Weber School District
School Success Plan

Overview

School Approval Date: Jun 1, 2026

LEA Approval Date: Aug 5, 2026

School Improvement Status:

- [ ] No School Improvement Status
- [ ] Targeted Support & Improvement (TSI)
- [x] Additional Targeted Support & Improvement (ATSI)
- [ ] Comprehensive Support & Improvement (CSI)
- [ ] More Rigorous Intervention (MRI)

School Name: Bonneville HS

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Nick Harris

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Nick Harris			
Cari Fredrickson			
Ty Dunyon			
Steve Godfrey			
CLT (Guiding Coalition)			

Resource Allocation Review (RAR)

The RAR is **required for all schools that have an ATSI, CSI, or MRI** designation 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)?	Bonneville High School has intentionally aligned staffing, professional learning, scheduling, and intervention resources to improve outcomes for our identified Low Performing Student Groups, particularly English Learners (ELs) and Students with Disabilities (SWD). Accountability data, WIDA results, Utah Aspire+ performance (and RISE data going forward), graduation indicators, and local school data demonstrate that these student groups require additional support to ensure equitable access to rigorous Tier I instruction and timely intervention. To address these needs, the school has prioritized co-teaching in core content areas, expanded staffing for the Anchor Down intervention program, increased support within the SEL program, and strengthened collaboration between general education, special education, and EL staff. Professional learning has also been intentionally aligned to build teacher capacity through WIDA training, ongoing support for implementing accommodations and modifications, participation in IEP and 504 meetings, and collaborative planning through PLCs and Student Growth Meetings. These efforts are designed to improve instructional consistency across classrooms while ensuring that English Learners and Students with Disabilities receive appropriate academic and behavioral supports within the general education setting whenever possible. Resource allocation decisions are viewed as an ongoing continuous improvement process rather than a one-time investment. Throughout the school year, the newly-created Guiding Coalition, administrators, counselors, instructional coach, EL team, and special education staff will regularly review student outcome data to evaluate the effectiveness of current supports and determine where adjustments may be needed. Multiple data sources, including WIDA, Utah Aspire+ (and RISE data when available), ACT, graduation and credit attainment data, Panorama survey results, attendance, and behavioral data, will be analyzed throughout the year to monitor progress for English Learners and Students with Disabilities, as well as our other student populations. This continuous review process allows the school to adjust staffing, intervention supports, professional learning, and scheduling based on demonstrated student need rather than maintaining static resource allocations. As trends emerge, Bonneville High School will continue to refine co-teaching opportunities, strengthen intervention systems, expand targeted academic supports, and provide additional collaborative planning time to ensure resources remain focused on improving achievement, increasing graduation outcomes, and helping English Learners and Students with Disabilities successfully exit ATSI status. A list of interventions and practices is provided below: ● PBIS ● Pedagogical best practices, such as posted learning objectives, timely feedback, etc., will be implemented and followed daily. ● Explicit vocabulary instruction ● Collaborative learning structures ● Co-teaching ● Tier 2 intervention (school within a school called ‘Anchor Down’)

What professional learning opportunities are being provided to faculty/staff to support LPSGs, and is there a need for different professional learning?	Professional learning has been intentionally aligned to strengthen Tier I instruction for English Learners and Students with Disabilities. Rather than relying solely on specialized staff, Bonneville High School is building the capacity of all teachers to effectively support diverse learners within the general education classroom. District EL training on WIDA standards, ongoing collaboration between general and special education teachers, participation in IEP and 504 meetings, and Student Growth Meetings are designed to improve instructional consistency and ensure accommodations, language supports, and evidence-based instructional strategies are implemented across all content areas. Professional learning priorities will continue to be refined based on student performance data and identified staff needs throughout the school year. ● Utilize support from the EL district training about Understanding WIDA and Classroom Instruction (starting in October) to the entire faculty. Do the Understanding WIDA training first. ● SPED teachers will participate in the general ed department and PLC meetings. ● Teachers are expected to attend 504 and IEP meetings. ● Continued training will be provided on understanding PowerSchool's "charms" indicators to learn about accommodations and supports. ● Continued intentional team collaboration between departments and SPED teachers to better accommodate students (Student Growth Meetings).
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs, and is there a need for a different allocation of resources?	Human, fiscal, and scheduling resources will be prioritized to provide additional instructional support for students demonstrating the greatest academic need. Current allocations emphasize increasing access to core instruction through co-teaching, expanding intervention capacity through the Anchor Down program, and strengthening social-emotional supports for students requiring additional services. As student needs are reviewed throughout the year, staffing assignments, intervention resources, and available funding will be evaluated to ensure resources remain aligned with the goal of improving outcomes for English Learners and Students with Disabilities. Some of our efforts include: ● Continue with a co-teacher in SPED math and add a co-teacher in SPED English. ● Hiring a full-time aide for the Anchor Down program. ● Maintain an English Learner teacher to provide direct language instruction, monitor WIDA progress, collaborate with classroom teachers, and coordinate supports for English Learners. ● Maintain an English Learner instructional aide to provide supplemental language support, small-group instruction, classroom assistance, and individualized interventions for English Learners. ● Expanding a classroom and location for the SEL program.
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?	The master schedule has been intentionally designed to maximize inclusive instructional opportunities while preserving access to targeted interventions. Common planning time allows general education, special education, and EL staff to collaborate around instructional planning, accommodations, and student progress. FLEX time provides an additional layer of intervention that allows students to receive targeted academic support without consistently missing Tier I instruction. Scheduling decisions also prioritize opportunities for collaborative planning and coordinated student support so instructional teams can respond more effectively to student needs. These scheduling structures help reduce instructional barriers and increase equitable access to rigorous coursework for English Learners and Students with Disabilities while allowing interventions to be adjusted throughout the year based on student progress.

What data is being collected to monitor student learning, and how often is this data analyzed?	Student outcome data are reviewed throughout the year to evaluate the effectiveness of instructional practices and resource allocation. Annual accountability measures such as WIDA, Utah Aspire+ (and RISE going forward), and ACT are combined with ongoing reviews of attendance, credit attainment, behavioral indicators, and Panorama survey data to provide a more complete picture of student progress. The Guiding Coalition, administrators, counselors, EL team, and special education staff will work to regularly analyze these data during Student Growth Meetings and leadership meetings to determine whether current interventions are producing improved outcomes or whether additional supports and resource adjustments are needed. Some of these efforts will include the following: ● WIDA, ACT, and Rise scores (data from yearly assessments). ● Current credits earned. ● Regular meetings with the EL team to review Flashlight 360 data. ● Regular meetings with admin and counselors to review Panorama data. ● Highlight honor roll students quarterly to increase opportunities that celebrate academic rigor.
What additional resources do you plan to allocate to LPSGs to ensure the student group exit ATSI, CSI, or MRI?	Bonneville High School recognizes that resource allocation must remain responsive to student performance rather than remain static throughout the school year. As progress monitoring data are reviewed, the school will continue evaluating opportunities to expand targeted tutoring, increase intervention staffing, strengthen collaborative planning time, and provide additional instructional supports for English Learners and Students with Disabilities. Future resource decisions will be guided by evidence of student need and the effectiveness of current interventions, ensuring available funding and staffing remain focused on helping identified student groups improve achievement and successfully exit ATSI status. ● Additional resources could include stipends for tutoring, Teen Center, and/or buyouts. ● Continuing in our efforts to fund full-time teachers, aides, and/or advocates.

Priority #1 - ACT (11th graders)

Goal: **Bonneville High School will increase the percentage of juniors earning an ACT composite score of 18 or higher on the March 2027 ACT administration, with targeted support for students scoring 16–17 on the fall practice ACT.**

Strategy 1	If Bonneville High School establishes a collaborative instructional leadership system through a Guiding Coalition and teacher-led committees focused on Instruction, FLEX, Wellness, and MTSS/PBIS, then the school will create consistent instructional priorities, strengthen teacher collaboration, and improve instructional decision-making, resulting in increased student achievement and ACT readiness.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Guiding Coalition and leadership committees are established and meet regularly	Meeting agendas, minutes, and attendance records	No formal leadership structure	Guiding Coalition and all four committees established; monthly meetings occur by the end of Semester 1		Monthly meetings continue with 90% attendance and documented action items	
Leadership committees identify, implement, and monitor schoolwide instructional priorities that are communicated and supported through faculty collaboration.	Committee reports, faculty meeting agendas, PLC agendas, implementation tracker	No consistent schoolwide instructional priorities	Two instructional priorities identified and implemented schoolwide		Instructional priorities are consistently monitored, refined, and evident in department PLC work and faculty meetings	

Milestone 1: Establish a sustainable instructional leadership framework that guides school improvement and instructional decision-making.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Identify teacher leaders and establish the Guiding Coalition and four leadership committees with clearly defined roles, responsibilities, and meeting schedules.	Nick Harris	August 31, 2026	Committee rosters, meeting calendar, committee purpose statements, position expectation/descriptions	TSSA
☐	Provide leadership training and develop annual action plans aligned to the School Success Plan, school improvement priorities, and student achievement goals.	Nick Harris	Initial Training by August 31, 2026 and ongoing monthly	Training materials, meeting agendas, data review protocols, Attend an HRS Conference.	TSSA and Trustlands
☐	Communicate committee priorities, progress, and recommendations to faculty throughout the year to ensure alignment with school literacy goals.	Guiding Coalition Lead	August 21, 2026 and ongoing monthly	Opening Training meeting, Faculty updates/training, meeting minutes, implementation reports	

Strategy 2	If instructional coaches provide ongoing job-embedded coaching, collaborative planning, and classroom support aligned with Bonneville High School's instructional priorities, then teachers will consistently implement high-impact instructional practices that increase student engagement, improve learning, and strengthen ACT readiness.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers participate in instructional coaching cycles focused on implementing the school's instructional priorities.	**Coaching logs, coaching schedules, coaching cycle documentation**	**No formal coaching cycle process**	**50% of teachers participate in at least one coaching cycle**		**80% of teachers participate in at least one coaching cycle**	
Classroom walkthroughs demonstrate	**Administrative walkthrough tool,**	**Baseline walkthrough completed by**	**Instructional priorities observed in 50%**		**Instructional priorities observed in 80%**	

consistent implementation of the school's instructional priorities.	**instructional coach walkthrough data**	**September 30**	**of classrooms**		**of classrooms**	

Milestone 1: Implement a job-embedded instructional coaching model that improves classroom instruction through ongoing collaboration, feedback, and support.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop a schoolwide instructional coaching framework, including coaching cycles, observation protocols, and instructional priorities aligned to the School Success Plan.	Administrators, Instructional Coaches, Guiding Coalition	August–September 2026	Coaching framework, coaching cycle templates, observation protocol	Trust Lands and TSSA
☐	Instructional coaches facilitate coaching cycles that include classroom observations, feedback, collaborative planning, and instructional support.	Instructional Coaches, MOI Committee	September 2026–March 2027	Coaching logs, observation notes, teacher reflection forms	
☐	Administration and instructional coaches review walkthrough and coaching data quarterly to identify trends, celebrate successes, and determine future professional learning priorities.	Administration, Counselors, Instruction Committee, and FLEX Committee	Quarterly	Walkthrough summaries, coaching data reports, faculty professional learning plans	

Milestone 2: Strengthen instructional coaching and collaborative support for English Learners and Students with Disabilities through targeted coaching, collaborative planning, and implementation of evidence-based instructional support.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide targeted coaching and collaborative planning opportunities focused on instructional strategies that support English Learners and Students with Disabilities, including language supports, accommodations, differentiation, and co-teaching practices.	Steve Godfrey	Initial Training completed in first quarter (by Oct. 23, 2026) and ongoing monthly	Coaching logs PLC agendas Collaborative planning notes	

☐	Use classroom walkthroughs, coaching conversations, Student Growth Meetings, and student performance data (WIDA, Rise Data when available, intervention data, and progress monitoring) to monitor implementation of instructional supports for English Learners and Students with Disabilities, identify instructional needs, and adjust coaching priorities throughout the school year.	Steve Godfrey	Oct. 23, 2026 and quarterly thereafter.	Walkthrough summaries, Student Growth Meeting agendas, coaching feedback forms, data review protocols	
☐					

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	$67000	
School LAND Trust	$42000	

Priority #2 - Systems for Student Success

Goal: **Bonneville High School will improve Grade 10 student achievement through the implementation of research-based instructional practices and establish baseline RISE proficiency data. During the 2026–2027 school year, the school will increase student proficiency from the incoming Utah Aspire+ baseline by 3% in English language arts and mathematics, and 5% in science.**

Strategy 1	If Bonneville High School implements a systematic process to identify, monitor, and support students who are off track for graduation, then students will receive timely academic interventions, improve course completion, remain on track for graduation, and demonstrate increased success on the Utah Aspire+ assessment.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Off-track students are identified and demonstrate improved progress toward graduation.	**Credit reports, intervention tracker, counselor/student advocate logs**	**Baseline established through September credit review**	**100% of identified students have an intervention plan and are assigned to a student advocate**		**100% of identified students continue to receive documented monitoring and intervention throughout the year**	
Practice ACT scores for 10th grade	**School created log via Google form**	**No test data**	**40% 18+ composite**		**50% 18+ composite**	

Milestone 1: Implement a schoolwide intervention system that identifies, monitors, and supports students who are off track for graduation.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Identify incoming sophomores and current juniors and seniors who are off track for graduation using credits, grades, attendance, and assessment data.	Counseling Dept. Chair	Oct. 23, 2026	Intervention roster, student data reports	TSSA
☐	Utilize the Anchor Down student advocate to coordinate interventions,	Anchor Down Teacher Leader	Sept. 22, 2026 and weekly	Student advocate caseloads, intervention logs, communication	TSSA Trust Lands

	monitor student progress, communicate with families, and document supports using intervention technology.		thereafter	records	
☐	Review student progress quarterly and adjust interventions based on grades, attendance, credit attainment, and graduation status.	Cari Fredrickson	Oct. 23, 2026, and quarterly thereafter	Quarterly intervention reports, updated student plans	

Milestone 2: Achieve higher than 80% attendance on both interim ACT practice test dates for sophomores.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Social media blitz	Cari Fredrickson	At least once six weeks before the test, and a total of three times	Instagram, Facebook	
☐	Email blitz	Nick Harris	At least once six weeks before the test, and a total of three times	ThrillShare, email	
☐	School-wide advertising blitz	Cari Fredrickson	At least once six weeks before the test, and a total of three times	School-wide TVs (carousel); in-person announcements; advertising by counselors	

Strategy 2	If Bonneville High School establishes a systematic process for monitoring the academic progress of English Learners and Students with Disabilities through collaborative data reviews, targeted intervention planning, and ongoing progress monitoring, then instructional supports will become more timely and responsive, resulting in improved academic achievement and increased proficiency on the RISE assessment.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data

Progress monitoring meetings are conducted for English Learners and Students with Disabilities.	**Meeting agendas, intervention logs, Student Growth Meeting documentation**	**No formal schoolwide progress monitoring system**	**Progress monitoring meetings occur at least quarterly with documented intervention plans for identified students.**		**Quarterly meetings continue, and intervention plans are updated based on student progress data.**	
Teachers consistently implement agreed-upon instructional supports and accommodations for English Learners and Students with Disabilities.	**Walkthrough observations, coaching documentation, PLC notes**	**Baseline walkthrough completed by September 30**	**Evidence of agreed-upon supports observed in 50% of walkthroughs.**		**Evidence of agreed-upon supports observed in 80% of walkthroughs.**	

Milestone 1: Implement a collaborative progress monitoring system that ensures English Learners and Students with Disabilities receive timely instructional support and interventions.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop a quarterly collaborative progress monitoring process to review student data, identify instructional needs, and coordinate supports for English Learners and Students with Disabilities.	SPED Dept. Chair	Sept. 22, 2026	Meeting agendas Student data review forms Intervention plans	TSSA
☐	Use quarterly progress monitoring data to refine instructional supports, accommodations, and interventions for English Learners and Students with Disabilities.	SPED Dept. Chair	Initial Training complete by Oct. 23, 2026 and quarterly thereafter.	Updated intervention plans Student Growth Meeting documentation Walkthrough summaries Coaching logs	TSSA

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	$169,000	
School LAND Trust	$101,000	

Priority #3 - Positive Behavior Systems

Goal: **Bonneville High School will implement Positive Behavior Interventions and Supports (PBIS) at an 80% fidelity rate or demonstrate a 10% annual improvement in PBIS implementation as measured by the Tiered Fidelity Inventory (TFI) by the end of the 2026-2027 school year.**

Strategy 1	If teachers consistently implement schoolwide classroom expectations, routines, and positive behavior supports, then students will demonstrate improved engagement, stronger teacher-student relationships, an increased sense of belonging, and greater academic success.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
TFI Subscore (Implementation)	**SWPBIS TFI**	**60%**	**70%**		**80%**	
Classroom walkthroughs	**Administrative walkthrough tool, instructional coach walkthrough data**	**Baseline walkthrough completed by September 30**	**Classroom expectations, routines, and positive behavior supports are observed in 50% of classrooms**		**Classroom expectations, routines, and positive behavior supports are observed in 80% of classrooms**	

Milestone 1: Establishing Classroom Rules and Procedures

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. During Nuts and Bolts, teachers create their classroom rules, expectations, routines, and procedures to align with schoolwide expectations.	Steve Godfrey PBIS Committee	Time provided during Nuts and Bolts meeting before school starts	Classroom Expectations and Rules Classroom Rules Presentation Classroom Procedures Classroom Procedures & Routines Presentation	
☐	2. Posters are hung in every classroom and updated when	Individual teachers	Time provided during Nuts		

	needed.		and Bolts meeting before school starts		
	3. Classroom routines and procedures are explicitly identified for activities where problems often occur. Most frequently occurring procedures are posted for review and reference in the classroom.	Individual teachers	Time provided during PD meetings during the school year (monthly)		
	4. Fidelity check on classroom procedures being posted and utilized.	Steve Godfrey PBIS Committee	Ongoing		

Milestone 2: Establishing classroom reinforcement/acknowledgement of students' adherence to rules and procedures

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Professional development is provided to faculty for establishing a classroom reinforcement system.	Steve Godfrey PBIS Committee	End of Q1	Reinforcement Rewards System Checklist Basic 5 Observation (Ratio of Interactions) Classroom Management SUPPORTS form	TSSA and Trustlands
☐	2. Each teacher will create a formal classroom reward system for acknowledging student behavior. ● Rewards/reinforcement are provided for student behaviors that are aligned with rules/expectations. ● Rewards vary throughout the year and reflect student interests. ● Ratio of classroom reinforcement of positive behaviors to correction of behavior is high (5:1). Additional training if/when needed.	Steve Godfrey PBIS Committee	End of Q1		TSSA

Milestone 3: Establishing a classroom system for correcting behavior

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Procedures exist for tracking classroom behavior problems	Steve Godfrey PBIS Committee	End of Q1	Level of Consequences for Classroom Managed Behavior Classroom Continuum of Consequences (flowchart) Classroom Management SUPPORTS form Classroom-Based Consequences Consequence Hierarchy	
☐	2. Professional development is provided to faculty for establishing a classroom system for correcting behavior.	Steve Godfrey PBIS Committee	End of Q1		
	3. Classrooms have a range of documented, posted, and consistently implemented consequences or interventions for problem behavior.	Individual teachers	End of Q1		

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	$29,000	
School LAND Trust	$3,000	

Parent Communication Plan

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

The School Success Plan will be shared with faculty during staff meetings and ongoing professional learning throughout the school year. Families and community stakeholders will be informed through the school website, newsletters, social media, and other school communication platforms as appropriate. Progress toward the plan's goals will be reviewed periodically with the Guiding Coalition, faculty, and the School Community Council to support continuous improvement.

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

Bonneville High School will engage parents and families through regular communication regarding student progress, attendance, academic supports, and school events using email, newsletters, social media, and other school communication platforms. Families will be encouraged to partner with the school by participating in parent-teacher conferences, supporting student learning at home, and collaborating with school staff to address academic and behavioral needs.