# Weber School District
# School Success Plan

## Overview

**School Approval Date:** Jun 1, 2026

**LEA Approval Date:** Aug 5, 2026

**School Improvement Status:**

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

**School Name:** Country View Elementary

**Low Performing Student Group(s) (LPSGs):**

- [ ] 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:** Brandon Lott

**School Leadership Team Members Responsible for this Plan:**

| Name | Signature | Name | Signature |
|---|---|---|---|
| Brandon Lott | | Katie Griffiths | |
| Jamie Smith | | Amber Bennett | |
| Shelese Warren | | Amanda Ware | |
| Marnie Favero | | | |
| Rebecca Dalrymple | | | |

# Priority #1 - Literacy

**Goal**: **By the end of the 2026-2027 school year, Country View Elementary School aims to increase the percentage of K-3rd graders reading above benchmark (blue) from 69.7% to 71% according to Acadience assessments. Additionally, we aim to increase the percentage of 3rd-6th graders scoring proficient on the RISE assessments from 50% to 53%. (9/29/26: BOY scores K-3 BLUE are 58.4%)**

| **Strategy 1** | Teacher Clarity: **If** teachers maintain clarity by clearly communicating learning objectives, instructional expectations, and assessment criteria, **then** educational outcomes for specifically ELL and SWD will significantly improve, as their understanding, engagement, and retention of material increase. |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | This approach ensures that all students, regardless of their initial performance levels, have a clear roadmap to follow, boosting their confidence and academic skills. John Hattie highlights the importance of teacher clarity with an effect size of 0.75, indicating a substantial positive impact on learning (The Applicability of Visible Learning to Higher Education, 2015).<br><br>When teachers use precise teaching methods, they can effectively bridge learning gaps and promote equity in educational achievement. By articulating what students are expected to learn, why it is important, and how they will demonstrate their understanding, teachers help students focus on key learning goals and understand how various activities and assessments relate to these goals. This clarity, through explicit directions and feedback, fosters a structured and supportive learning environment, enabling students to take ownership of their learning and achieve better academic outcomes. |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| Learning Target (objective) with Success Criteria posted and referred to that align to all student needs. | **Observation Form tied to LT and SC *(attach observation form)*** | **100% LT & SC posted but SC is not aligned (0%)** | **50%** | | **80%** | |
| Students can verbalize what, why, and how they are learning To include SWD and ELL learners. | Observation Form | 58.3% of students can verbalize what, why, and how they are learning.<br><br>Percentages for each question:<br>What: 73.9% | Overall: 63%<br><br>What: 79%<br><br>Why: 58%<br><br>How: 53% | | Overall: 68%<br><br>What: 84%<br><br>Why: 63%<br><br>How: 58% | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Why: 53.4%<br>How: 48.4% | | | | |

**Milestone 1:** Provide ongoing professional learning for teachers around teacher clarity.

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | PL review of teacher clarity, LT and SC and how to align | Brandon Lott | Sept 4, 2026 | Professional Development, Unit Plans, Kody Colvin UEPC | Elevate Grant |
| ☐ | Classroom walkthrough with observation form | Brandon Lott | Oct 2, 2026 | Walkthrough tool | |
| ☐ | Individual/team coaching session | Jamie Smith | Nov 6, 2026 | Classroom Visits | |
| ☐ | Classroom walkthrough with observation form by the guiding coalition | Marnie Favero | Mar 19, 2027 | Walkthrough tool | |
| ☐ | Classroom walkthrough with observation form by teachers | Shelese Warren | May 14th, 2027 | Walkthrough tool | |

**Milestone 2:** Strengthen Tier I instruction through clear expectations, routines, and aligning learning targets/success criteria.

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Teachers will have Success Criteria aligned to Learning Targets posted daily. | Brandon Lott | Sept 4, 2026 | Unit plans | |
| ☐ | Teachers will explicitly teach the Learning Targets and Success Criteria (what, why, how) | Jamie Smith | Sept 4, 2026 | Unit plans, Walkthrough tool | |
| ☐ | Teachers will refer to Learning Targets and Success Criteria throughout the lesson. | Brandon Lott | Sept 4, 2026 | Unit Plans | |
| ☐ | Students will be able to tell what they are learning, why they are learning it, and how they are learning it. | Amber Bennett | Oct 2, 2026 | Walkthrough tool | |

| Strategy 2 | Increased Rigor: **If** educators increase rigor in education by fostering deep learning, critical thinking, resilience, and engagement, **then** they can help, specifically, our ELL and SWD achieve improved outcomes, as rigorous educational practices challenge students to analyze, evaluate, and create, rather than merely recall information. |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | The strategy is evidence-based for low-performing student groups, especially English Language Learners (ELLs) and Students with Disabilities (SWD), because research consistently shows that students make greater academic gains when they are provided access to rigorous, grade-level instruction paired with appropriate supports and scaffolds. Historically, these student groups have often been exposed to reduced academic expectations, remedial instruction, or simplified tasks that limit opportunities for higher-order thinking and academic growth. Increasing rigor helps address this inequity.<br><br>Rigorous instruction is grounded in several well-established educational research findings:<br><br>● High Expectations Improve Achievement<br>● Deep Learning Strengthens Retention and Transfer<br>● Critical Thinking Accelerates Language and Academic Development<br>● Access to Grade-Level Content Reduces Achievement Gaps<br>● Engagement and Productive Struggle Build Resilience<br>● Rigorous Practices Promote Equity |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| Teachers will build in rigor of DOK level 2 and 3 questions into explicit instruction and CFA's | **Unit Plans, CFA's, Benchmark Assessments** | Not yet created and implemented 0% | **75%** | | **100%** | |
| Students will increase their ability to answer DOK 2 & 3 questions | **CFA's and Benchmark Assessments** | **Not yet tracking 0%** | **25%** | | **50%** | |

**Milestone 1:** Strengthening rigorous instruction through standards-aligned planning, CFAs, and benchmark implementation.

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Review and modify unit plans | Jamie Smith | Aug 24, 2026 and ongoing | Unit plans | |
| ☐ | Create CFAs including DOK 2 and 3 questions (K-6) | Rebecca Dalrymple | Oct 22, 2026 | Unit plans/CFAs | |
| ☐ | Incorporating Benchmarks into the classroom (3-6) | Brandon Lott | Oct 1, 2026 and ongoing | RISE Benchmarks data | |
| ☐ | Teachers will administer the RISE Interim Assessment (3-6) | Katie Griffiths | Jan 14, 2027 | RISE Benchmarks data and RISE Interim | |

**Milestone 2:** Building student capacity for higher-order thinking through rigorous instruction, assessment, and data reflection.

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Explicit instruction on how to correctly answer DOK 2 and 3 questions | Jamie Smith | Jan 7, 2027 | Unit Plans, Professional Development Plan | TSSA |
| ☐ | Guided practice and modeling on answering DOK 2 & 3 questions | Shelese Warren | Jan 7, 2027 | Unit Plans | Elevate Grant |
| ☐ | Administer CFAs, Benchmarks, RISE Interim | Brandon Lott | Aug 31, 2026 and ongoing | Team created data sheet, RISE Benchmarks and RISE Interim | |
| ☐ | Analyze and discuss results with students | Amber Bennett | Jan 7, 2027 | Data collection system, CFA results | |

## *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 | | |
| School LAND Trust | | |
| | | |
| | | |

# Priority #2 - Mathematics

**Goal**: **By the end of the 2026-2027 school year, Country View Elementary School aims to increase the percentage of K-3rd graders performing at grade level from 79.7% to 82% proficient according to Acadience Math assessments. Additionally, we aim to increase the percentage of 3rd-6th graders scoring proficient on the Rise assessments from 54% to 57%.**

| **Strategy 1** | PLC Process: **IF** we strengthen our Professional Learning Community (PLC) process by utilizing data-driven collaboration to target specific learning gaps,<br><br>**THEN** we will implement high-leverage, scaffolded instructional strategies that directly support English Language Learners (ELL) and Students with Disabilities (SWD), resulting in increased academic growth and equitable outcomes for all students |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | According to educational researcher John Hattie, **collective teacher efficacy**—the collective belief of teachers in their ability to positively affect student outcomes—has an effect size of 1.57. This is nearly four times the effect size of a typical year's worth of student growth<br><br>A high-functioning PLC doesn't just look at scores; it looks at *barriers*. |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| Teachers will collaborate to create/modify unit plans | Unit Plans | Everyone in the building has a minimum of 9 Unit Plans done; most have 12 | 12 unit plans per grade | | 12 unit plans that include DOK 2 and 3 questions on CFAs SC aligned with LT | |
| Students are engaged in tracking their own learning | Data Collection Systems | 100% of classrooms have data collection systems but they are not updated and utilized | 100% of students have goals set for all tested areas | | 100% of students have goals set and are tracking progress monthly | |

**Milestone 1:** Strengthening rigorous instruction through collaboration and the PLC process by standards-aligned planning, DOK 2/3 CFAs, and explicit vocabulary instruction.

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Grade level teams create/modify unit plans 1 day in the summer and 1 day per quarter for planning days | Brandon Lott | June 1, 2026 and ongoing | Unit plans | Elevate Grant |
| ☐ | Review the PLC process (norms, roles, and data collection) | Brandon Lott | Aug 28, 2026 and ongoing | PD plan | |
| ☐ | Create CFA with DOK 2 and DOK 3 questions within the unit plan | Rebecca Dalrymple | June 1, 2026 and ongoing | Unit plans and CFAs | |
| ☐ | Review explicitly teaching vocabulary (academic/subject specific) PD | Katie Griffiths | Oct 22, 2026 | PD plan | |
| ☐ | Implement explicit grade-level vocabulary instruction within the unit plan | Jamie Smith | Oct 22, 2026 and ongoing | Unit Plans | |

**Milestone 2:** Building student ownership of learning and strengthening goal setting through baseline data analysis, consistent tracking, and monthly progress monitoring and reflection.

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Teachers will determine what data will be collected and how it will be collected | Brandon Lott | Aug 28, 2026 | Data collection system | |
| ☐ | Students will input baseline data based on BOY Acadience Scores and EOY RISE scores, and set goals for the school year | Jamie Smith | Oct 21, 2026 | Acadience Math and Reading Benchmarks/PM, RISE EOY scores from previous years | |
| ☐ | Students will update goals monthly | Marnie Favero | Oct 21, 2026 and ongoing | Data collection system, Acadience PM, RISE Benchmarks | |

| Strategy 2 | **IF** teachers provide explicit instruction in vocabulary using research-based instructional routines,<br><br>**THEN** educational outcomes for low-performing student groups will improve because students will develop stronger understanding of language, concepts, and academic discourse needed to access grade-level content. |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | Explicit vocabulary instruction is an evidence-based practice that supports low-performing student groups by improving comprehension, academic language, and access to grade-level content. Research-based instructional routines provide structured opportunities for students to hear, practice, and apply vocabulary, helping reduce language barriers while maintaining high expectations for all learners. |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| Fidelity of vocabulary routines appropriate for grade level | Classroom walkthroughs/ Observations | 0% | 50% of teachers using vocabulary routines during instruction | | 90% of teachers using routines with fidelity | |
| Students demonstrate vocabulary proficiency based on grade-level discretion | Grade level assessment/ rubric | 0% | 40% of students can demonstrate proficiency in grade-level vocabulary | | 80% of students can demonstrate proficiency in grade-level vocabulary | |

**Milestone 1:** Strengthen Tier 1 instruction through clear expectations, routines, and a collaborative process.

| | Action Steps | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Adapt unit plans to include relevant, intentional modeling and guided practice to be used during Tier 1 instruction. | Amber Bennett | June 1, 2026 and ongoing | Unit Plans | |
| ☐ | Time to complete unit plans | Brandon Lott | June 1, 2026 and ongoing | Unit Plans | Elevate Grant |
| ☐ | Teachers determine the Tier 2 words (academic/subject) and grade-level | Katie Griffiths/ Shelese Warren | June 1, 2026 and ongoing | Unit Plans | |

| | | | | | |
|---|---|---|---|---|---|
| | routines that go with the words | | | | |

**Milestone 2:** Establish and consistently implement grade-level vocabulary routines that support students in actively using, self-monitoring, and demonstrating mastery of academic vocabulary.

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Establish grade-level vocabulary routines | Jamie Smith | Sept 4, 2026 | Unit Plans, PD Plan | |
| ☐ | Consistently implement vocabulary routines based on unit plans | Amber Bennett | Sept 4, 2026 and ongoing | Unit plans | |
| ☐ | Show competency in grade-level vocabulary | Marnie Favero | Oct 22, 2026 and ongoing | Unit plans/CFAs | |

## *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 | | |
| School LAND Trust | | |
| | | |
| | | |

# Priority #3 - Positive Behavior Systems

**Goal**: **By the end of the 2026-2027 school year, Country View Elementary School aims to increase the percentage of classrooms that consistently implement strong behavior management and engagement procedures (Basic 5). When disruptive behaviors occur, the percentage will increase from 50% to 80%, effectively using the school's hierarchy structure.**

| **Strategy 1** | **IF** discipline data (both classroom-managed and office-managed) accurately reflects reteaching and consequences, **THEN** school teams will be able to utilize the data to determine preventative and responsive measures to improve student behavior. |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | This strategy is evidence-based because it aligns with well-established frameworks like MTSS (Multi-Tiered System of Supports) and PBIS (Positive Behavioral Interventions and Supports), both of which rely on accurate, consistent data to drive instruction and behavior support. Low-performing student groups are often disproportionately impacted by inconsistent or subjective discipline practices. Research in PBIS and school improvement consistently shows that when schools use **reliable discipline data (classroom-managed + office-managed referrals)**, teams are better able to:<br>• Identify patterns in behavior (who, when, where, and why behaviors occur)<br>• Detect systemic issues rather than attributing behavior solely to individual students<br>• Ensure equity in how consequences and supports are applied<br>• Match interventions to actual student needs instead of assumptions |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| Teachers will consistently use the classroom Hierarchy | TFI Walkthrough | Behaviors were viewed in 23% of classrooms, and the hierarchy was followed 50% of the time. | 60% | | 80% | |
| The PBIS and SST team will organize data to assess problem areas or high-flyer student needs. | Panorama | **11 High Flyers at the end of the 2026 school Year** | | | | |

**Milestone 1:** Discipline Procedures

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Written documentation exists that has clear definitions of all behaviors and is utilized in determining major (office) vs minor (classroom) managed incidents. | Brandon Lott | | Office vs Classroom Behavi…<br>Country View Behavior Decisio…<br>SSP Resources-PBIS | |
| ☐ | Staff is following the documentation procedure to track both major and minor behavior incidents. | Amanda Ware | | Panorama Teacher Behavior… | |
| ☐ | Discipline procedures and professional development are provided to teachers and staff | Brandon Lott | | Training on Implementation of Consequence Hierarchy | |

**Milestone 2:** Behavior Data Collected and Analyzed

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Staff are trained to document behavior incidents in alignment with discipline procedures through data platform (Panorama) | Amanda Ware | | Panorama Teacher Behavior… | |
| ☐ | Data is pulled, analyzed and put in a format easy to understand and reviewed monthly | Jamie Smith | | Panorama | |
| ☐ | Data regarding school-wide behavior is shared with faculty monthly. Data will be used from Panorama. | Trina Bingham | | Panorama | |

| Strategy 2 | If classrooms have strong implementation of classroom instructional strategies, then schools will see a decrease in classroom disruption and an increase in classroom engagement, which will aid in improved academic outcomes. |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | This strategy is evidence-based because it moves a school away from reactive, punitive discipline measures and toward a **preventative, instruction-first model**. For an LPSG, the takeaway is clear: the most effective classroom management strategy is high-quality, engaging instruction. By measuring and supporting teacher implementation of these strategies, the school naturally reaps the dual rewards of fewer behavioral disruptions and higher academic achievement. |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| Teachers will use the Basic Five components to increase positive behaviors | Basic 5 Observation Form (Ratio of Interactions) | **To come in the Fall.** | | | | |
| | | | | | | |

**Milestone 1:** Ratio of Interactions shows 5 acknowledgements for meeting expectations to 1 behavioral correction

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | PD Faculty training for Basic 5 | Brandon Lott | | | |
| ☐ | Baseline data is collected using the Basic 5 tool | Jamie Smith | | Disruption Data Collection Form<br>WSD Basic 5 Observati… | |
| ☐ | Basic 5 Data is analyzed as a staff, and individualized coaching is provided as needed | Jamie Smith | | Classroom Management SUPPORTS form<br>Basic 5 | |
| ☐ | Basic 5 data is collected 3 times a year and anonymously discussed during PBIS meetings | Amanda Ware | | WSD Basic 5 Observation.pdf | |

**Milestone 2:** Decrease disruptions through engagement strategies and consistent implementation of consequence hierarchy

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | PD/Training for faculty | Brandon Lott | | File | |
| ☐ | Teachers will engage in preventative strategies | Trina Bingham | | Classroom Based Conseque… | |
| ☐ | Teachers will address behavior early and consistently according to the classroom consequence hierarchy | Brandon Lott | | PBIS Handbook<br>Country View Behavior Decisio… | |
| ☐ | Teachers who experience high rates of disruption need to increase the use of preventative strategies | Amanda Ware | | Disruption Data Collection Form | |

## *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 | | |
| School LAND Trust | | |
| Positive Behavior Plan | | |
| | | |

# Parent Communication Plan

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

The Country View Elementary School Success Plan will be made accessible to all stakeholders by being posted on the school website. Additionally, it will be shared and discussed at upcoming community council and PTA meetings to ensure thorough communication and involvement from all members of the school community.

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

We have begun planning with the PTA to host a literacy night, though the date is yet to be determined. Additionally, we will continue to engage our community with choir concerts and the school play. We are also actively seeking other innovative ways to involve the community in our school activities, strengthening the bond between our students, their families, and the broader community.