Weber School District
School Success Plan

Overview

School Approval Date: Jun 16, 2026

LEA Approval Date: Aug 5, 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)

School Name: Canyon View Special School

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: Scott Fronk

School Leadership Team Members Responsible for this Plan (Guiding Coalition) :

Name	Signature	Name	Signature
Janet Driscoll			
Ausha Trujillo			
Shelby Bachelor			
Scott Fronk			

Priority #1 - K through 6th Academics

2 year Goal: **By 2028, Canyon View will increase the percentage of students performing at the current sample rate of 33% to a minimum of 80% of students on or above benchmark in reading, and increase the percentage of students performing to a minimum of 60% of students on or above benchmark in math.**

Goal **By 2027, Canyon View will increase the percentage of students performing to a minimum of 56% of students on or above benchmark in reading, and increase the percentage of students performing to a minimum of 46% of students on or above benchmark in math.**

Strategy 1	When teachers prioritize academic task demand within our instructional tiers (Math and Reading), then students will be better prepared for a successful reentry to their neighborhood schools.
Explain why/how the strategy is evidence-based for LPSGs.	Prioritizing academic task demand within instructional tiers for students in LPSGs is grounded in research demonstrating that cognitively demanding, evidence-based instruction in mathematics and reading is particularly critical for students preparing to reenter neighborhood schools. Studies consistently show that when teachers implement Multi-Tiered Systems of Support (MTSS) with high-quality core instruction, targeted interventions, and intensive individualized support, students in alternative education settings demonstrate improved academic achievement and reduced disciplinary incidents—especially when the framework emphasizes rigorous academic content alongside behavioral support (Colorado Department of Education, 2025). When students engage with conceptually demanding tasks that promote deep learning and higher-order thinking, they develop stronger academic competence and confidence, which research identifies as foundational for successful school reentry (Frontiers in Psychology, 2025; Educational Sciences, 2026). The effectiveness of these practices is maximized when matched to students' specific skill gaps through data-driven decision-making, a principle supported by extensive research on intensive interventions for students struggling in reading and mathematics (Fuchs et al., 2003; Fuchs et al., 2010).

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Number of students reentering their neighborhood school with behavior and academic task demand	**Collective data**	**16% of students entering Tier 2 classrooms.**	**20% of students reenter neighborhood school.**		**30% of students reenter neighborhood school.**	

Students are making adequate progress as measured by ALO	**Acadience and other data collection form**	**8.3% of students made adequate progress.**	**30% of students making adequate progress towards their reading and math benchmarks**		**50% of students making adequate progress towards their reading and math benchmarks**	

Milestone 1: Progress monitoring for Acadience occurs at the necessary intervals based on student BOY data

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide Initial professional learning and goals to Elementary teacher	Scott Fronk	August 18th	https://alo.acadiencelearning.org/login/email	Nothing Needed
☐	Train/retrain para Professionals on how to run academic monitoring.	Scott Fronk/District representative	August 2026	https://alo.acadiencelearning.org/login/email	TSSA
☐	Schedule for progress monitoring	Emily/Monroe	September 2026 and ongoing	Acadience assessments and progress monitoring system	Nothing needed
☐	PLC Review	Scott, Amber, and Katie	September 2026 and ongoing	https://alo.acadiencelearning.org/login/email and Progress Monitoring	Nothing needed

Milestone 2: Progress monitoring on students growth at Canyon View and during times at in Inclusion.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Initial meeting with Elementary Team	Scott Fronk	August 18th	Meeting notes	Nothing needed
☐	Reaching out to tier 2 classroom to set up schedule for inclusion	Katie/Amber	August 20th	Emails and google chat	Nothing needed
☐	Inclusion dates for student to attend an hour and up to a day of school in neighborhood setting	Katie/Amber	September 2026 and ongoing	Weekly schedule and data collection	Nothing needed
☐	Weekly update in PLC meeting	Scott/Katie/Amber	September 2026 and ongoing	Meeting notes and progress reports	Nothing needed
☐	Monthly SPED Meeting review and	Elementary team	September 2026	Meeting notes	Nothing needed

	discussion towards Case Review		and ongoing		

Strategy 2	When teachers effectively manage their classrooms through engagement and opportunities to respond, student achievement rises (Engagement and Opportunities to Respond).
Explain why/how the strategy is evidence-based for LPSGs.	Strong classroom management for students with Individualized Education Programs (IEPs) is grounded in research demonstrating that positive teacher-student relationships and clearly established expectations are particularly critical for students with disabilities. Studies consistently show that when expectations and routines are explicitly taught, modeled, practiced, and reinforced, students with IEPs demonstrate higher rates of on-task behavior and academic engagement—especially in special education settings where predictable structure supports executive functioning and behavioral regulation. When students with IEPs meet expectations, providing specific, meaningful, and age-appropriate feedback is an evidence-based strategy that increases engagement and reduces challenging behaviors. Research indicates that feedback that is timely, specific, and goal-oriented—whether verbal, nonverbal, or written—guides students toward achieving their IEP goals and promotes motivation, engagement, and independence. The effectiveness of feedback is maximized when matched to the student's current learning phase and individualized accommodations, a principle supported by multiple meta-analyses on instructional feedback for students with disabilities. Creating respectful, inclusive environments that value diversity is essential for students with IEPs, as research links inclusive practices to improved behavioral outcomes and academic achievement for students receiving special education services. These strategies align with High-Leverage Practices (HLP 7 and HLP 8) for students with disabilities, emphasizing the importance of organized, responsive classrooms and constructive feedback to support behavior and learning (Council for Exceptional Children). The evidence base demonstrates that these practices are particularly effective in special education settings where individualized support must be systematically implemented within the classroom context.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom observation	BASIC 5 Observation sheet	**Continued with 5:1 average in classrooms, but OTR increased to 4 per minute. Their engagement in the class hovered around 84% on active engagement and on-task behaviors.**	**6:1 average on Postive/negative responses. OTR increased to 8 per minute per student. Maintaining 80% in active engagement on on-task behaviors.**		**8:1 average on Postive/negative responses. OTR increased to 12 per minute per student. Maintaining 80% in active engagement on on-task behaviors.**	

Classroom Behavior	Panorama	**Sense of Belonging increased to 45% (Increase of 5%)**	**All students in Elementary complete Fall Panorama survey**		**complete Post Panorama survey completed, plus increase of 10% on belonging.**	

Milestone 1: All classrooms will consistently implement visible expectations, rules, reinforcements, and consequences as foundational classroom management practices.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Perform Baseline of Common Area Observation and Basic 5	Scott	August 2026 to September 2026	Basic 5 and Common Area Observation forms	Nothing Needed
☐	Ensure classrooms have expectations, reinforcements, and consequences visible.	Scott and Ausha	September 2026 and Ongoing	Classroom Management Supports Form with support and help from Ausha and behavior team	TSSA
☐	Conduct Learning walkthroughs and provide actionable feedback to teachers	Scott	Ongoing Quarterly two times in a Year	Fidelity checklist	TSSA

Milestone 2: Teachers will increase student engagement.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Perform Baseline of Common Area Observation and Basic 5	Scott	August 2026 to September 2026	Basic 5 and Common Area Observation forms	Nothing Needed
☐	Conduct Learning walkthroughs and provide actionable feedback to teachers.	Scott	Monthly observations	Checklist of engagement strategies.	Nothing Needed
☐	Classroom Activities for engagement in a sensory room.	Scott	August 2026 and ongoing	Working with other administrators in the district or other speciality administrators	TSSA

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 (Option 1)	$25,500.00 or	

Priority #2 - Post High/ LIFE Program

3 Year Goal: **By 2028, 80% of post high families will complete enrollment in agencies and programs that connect parents/guardians with resources (i.e.: Guardianship, Vocational Rehabilitation, Workforce Services, local venues, vocational skills programs, etc.)**

Goal: **By 2027, 70% of post high families will complete enrollment in agencies and programs that connect parents/guardians with resources (i.e.: Guardianship, Vocational Rehabilitation, Workforce Services, local venues, vocational skills programs, etc.)**

Strategy 1	When Canyon View School provides families with access to outside school programs and agencies, then we will provide students with the necessary support needed for adulthood.
Explain why/how the strategy is evidence-based for LPSGs.	Developing individualized transition plans for adult-aged students with IEPs is an evidence-based practice that research shows significantly improves postsecondary outcomes. Studies demonstrate that when transition planning is individualized, goal-oriented, and started early, students are more likely to enroll in postsecondary education, find competitive employment, and live independently—especially for those who may be transitioning out of family-based support. Connecting students and families with community agencies and wraparound services is supported by research on interagency collaboration. Students who engage with external service providers during their transition years are more likely to access and maintain necessary support in adulthood. This is especially critical for adult-aged students who may not be living with parents in the future, as establishing direct relationships with agencies promotes self-advocacy and independence. Research by Wehman on supported employment and transition services shows that coordinated, community-based support systems lead to improved outcomes for youth with complex needs, including increased stability and successful community integration. The evidence emphasizes that transition planning should be student-centered, involve active student participation whenever possible, and explicitly address postsecondary goals across education, employment, and independent living. For adult-aged students, this approach aligns with best practices in transition services, which prioritize developing self-determination skills and making direct connections to adult service systems to ensure support continues beyond the educational setting.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Exposure to Outside	Transition Fair, and	7% of parents	**25% of Post**		**50% of Post**	

Agencies	Parent Nights	participate in 2026 school after school activities.	**high/LIFE parents participated in at least 1 afterschool activity**		**high/LIFE parents participated in at least 1 afterschool activity**	
Outside Agencies	2026 CV Post High Survey / participation in Post High Services	61% completed enrollment in at least one outside program.	**65% completed enrollment in at least one outside program for services after school programs end.**		**70% completed enrollment in at least one outside program for services after school programs end.**	

Milestone 1: The Canyon View LIFE Program team will organize three different events for social interaction for students and their parents to help with networking and building relationships.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Back to School Night Table	LIFE Program/Post High Teachers	August 20, 2026	Table and information shared with parents at the opening meeting during back to school night	Nothing Needed
☐	Communicating with Transition team to get information about District opportunities for parent nights and the Transition Fair	Scott	August 1, 2026	Transition Fair date: October 7th (5-7) DSPD and Guardianship Parent Night - December 2nd (5-6:30) Voc Rehab Parent Night - February 24th (5-6:30) Summer Resources and Community Agencies Parent Night - April 14th (5-6:30) Flyers created for all activities already	TSSA
☐	LIFE Program events *including one formal vocational training partnership with local business with social structured practice and authentic work-work skills development (e.g. - Sorting, stocking, cleaning, etc.)	Life Program Teachers	August 18th, 2026	Reaching out to agencies, businesses, and other supports in helping students gain the skills they are needing for continued employment	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 (Option 1)	$3000.00	

Priority #3 - Positive Behavior Systems

3 Year Goal **By 2028, Canyon View will implement a Positive Behavior Intervention and Support (PBIS) System at 80% Fidelity rate Or will show a 10% annual improvement as measured by Tiered Fidelity Inventory (TFI).**

Goal: **By the end of the 2026/27 school year, Canyon View will implement a weekly, evidence-based social skills curriculum (such as Skill Streaming or a school-developed adaptive program) for grades K-12+, achieving an 80% fidelity rate as measured by implementation logs and TFI sub-scores**

Strategy 1	When Canyon View School establishes a Positive Behavior Intervention and Support team that meets at least once a month, then our team will guide implementation through monthly action planning centered on improving Tier 1 PBIS frameworks as well as moving towards creating a strong Tier 2 PBIS focus.
Explain why/how the strategy is evidence-based for LPSGs.	Research shows that regular team meetings with structured action planning lead to higher fidelity of PBIS implementation and better student outcomes. The monthly schedule gives our team time to review data, address any implementation barriers, and make data-driven decisions—all key parts of sustained systems change in our school. Implementing Tier 1 PBIS systems with well-defined problem behavior definitions and clear discipline policies (TFI 1.5 and 1.6) is supported by extensive research. Studies show that when schools have clear behavioral expectations and consistent response protocols, students demonstrate higher rates of on-task behavior and academic engagement. This is especially important in large-group settings where structure and predictability are essential for maintaining a productive learning environment.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tiered Fidelity Inventory (TFI)	TFI 2026	Tier 1 73% overall Starting Tier 2 focus	**80% overall Tier 1, 20% Tier 2**		**90% Overall Tier 1, 40% Tier 2**	
PBIS Team Meetings	Monthly agenda	10 Total meetings	**6 meetings**		**10 meetings**	
PBIS Handbook	PBIS Handbook Checklist	61% of the handbook completed.	**85% completed**		**100% completed**	

Social Skills Curriculum group	Monthly agenda	Creating team this summer to build content	**100% lessons created, taught each month**		**Monthly instruction**	

Milestone 1: Solidify and mastering a Tier 1 PBIS program

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	**Schedule Monthly Meetings:** Using time to review data from monthly check-ins with teachers and students.	PBIS Team	Starting August 2026 and ongoing	PBIS meeting notes and resources	TSSA
☐	**Accountability:** PBIS team will present data monthly to faculty and staff. This includes getting feedback and review current goals set out by our PBIS team	PBIS Team	August 2026 and Monthly faculty meetings	Faculty meeting notes and resources	Nothing Needed

Milestone 2: Identify and establish a new Social Skills curriculum group to help address all students needs (K-12+)

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	**Identify Topics:** Use the behavior leadership team and paraprofessionals to identify and develop specific lesson topics tailored to the school's needs	PBIS Team and future Social Skills curriculum group	August 2026 and ongoing meetings	Social Skills lessons, and meeting notes	TSSA
☐	**Schedule Instruction:** Dedicate specific instructional time for these lessons—weekly for K-3 and at least twice-monthly for grades 4to 6, and our post graduation program for our Alternate Diploma students.	PBIS Team and future Social Skills curriculum group	August 2026 and ongoing meetings	Social Skills lessons, and meeting notes	Nothing Needed
	Assessment: Ensure lesson plans created by PBIS team or those who social skills volunteers include pre- and post-assessments to measure student progress	PBIS Team and future Social Skills curriculum group	August 2026 and ongoing meetings	Social Skills lessons, and meeting notes	TSSA

Strategy 2	When Canyon View consistently identifies all students and follows the **"One Caring Adult" idea,** then it creates a positive, effective environment for all students to feel connected and belong to a community.
Explain why/how the strategy is evidence-based for LPSGs.	Consistently identifying all students and ensuring each has "one caring adult" is an evidence-based strategy grounded in research on school connectedness and relationships. Studies demonstrate that when students have at least one positive, consistent relationship with an adult at school, they show higher levels of engagement, better attendance, and improved academic outcomes. This is particularly important in large-group settings where students may otherwise feel disconnected or overlooked. Research on school climate consistently shows that adult-student relationships are a protective factor that supports both behavioral and academic success. The Panorama program's framework aligns with this evidence by emphasizing data-driven decision-making and continuous improvement of school climate systems. Research on school-wide positive behavior support demonstrates that proactive approaches to behavior create more inclusive and effective learning environments for all students, including those with disabilities. Schools implementing Tier 1 PBIS with fidelity see reductions in office discipline referrals, while improvements in school climate and academic achievement are documented across multiple studies.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Panorama Data	Panorama	Sense of Belonging 45% (elementary only)	**All students in Elementary complete Fall Panorama survey**		**complete Post Panorama survey completed, plus increase of 10% on belonging.**	
PBIS Team Meetings	Team Meetings	0 students have been identified	**Assign all elementary students. Identify 30% of LIFE students**		**All adults assigned a student to be “one caring adult”**	
Community Connection	Monthly Instagram posts/news letter	0 current interactions	**5 newsletters and a minimum of 5 posts**		**9 newsletters and a minimum of 12 posts**	
Faculty Involvement	Monthly Agenda	0 lessons and instructional strategies	**5 lessons taught, and 2 strategies to encourage belonging and connection**		**10 lessons taught, and 4 strategies to encourage belonging and connection**	

Milestone 1: Create a culture of caring and connection while focusing on specific percentage targets for student surveys.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	**Select a Strategy:** The PBIS team should choose a specific initiative such as **"**2x10" (spending 2 minutes a day for 10 days with a student), "4 At the Door +1 More" (greeting students at the door or getting off the bus), or "3x1" (brief check-ins with three students per class) or whatever is best for our students.	PBIS Team	August 2026 and monthly meetings	Meeting notes and other identified research based supports to help with building relationships	TSSA
☐	**Identify Students:** Use data to identify specific students who may need more intensive belonging interventions.	PBIS Team	August 2026 and monthly meetings	Meeting notes and Data collection sheet on Google	Nothing Needed
☐	**Professional Development:** Train all school personnel on the selected strategy and how to collect data on its implementation.	Scott and PBIS Team	August 2026 and meetings held monthly	Curriculum and meeting notes	Nothing Needed

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 (Option 1)	$6,500.00	
Positive Behavior Plan	$3,855.00	

Priority #4 - Preschool

2 Year Goal: **By 2028, Preschool age students will demonstrate increased social-emotional competence by independently utilizing a multi-step self-regulation or problem-solving strategy in 50% of observed instances of frustration, as measured by classroom data collection, to facilitate a successful transition to a neighborhood school or kindergarten.**

Goal: **By the end of the 2027 school year, preschool age students will demonstrate increased social-emotional competence by independently utilizing a multi-step regulation or problem solving strategy (e.g., the "Turtle Technique") in 30% of observed instances of frustration, as measured by classroom data collection, to facilitate a successful transition to a neighborhood school or to kindergarten.**

Strategy 1	When teachers at Canyon View implement intensive individualized interventions using Pyramid Model tools, then the student will develop the social-emotional competence and self-regulation skills necessary to successfully reenter their neighborhood school or transition to kindergarten
Explain why/how the strategy is evidence-based for LPSGs.	The proposed strategy is highly effective for Low Performing Student Groups (LPSGs), such as students with disabilities at Canyon View, because it is grounded in the Pyramid Model, a nationally recognized, evidence-based framework specifically designed to promote positive behavior and support children with significant behavioral challenges. This approach succeeds by providing a predictable structure, as research indicates that students with IEPs thrive when expectations and routines are explicitly taught, modeled, and reinforced to support their executive functioning and behavioral regulation. By implementing intensive individualized support within a Multi-Tiered System of Support (MTSS), the strategy addresses the specific needs of students in alternative settings, which is a critical factor in improving academic competence and facilitating a successful reentry to neighborhood schools. This approach is deeply relationship-based, aligning with the "One Caring Adult" philosophy which recognizes that a consistent, positive relationship with an adult at school serves as a vital protective factor for a student's behavioral and academic success

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Ability for Student's self regulation	**Data reports**	**Baseline collected**	**25% of students independently self regulate (no visual or verbal prompting)**		**45% of students independently self regulate (no visual or verbal prompting)**	

Milestone 1: The student will independently initiate the self-regulation without adult prompting

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Train/retrain tier 3 staff on the pyramid model (tuck and breath)	Scott/Amy/Preschool leadership	August 20th	https://thediscoverysource.com/training	Nothing needed
☐	Set up Calming corner in classroom	Preschool Teachers	August 21st	https://thediscoverysource.com/training	Nothing needed
☐	Baseline data collection	PS teachers and Paras	September 2026 and ongoing	Data collection forms	Nothing needed
☐	Teaching and implementing weekly lessons on problem solving	Preschool Teachers	September 2026 and ongoing	Problem Solving Solution kit	Nothing needed
☐	Monthly PLC meeting	Preschool Teachers	September 2026 and ongoing	Data collection and Meeting notes	Nothing needed

Priority #4 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	$0	

Parent Communication Plan

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

Back to School Night
School Website
Faculty meeting
Parent-Teacher Conference data share and collaboration
Parent Nights
Regular Newsletters
Inclusive Practices in writing Individual Education Programs (IEP)

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

Back to School Night
School Website
Transition Fair Night
Parent-Teacher Conference data share and collaboration
Parent Nights
Regular Newsletters