weekly shout-outs in morning announcements	Celebration of student/staff success; Increased student/staff sense of belonging; Positive school culture	Begin by August 30, 2025; Continue through year	Announcements	Heather Hales, Principal	N/A
4. Weekly recognition of <i>Celebrating Raptor Success Awards</i>	Celebration of student success; Increased student/staff sense of belonging; Positive school culture	Begin by September 30, 2025; Continue through year	Certificates; Photos; Parent emails; Bulletin board	Heather Hales, Principal	TSSA
5. Quarterly <i>Achievement Assemblies</i> with <i>Classroom Data Celebrations</i> (students and staff)	Celebration of student/staff success; Increased student/staff sense of belonging; Positive school culture	Begin by October 31, 2025; Continue through year	Assembly slide decks; Data folders; Bulletin board; Incentives; website	Heather Hales, Principal	CSI 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	\$49,638.00	
School LAND Trust	\$0.00	
Positive Behavior Plan	\$4,000.00	PBIS Coordinator; Schoolwide/classroom behavior expectation posters
CSI	\$34,656.00	
Title 1	\$7,000.00	

Parent Communication Plan

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

Staff, families, and other stakeholders will be made aware of the School Success Plan through emails, website, and Back-to-School Night.

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

Increased communication via email, text, and paper and website content will be used to keep parents informed. A parent information night will be implemented in September to support family involvement with school and student learning.

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.

	Total:	\$4,847.00	\$0.00		
Goal #3 Expenditures					
Expenditure Category	Description	Estimated Cost	Actual Expenditure		
School personnel stipends	Stipend for PD during summer	\$34,138.00			
Additional school employees	Mental health therapist - two days per week	\$10,000.00			
Student leadership development	Social skills classroom program	\$3,000.00			
Student leadership development	Positive behavior plan resources	\$2,000.00			
Student wellness support	Panorama subscription	\$500.00			
Total:		\$49,638.00	\$0.00		
	FY26 Allocation	\$105,204.04			
	FY25 Carry Over Pending	\$43,832.00	Additional Carry Over Approved by Becherini 5/21/25		
	Total	\$149,036.04			
	Total Budget Expenditures	\$149,036.04	\$0.00		
	Maximum Carry Over of FY26 is 10%	\$10,520.40			

CSI

Goal #1 Expenditures	
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Professional Development Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
School personnel stipends	Stipend for PD preparation; PD provided during summer	\$6,857.25	
Professional learning	Substitute coverage	\$2,100.00	
Professional learning	PD Materials	\$1,900.00	
	Total:	\$10,857.25	\$0.00

Goal #2 Expenditures	
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Professional Development Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
School personnel stipends	Stipend for PD preparation; PD provided during summer	\$6,256.00	
Professional learning	Substitute coverage	\$2,100.00	
Professional learning	PD Materials	\$1,900.00	

	Total:	\$10,256.00	\$0.00

Goal #3 Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
School personnel stipends	Stipend for PD preparation; PD provided during summer	\$8,256.00	
Professional learning	Substitute coverage	\$2,900.00	
Professional learning	PD Materials	\$2,100.00	
Student leadership development	Schoolwide/classroom positive behavior plan resources and materials	\$9,000.00	
Professional learning	Safe and Civil School Conference 2026	\$12,400.00	
	Total:	\$34,656.00	\$0.00
	FY26 Allocation	\$55,769.25	
	FY25 Carry Over Pending	\$0.00	
	Total	\$55,769.25	

	Total Budget Expenditures	\$55,769.25	\$0.00
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Title 1	
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Goal #1 Expenditures	
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Expenditure Category	Description	Estimated Cost	Actual Expenditure
ELA materials	Reading materials; books for students	\$3,000.00	
Technology	Subscriptions to reading software programs	\$2,000.00	
	Total:	\$5,000.00	\$0.00

Goal #2 Expenditures	
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[illegible]

	Total:	\$3,000.00	\$0.00

Goal #3 Expenditures			
Expenditure Category	Description	Estimated Cost	Actual Expenditure
Family engagement	2 Family Engagement Nights	\$2,500.00	
Family engagement	Family information night	\$2,000.00	
School personnel stipends	Family night participation	\$2,500.00	
	Total:	\$7,000.00	\$0.00
	FY26 Allocation	\$0.00	
	FY25 Carry Over Pending	\$0.00	
	Total	\$0.00	

	Total Budget Expenditures	\$15,000.00	\$0.00
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