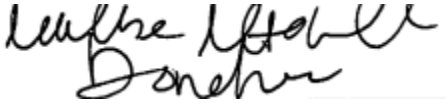
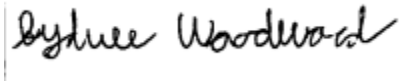
Weber School District
School Success Plan

Overview

School Approval Date:	Jun 1, 2026	**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 24, 2026		
School Name:	Burch Creek Elementary	**Low Performing Student Group(s) (LPSGs):**	☑ Students with Disabilities ☐ Economically Disadvantaged ☑ English Learners ☐ African American/Black ☐ Asian ☐ Hispanic/Latino ☐ American Indian/Alaska Native ☐ Multi-race ☐ Native Hawaiian/Pacific Islander ☐ White
Principal Name:	Katie Amsden		

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Katie Amsden Principal		Jake Burnett Instructional Coach	
Britnee Brandon Title 1 Teacher Leader		Mallorie Mitchell Donohoo Counselor	
Tamra Woodland 4th Grade Teacher		Megan Lords Parent	
Syd Woodward Sped Teacher		Lindsey Bird Parent	
Anna West 5th Grade Teacher			

Resource Allocation Review (RAR)

The RAR is **required for all schools that have an ATSI, CSI, or MRI** designations for one or more Low Performing Student Groups (LPSG). Please review the following questions and provide applicable data to support your current resource allocations and/or any narrative you feel would be applicable.

Review Question	Data-Informed Response
What evidence-based practice(s) are being implemented to support LPSGs and is there a need for different evidence-based practice(s)?	95% group interventions are provided for students who lack phonics skills. The Most Common Word Routine is provided in 1st-grade classrooms. Reading Horizons is part of Tier I instruction in grades K-3. LETRS research-based practices are being used with fidelity in grades K-1. Evidence based practices are implemented consistently during Tier I instruction. However, evidence based practices are used on an inconsistent basis within small groups for our LPSG's. Therefore, monthly training for those faculty and staff who work daily with LPSG will be implemented. Faculty and staff will be monitored by collecting data during small group instruction. Data will be analyzed and presented to faculty and staff with coaching cycles implemented as necessary.
What professional learning opportunities are being provided to faculty/staff to support LPSGs, and is there a need for different professional learning?	Professional learning time is scheduled weekly, every Wednesday afternoon. Different professional development is based on the school and grade need(s). Unit planning will be a continued emphasis to include CFA's, vocabulary, and structured practice as a priority. A need for different professional learning will be necessary with faculty and staff who work in small groups with our LPSG's. Small group (teacher) PL learning sessions will happen after Wednesday PL learning sessions and will be individualized for ELL teacher and (aide) and SPED teachers and (aides). Professional learning will consist of, but not be limited to: Explicitly pre-teaching vocabulary based on grade level unit plans. Modeling structured academic conversations for both LPSG and ELL students . Academic writing, how to help students connect writing, vocabulary and reading comprehension. Based on need, SPED and ELL aides and teachers will have the opportunity for additional training on 95% group interventions.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs, and is there a need for different allocation of resources?	Special Education has 3 full-time teachers, 1 Diagnostic Kindergarten teacher, 1 Speech Language Pathologist, and 1 Speech Language Technician. Total aides provided by SPED dept = 9. School provides additional aides for 95% groups to support in the Special Education Classroom = 3. 95% group binders and materials provided with school funds, equaling about $15K. Burch Creek has 1 ELL teacher and 1 aide provided with District Level funding. Resources provided are adequate. Resources that will be used for the reading and writing portion of the PL will be taken from the following sources. *The New Art and Science of Teaching; Writing - Glass and Marzano* and *The New Art and Science of Teaching; Reading - Simms and Marzano.* Based on need, SPED and ELL aides and teachers can have additional training on 95% group interventions. After review of the school resources, allocation amounts are listed on the budget sheets. Funds will be utilized from several different accounts, to meet the needs of LPSG's. Different allocations are not necessary.

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?	Burch Creek's master schedule ensures that all LPSG's receive small group intervention with the general education teacher / para-professional (95% group) as well as additional services with certified Special Education with and English Learner teachers. Master Schedule. The master schedule addresses any inequities for our LPSG's as those students are guaranteed small group interventions with the general education teacher. Small group instruction with a specialized teacher such as ELL or SPED and daily skill based intervention groups.
What data is being collected to monitor student learning, and how often is this data analyzed?	95% group cycles are evaluated every 3 weeks in grades K-3. All student(s) including but not limited to ELL and SWD are given the PSI and grouped into a new skill group based on PSI score. The PASI is also given to ELL and SWD as determined by the Kindergarten teachers to determine additional phonics gaps. RISE benchmarks in Math and ELA are given 1 x a month to all students in grades 3-6. CFA's are given in all grades, and data is input into the monitoring of the work of teams document. The Flashlight 360 for EL, Acadience Comprehensive Data Tracker, ***Basic 5 Data*** for teachers, and the ***monthly Benchmark RISE Data Sheet***. 95% group cycle data is analyzed every 3 weeks in PLC when the cycle is complete. One the data is reviewed and analyzed, changes to the 95% groups are made, and the new 3 week cycle begins. RISE benchmark data is reviewed monthly in PLC meetings with an accountability sheet for each grade level (3-6). CFA classroom data is reviewed weekly in PLC as well as Acadience reading progress monitoring data. Math Acadience data is reviewed monthly during PLC. Data folders are kept for each grade level team that is accessible to the building administrator, instructional coach, SPED and ELL teacher(s).
What additional resources do you plan to allocate to LPSGs to ensure the student group exists at ATSI, CSI, or MRI?	Burch Creek Elementary will continue to allocate school funds to support additional aide time for English Language Learners (ELL) and Students with Disabilities (SWD), supplementing the resources already provided by the ELL and Special Education (SPED) departments. This ensures comprehensive support to meet the diverse academic and social-emotional needs of all students.

Priority #1 - Academics (All Content)

ELA Goal: **3 Year: Burch Creek will increase the percentage of students proficient in the RISE ELA assessment from 33% to 43% by 2028, and 60% of K-3 students will be above benchmark on the EOY Acadience reading.**

2 Year (26-27):
Burch Creek will increase the percentage of students proficient in the RISE ELA assessment from 37% to 40% by 2027, and 45% of K-3 students will be above benchmark on the EOY Acadience reading.

- **Grades 3-6 will increase RISE proficiency by 3% in each grade based on student co-hort groups.**
- **Grades K-3 will increase in above benchmark on EOY Acadience reading assessment by 10% in each grade.**
- **ELL students will increase RISE proficiency by 3% in each grade.**
- **SWD students will increase RISE proficiency by 3% in each grade.**

Math Goal: **3 Year: Burch Creek will increase the percentage of students proficient in the RISE math assessment from 29% to 42% by 2028, and 72% of K-3 students will be at or above benchmark on the EOY Acadience math.**

2 Year (26-27): Burch Creek will increase the percentage of students proficient in the RISE math assessment from 36% to 39% by 2027, and 65% of K-3 students will be at or above benchmark on the EOY Acadience math.

- **Grades 3-6 will increase RISE proficiency by 3% in each grade based on student co-hort groups.**
- **Grades K-3 will increase in at or above benchmark on EOY Acadience math assessment by 8% in each grade.**
- **ELL students will increase RISE proficiency by 3% in each grade.**
- **SWD students will increase RISE proficiency by 3% in each grade.**

Strategy 1	If unit plans are refined to include structured practice strategies that are specific to ELL and SWD, which will be implemented during Tier 1 instruction, then students will increase their reading proficiency.
Explain why/how the strategy is evidence-based for LPSGs.	When teachers use structured practice strategies, it will effectively bridge the gap between initial exposure and long-term mastery by providing students with the repetitive, high-success opportunities they need to internalize complex literacy skills.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
All unit plans will include modeling and guided practice strategies to be used during Tier 1 instruction	Grade level unit plans	0%	50% of unit plans will include modeling strategies to be used during Tier 1 instruction		100% of unit plans will include modeling and guided practice strategies to be used during Tier 1 instruction	
Students in grades K-6 will increase reading proficiency by 10% from beginning of year data to end of year data, as reported on Acadience	Acadience Reading Benchmark composite data	BOY Acadience Composite Data	Increase proficiency from BOY to MOY on Acadience by 5%		Increase proficiency from BOY to EOY on Acadience by 10%	

Milestone 1: Implement Modeling into Tier 1 Instruction.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide PL on how to model during Tier 1 instruction	Jake Burnett	First training will be September 16th and monthly during weekly PL.	Presentation Slides Anita Archer Conference, *The New Art and Science of Teaching* Jake Downs training	TSSA - Safe and Civil Schools Conference - Explicit Instruction session(s) with Anita Archer
☐	Refine unit plans to include modeling	Tamra Woodland	First PLC in	Grade level unit plans	Trustland funds may

	strategies and examples to be used during Tier 1 instruction and during EL and SPED Intervention time		September week of September 7th and review weekly during PLC meetings. Weekly PLC start the week of September 7, 2026 and run through May 14, 2027		be used for substitute teachers so ELL and SPED teachers can collaborate with general ed teachers to refine unit plans
☐	Collect Baseline Data using observation form on modeling	Katie Amsden	October 30th Updated 9/17/2026	Data Sheet	
☐	Provide coaching support to teams and individuals based on initial modeling observations Use self-evaluations for teachers to reflect	Jake Burnett	Starting week of September 1st for coaching support. Updated 9/1/26 Week of Nov 9 Week of Dec 14 Week of Jan 11 Week of Feb 15 Week of Mar 15 Week of April 19	School Instructional coach Curriculum Department Coaching Champs book and reproducibles	Trustland funds to cover PL for teachers as well as substitute teachers costs
☐	Peer observations and reflections to observe modeling during Tier 1 instruction	Britnee Brandon	Peer observations in alignment with coaching cycles. Updated 9/17/26	Peer Observation Sign Up Sheet Modeling Peer Observation Sheet	Trustland funds may be used for substitute teachers during peer observation times
☐	Summative Data Collection and Analysis	Syd Woodward	By December 31, 2026	Data Sheet	

Milestone 2: Implement guided practice into Tier 1 Instruction.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide PL on how to implement guided practice strategies in Tier 1 instruction	Jake Burnett	January 13 & 27. Feb 3 & 17. March 10 & 24	Presentation Slides Anita Archer Conference *The New Art and Science of Teaching* Jake Downs training	TSSA - Safe and Civil Schools Conference - Explicit Instruction session(s) with Anita Archer CSI money used for guiding coalition team to attend additional training from U of U leadership workshops.
☐	Refine unit plans to include guided practice to be used during Tier 1 instruction	Anna West	First PLC in September week of September 7th and review weekly during PLC meetings. Weekly PLC start the week of September 7, 2026 and run through May 14, 2027	Grade level unit plans	
☐	Provide coaching support to teams and individuals based on initial guided practice observations	Jake Burnett	Starting week of October 5th and then the following weeks: Week of Nov 9 Week of Dec 14	School Instructional coach Curriculum Department	TSSA and Trustland funds will be used for teacher PL outside of Burch Creek Elementary

			Week of Jan 11 Week of Feb 15 Week of Mar 15 Week of April 19		
☐	Peer observations and reflections to observe guided practice during Tier 1 instruction	Britnee Brandon	Starting the week of January 11,2027 and going through March 26, 2027	Peer Observation Sign Up Sheet Guided Practice Peer Observation Sheet	Trustland funds to cover substitute teachers costs during observation times
	Collect baseline data using observation form on guided practice	Katie Amsden	Completed by January 29, 2027	Data Sheet	
☐	Summative Data Collection and Analysis	Syd Woodward	Completed by April 30, 2027	Data Sheet	

Strategy 2	If faculty and staff use daily checks for understanding during Tier 1 instruction and SWD and EL intervention groups, then they shall use the resulting data to identify students needing additional Tier 1 and/or Tier 2 instruction.
Explain why/how the strategy is evidence-based for LPSGs.	Utilizing daily checks for understanding provides real-time formative data that prevents the accumulation of learning gaps. Research identifies daily checks for understanding as critical components for accelerating the growth of low-performing student groups (LPSGs). This approach ensures that Tier 1 and Tier 2 interventions are driven by objective evidence, allowing for the timely, targeted support necessary to effectively close achievement gaps.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom observations will include daily checks for understanding.	Classroom observations	Baseline data for daily checks for understanding observations by the end of September.	TBD Sept 30		Classroom observation data will demonstrate that 100% of teachers are using daily checks for understanding during Tier 1	

					instruction.	
Students in grades K-6 will increase reading proficiency by 10% by the end of the 26-27 school year.	Acadience Reading Benchmark data	BOY Acadience Data with disaggregated data for ELL and SWD	Increase proficiency from BOY to MOY on Acadience by 5%		Increase proficiency from BOY to EOY on Acadience by 10%	
RISE Benchmarks	RISE benchmark school accountability sheet	1 RISE Benchmark for ELA and 1 RISE Benchmark for Math monthly.	4 RISE Benchmarks for ELA and 4 RISE Benchmarks for Math		8 RISE Benchmarks for ELA and 8 RISE Benchmarks for Math.	

Milestone 1: Implement daily check of understanding during Tier 1 Instruction.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	PL on check for understanding examples and strategies to be used daily in the classroom and during small group instruction with SWD and ELL	Jake Burnett	October 14 and 28		TSSA funds to be used for any academic materials needed during small group instruction
☐	Refine unit plans to include a daily check for understanding which the general education and ELL and SPED teachers will reference	Anna West	First PLC in September week of September 7th and review weekly during PLC meetings. Weekly PLC start the week of September 7, 2026 and run through May 14,	Grade level unit plans	

			2027		
☐	Baseline Data Collection for all student groups including but not limited to ELL and SWD	Katie Amsden	Completed by September 30th	WIDA pre-test teacher survey Results in graphs Flashlight 360	
☐	Provide coaching support to teams and individuals based on checks for understanding data including teachers who service ELL and SWD	Jake Burnett	Starting week of October 5th and then the following weeks: Week of Nov 9 Week of Dec 14 Week of Jan 11 Week of Feb 15 Week of Mar 15 Week of April 19	School Instructional coach Curriculum Department	TSSA and Trustland funds will be used for teacher PL outside of Burch Creek Elementary
☐	Peer collaboration among all teachers to share checks for understanding strategies	Britnee Brandon	2nd, 3rd and 4th quarters during PL meetings	Shared document with proven strategies in the classroom	Trustland funds to cover substitute teachers costs during observation times
☐	Summative Data Collection and Analysis for all student groups including but not limited to ELL and SWD	Syd Woodward	Completed December 31, 2026		TSSA funds for any copies associated with summative data review and analysis

Milestone 2: Use checks for understanding data as evidence to adjust Tier 1 instruction and inform Tier 2 instruction

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	PL on using checks for understanding data to determine if additional modeling and/or guided practice is needed in Tier 1 instruction	Jake Burnett	September, 30, 2026 and October 14 and 28	Slides	TSSA - Safe and Civil Schools Conference - Explicit Instruction session(s) with Anita Archer CSI money used for

					guiding coalition team to attend additional training from U of U leadership workshops Trustland / TSSA money to pay for substitutes to help cover classes teachers attending U of U leadership training
☐	PL on using checks for understanding data to determine which students need Tier 2 instruction	Anna West	October 28, 2026	Slides	
☐	Collect baseline data on checks for understanding	Katie Amsden	By September 30, 2026	Data charts	
☐	Provide coaching support to teams and individuals based on checks for understanding data for Tier 2 instruction	Jake Burnett	Starting week of October 5th and then the following weeks: Nov 9 Dec 14 Jan 11 Feb 15 Mar 15 April 19		TSSA money to support teachers with needed resources to use during Tier 2 instruction CSI money used for guiding coalition team to attend additional training from U of U leadership workshops
☐	Peer collaboration to share checks for understanding strategies specifically related to Tier 2	Tamra Woodland	3rd and 4th quarters - 1 x a month	Shared document with proven strategies in the classroom	Trustland / TSSA money to pay for substitutes to help

			Jan 20, 2027 Feb 24, 2027 Mar 17, 2027 April 21, 2027 May 5, 2027		cover classes for teacher collaboration
☐	Summative Data Collection and Analysis	Syd Woodward	Completed by the end of April 28, 2027	Data Charts	TSSA money to copy data charts

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	89,100.00	
School LAND Trust	109,500.00	
CSI	44105.00	
Title 1	0	

Priority #2 - Academics (SWD & ELL)

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

2 Year (26-27):
Burch Creek will increase the percentage of students proficient in the RISE ELA assessment from 37% to 40% by 2027, and 45% of K-3 students will be above benchmark on the EOY Acadience Reading.

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

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

2 Year (26-27): Burch Creek will increase the percentage of students proficient in the RISE Math assessment from 36% to 39% by 2027, and 65% of K-3 students will be At or Above Benchmark on the EOY Acadience math.

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

Strategy 1	If faculty and staff connect daily checks for understanding during Tier 1 instruction that are directly linked to intentional intervention pull-outs during Tier 2 instruction, for SWD and ELL students, then as a result of intentional and targeted Tier 2 interventions, our ELL and SWD students will increase their proficiency on WIDA, RISE, and Acadience assessments.
Explain why/how the strategy is evidence-based for LPSGs.	Utilizing daily checks for understanding provides real-time formative data that prevents the accumulation of learning gaps. Research identifies daily checks for understanding as critical components for accelerating the growth of low-performing student groups (LPSGs). This approach ensures that Tier 1 and Tier 2 interventions are driven by objective evidence, allowing for the timely, targeted support necessary to effectively close achievement gaps.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Flashlight 360	Flashlight 360 Benchmarks	2025-26 WIDA Results	.45 growth on Flashlight 360 Benchmark.		.9 growth on Flashlight 360 Benchmark. (1 Level)	
Teachers know and understand how to interpret WIDA data	Beginning and end of year survey for teachers	Beginning of the year survey results Pre-Survey Teacher Results WIDA and Flashlight 360 Staff response to needs for EL students and funding	EL teacher attends grade level PLC monthly and reviews WIDA data.		EL teacher attends grade PLC monthly and reviews Can Do Descriptors	
Tier 2 schedule for SWD	Digital tracking log	Create tracking log	80% of identified SWD students participate in at least three targeted interventions per week, in addition to SPED services.		90% of identified SWD students participate in at least three targeted interventions per week in addition to SPED services.	
Quarterly	Quarterly	1st quarter	75% of SWD will		80% of SWD will	

assessments for SWD	assessments	assessment	improve their reading and math quarterly assessment scores by 10% at the end of 2nd quarter		improve their reading and math quarterly assessment scores by 20% at the end of the school year.	

Milestone 1: Use Flashlight 360 data as evidence to determine Tier 2 EL groupings based on skill levels.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create a schedule for EL students based on skill level and student need	Jake Burnett	By August 31, 2026 and review the schedule with EL teacher monthly. Met 8/26/26 - Lynda, Katie, Jake. Reviewed schedule. Every 3rd Wednesday schedule review: Sep 16 - Met with Lynda, Jake, Kim and Katie Oct 21 Nov 18 Dec 16	ELL Schedule ELL Schedule with Specific Tasks/Groups for Lynda and Kara Burch Creek Phlote Roster 26-27	TSSA funds to copy and print all schedules

			Jan 20 Feb 17 Mar 17 April 21		
☐	Create an assessment schedule, with completion in 2-3 weeks, for WIDA testing	Anna West	Completed by the last day of August SY 26	(Link assessment schedule)	TSSA funds to copy and print all schedules
☑	Collect baseline data using WIDA pre-survey,	Katie Amsden Create Survey	Completed by the last day of August SY 26 Created with EL teacher 8.26.26. Sent to teachers 8.27.26.	Pre-test WIDA and FLASHLIGHT 360	
☑	PD on Flashlight 360	Katie Amsden	September 9th PD. Based on data, the team will determine if on-going Flashlight 360 training is necessary.	Exit ticket and copy of slides Flashlight 360 / WIDA presentation Teacher EXIT ticket responses	
☐	Provide coaching support to EL Teacher, Teams and Individuals based on Flashlight 360 data.	Jake Burnett	Starting week of October 5th and then the following weeks: Nov 9 Dec 14 Jan 11 Feb 15 Mar 15 April 19	(Link coaching support dates and data)	TSSA and Trustland funds will be used for teacher PL outside of Burch Creek Elementary

☐	PL on Can Do Descriptors	Syd Smith	January 6th first PL. Based on data the team will determine if on-going PL on “Can Do Descriptors” is necessary.	(Link PL slides)	TSSA funds to make copies of Can Do Descriptors for teachers
☐	Collect baseline data using WIDA post-survey.	Katie Amsden	April 30, 2027	(Link survey results here)	

Milestone 2: 80% of SWD will participate in three targeted interventions per week, in addition to interventions with SPED teachers.

☐	Implement a 5-minute "check for understanding" at the conclusion of every core lesson to assess immediate needs for SWD.	Jake Burnett	Weekly starting at first PLC in September 7, 2026	Link unit plans	
☐	Use daily exit ticket data to form small-group intervention groups scheduled for the same day or following school day.	Jake Burnett	Unit plans will be updated in weekly PLC starting week of September 7, 2026 to include daily exit tickets	Link example of exit tickets (and/or unit plans)	TSSA funds to copy and print all schedules
☐	Create a Tier 2 schedule in which SWD with disability receive Tier 2 interventions in addition to SPED services.	Katie Amsden	By September 11, 2026	(Link schedule)	TSSA funds to copy and print all schedules
☐	Create and maintain a shared digital log which tracks student participation and improvement in targeted skills per session.	Syd Woodward	By August 19, 2026	(Link digital log)	

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	10,500	
School LAND Trust	0	
CSI	6500.00	
Title 1	9700.00	

Priority #3 - Positive Behavior Systems

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

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

2 Year (26-27): Establish a Tier 2 BSST team and implement Tier 2 TFI at 80% fidelity rate (or increase baseline TFI Tier 2 score by 5%)

Strategy 1	If our school has an established Tier 2 Behavior Student Success Team (BSST) who meet at least twice a month, then our team will guide implementation of Targeted Intervention (Tier 2) through monthly action planning centered around increasing student skills to improve student behavior.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy works because it shifts the focus from punishment to skill-building, which targets the root causes of behavior for SWD and EL students. For students with disabilities, it addresses behavioral gaps directly caused by learning or executive functioning challenges, while for English learners, it ensures that academic frustration or language barriers aren't mislabeled as defiance.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
TFI Tier II scoresheet	TFI Tier II scoresheet	Baseline score from June 17, 2026 = 12 points	Increase TFI Tier II scoresheet by 3% with a score between 15-18 points		Increase TFI Tier II scoresheet by 5 % with a score between 18-24 points	
Panorama	Panorama	Minors from 25-26 SY. As reported by Panorama Burch Creek Elementary had 307 minors for the 25-26 SY.	Decrease minors by 2.5 %		Decrease minors by 5 %	

Milestone 1: Established Tier 2 Behavior Student Success Team

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	School administrator has identified and invited critical team members, includes a tier 2 systems coordinator, a school administrator, a representative group of educators (Instructional Coach, Title 1 Teacher Leader) non-certified staff (behavior aid or student advocate), and individuals able to provide (a) applied behavioral expertise, Tier 1 Team has meeting roles and descriptions/responsibilities	Katie Amsden	By August 12, 2026, the team will be determined	Panorama (link team member info)	TSSA funds to copy PBIS handbooks, meeting agendas, and other meeting-related costs. TSSA funds to pay for Panorama software
☐	Tier 2 BSST has meeting agendas and regular review of Tier 2 practices	Britnee Brandon	The first meeting will be held in August and weekly during the school year. BSST schedule for Burch Creek Elementary is every Wednesday 8:00-9:00 with Rebecca Becker	PBIS Handbook	TSSA funds to copy PBIS handbooks, meeting agendas, and other meeting-related costs.
☐	BSST meeting includes team norms, defined meeting roles, two-way data sharing and communication with Tier 1 and Tier 3 teams	Jake Burnett	The first meeting will be held in August and weekly during the school year.	(Link meeting norms)	

			BSST schedule for Burch Creek Elementary is every Wednesday 8:00-9:00 with Rebecca Becker		
☐	BSST will have a current action plan (student intervention profile) up to date for each student on Tier 2 intervention and will be reviewed 4-6 weeks	Britnee Brandon	The first meeting will be held in August and weekly during the school year. BSST schedule for Burch Creek Elementary is every Wednesday 8:00-9:00 with Rebecca Becker	(Link action plan)	TSSA funds to pay for additional school employee(s) for behavior interventions TSSA funds to pay for student wellness by providing a school mental health therapist TSSA funds to support Tier I and Tier 2 rules and social/emotional related supplies
☐	Teams will evaluate meeting operating procedures twice annually using BSST meeting rubric Tier 2 BSST is developing the Tier 2 portion of staff PBIS handbook	Britnee Brandon	August 26, 2026 and January 6, 2027		TSSA funds to copy PBIS handbooks, meeting agendas, and other meeting-related costs.

Milestone 2: Monitor Tier I behavior systems in classroom and common areas

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review classroom expectations and behavior systems	Britnee Brandon	August 21, 2026 then monthly on Burch Creek Google SITE and during PL Wednesday meetings. First PL of each month 10-20 minute review. Sept 2 Oct 7 Nov 4 Dec 2 Jan 6 Feb 3 Mar 3 April 7 May 5		TSSA money to print any new classroom consequence hierarchy or classroom expectation posters
☐	Review common area behavior systems using ART documents	Katie Amsden	August 21, 2026 then monthly on Burch Creek Google SITE and during PL Wednesday meetings. First PL of each month 10-20 minute review.	ART documents	TSSA money to print any new common area posters or ART documents TSSA money used for student incentives in relation to common area goals that are met

			Sept 2 Oct 7 Nov 4 Dec 2 Jan 6 Feb 3 Mar 3 April 7 May 5		
☐	Basic 5 data collection	Jake Burnett	4 x a year for all classrooms Week of Sept 14 and 21 Week of Nov 16 and 23 Week of Jan 11 and 18 Week of Mar 8 and 15	Basic 5 data	Positive Behavior plan money for teacher classroom supplies linked to goal met of Basic 5 data
☐	Common area behavior data collection	Syd Smith	Monthly in all common areas Weeks of : Aug 31 Sept 21 Oct 19 Nov 16 Dec 7 Jan 4 Feb 8 Mar 15 April 12 May 3		Positive Behavior plan money for student and teacher incentives linked to goals met in common areas
☐	Provide coaching support to teachers and	Jake Burnett	Starting week		TSSA and Trustland

	teams based on Basic 5 and common area data collection		of October 5th and then the following weeks: Nov 9 Dec 14 Jan 11 Feb 15 Mar 15 April 19		funds will be used for teacher PL outside of Burch Creek Elementary

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	38,184.50	
School LAND Trust	0	
Positive Behavior Plan	3,000	
CSI	0	
Title 1	0	

Parent Communication Plan

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

- **Monthly Breakfast Awards:** SSP goals will be presented to a new group of parents each month during the student citizen breakfast ceremonies.
- **Title I Nights:** All attending families will receive a physical handout of the school's SSP plan.
- **Back to School Night:** Every parent will be given a magnet featuring the school's goals alongside the yearly calendar.
- **Digital Outreach:** The SSP goals will be published and accessible on the official school website.
- **Community Newsletter:** The school will collaborate with the *Bonneville Community That Cares* organization to feature school goals in their community newsletter.
- **Community Council:** The plan will be formally discussed four times a year during scheduled Community Council meetings.

Internal Staff Review

- **Weekly Professional Learning (PL) Sessions:** Regular reviews of the SSP goals, specific milestones, and upcoming action steps will be integrated directly into the school's weekly PL sessions for staff.

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

Burch Creek Elementary will host grade-level learning nights designed to provide families with simple, practical tools to support student learning at home. *For example*, the "Test Prep & Pizza" workshop will be held several weeks before state or benchmark testing windows open. This session will help parents understand the structure of state standards on tests, review effective test-taking strategies, and, critically, offer guidance on supporting their child's emotional well-being and reducing test anxiety. In order to reach all families, the school will provide translation for each workshop. Special Education teachers will also participate with each grade level workshop to assist families who have Students with disabilities.

Staff Qualifications

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

☑	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.
☑	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.