# 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
- [x] Targeted Support & Improvement (TSI)
- [ ] Additional Targeted Support & Improvement (ATSI)
- [ ] Comprehensive Support & Improvement (CSI)
- [ ] More Rigorous Intervention (MRI)

**School Name:** Freedom

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

- [x] 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:** Kari Breeding

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

| Name | Signature | Name | Signature |
|---|---|---|---|
| Kari Breeding | | Melissa Watkins | |
| Jenny Ross | | | |
| Kim Malay | | | |
| Jessica Olsen | | | |
| Kamylle Shelton | | | |

# Priority #1 - Literacy

**Goal**: **50% of our K- 3 students will be reading on grade level as measured by the composite score on the Acadience reading assessment by end-of-year 2027 and 35% of 4-6 students will be proficient on the end-of-year RISE ELA assessment.**

| **Strategy 1** | If we strengthen Tier 1 literacy instructional routines through explicit, evidence-based practices, then we will improve student outcomes and ensure more effective mastery of grade-level standards. |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | Decades of research confirm that strengthening Tier 1 literacy through explicit, evidence-based practices is the most effective way to improve outcomes for all students. The National Reading Panel (2000), in its comprehensive analysis of over 100,000 studies on reading instruction, established that systematic and explicit instruction in five core components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) directly improves reading and spelling skills, particularly for students at risk for reading difficulties. This foundational research has been reinforced by more recent studies demonstrating that robust Tier 1 instruction can prevent many reading difficulties before they require intensive intervention (Foorman et al., 2016; Shanahan, 2021). |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| **Explicit Instruction Fidelity** | **MCWR (K-2), FORI (3-6) and Vocab Routine Walkthrough (2-6) Tools Fidelity Checks** | **Baseline Data will be gathered at the beginning of the 2026-27 school year (by 10/31/26).** | **By MOY (January) 80% of teachers will have been observed using fidelity check tools and provided with feedback.** | | **By EOY (May) 100% of teachers will have been observed using fidelity check tools and provided with feedback.** | |
| **Tight PLC Collaboration with a Strong Focus on the Four Critical Questions** | **Attend and Observe PLC Meetings on a Rotating Schedule Using a Check List Focused on the Four Critical Questions** | **Baseline data will be gathered at the beginning of the 2026-27 school year (by 10/31/26).** | **By MOY 50% (January) grade level teams will provide evidence of tight PLC collaboration indicated by data collected from the PLC fidelity checklist.** | | **By EOY 80% (May) of grade level teams will provide evidence of tight PLC collaboration indicated by data collected from the PLC fidelity checklist.** | |

**Milestone 1:** Develop a master schedule that allows 120 minutes for explicit Tier 1 ELA instruction that includes explicit high leverage instruction and highly effective literacy routines along with a monitoring system.

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☑ | Create a Master Schedule that provides teachers with 120 of ELA instruction time. | Kari and Jenny | 8/1/26 | Freedom Master Schedule | n/a |
| ☐ | Develop and facilitate Professional Development to review WSD Instructional Minutes. | Kari and Jenny | 8/19/26 and ongoing throughout the school year as needed. | 2026-27 Professional Development | n/a |
| ☐ | Develop and facilitate professional development to review and introduce explicit literacy routines such as MCWR, FORI, Basic 5 and Explicit Vocabulary Routines to be utilized during the literacy block. | Kari and Jenny | 8/19/26 and ongoing throughout the school year as needed. | 2026-27 Professional Development | n/a |
| ☐ | Develop and utilize existing fidelity check monitoring tools to ensure high leverage and explicit literacy routines are being utilized by teachers. | Kari and Jenny | 8/19/26 and ongoing throughout the school year as needed. | FORI Walkthrough Tool<br>MCW Walkthrough Tool<br>Long Word Routine (Vocabulary)<br>Basic 5 Walkthrough Tool | n/a |

**Milestone 2:** Develop and facilitate professional development to review and implement tight PLCs procedures and protocols, and develop and utilize a checklist focused on the four critical PLC questions to ensure tight PLCs.

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Design and deliver professional development sessions that review current PLC procedures, introduce tightened protocols, and clarify expectations for collaborative team time. | Kari and Jenny | 8/19 and ongoing throughout the school year. | 2026-27 Professional Development<br>Freedom PLC Agenda Template | n/a |
| ☑ | Create a PLC checklist aligned to the | Kari | 6/30/26 | Freedom Tight PLC Checklist | n/a |

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| | four critical questions (What do we want students to learn? How will we know if they learned it? What will we do if they don't learn it? What will we do if they already know it?) and distribute it to all grade-level and content teams. | | | | |
| ☐ | Monitor PLC implementation through checklist reviews, providing feedback and coaching to ensure teams are consistently applying tight protocols and using the four critical questions to guide their work. | | 8/19 and ongoing throughout the school year. | Freedom Tight PLC Checklist Review | |

| **Strategy 2** | If we implement collaborative, backwards design unit planning aligned to evidence-based literacy practices supported by teacher collaboration and integrated goal-setting for both educators and students, then we will maximize pacing efficiency, and drive measurable growth toward grade-level mastery for all students. |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | This strategy integrates three research-validated approaches: backward design (Wiggins & McTighe, 1998) ensures instruction aligns with standards and focuses on essential outcomes; teacher collaboration improves instructional quality through shared expertise and consistency; and integrated goal-setting (Hattie, 2009) drives growth for both educators and students by creating clear, measurable targets and accountability. Together, these elements address the key drivers of student growth, resulting in more efficient pacing and measurable movement toward grade-level mastery for all learners. |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| **Unit Plans** | **Grade level unit plans** | **By September 30, 2026, grade-level teams will review their unit planning status and establish a process to ensure completion of at least two ELA unit plans per** | **By the end of second quarter, 100% of grade level teams will have created at least four ELA unit plans.** | | **By the end of fourth quarter, 100% of grade level teams will have created at least eight ELA unit plans.** | |

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|---|---|---|---|---|---|---|
| | | **quarter.** | | | | |
| **Student data binders/folders and classroom data walls** | **Progress monitoring data, common formative assessment data, unit assessments and RISE benchmark data** | **Student data binders/folders and classroom data walls are not currently in use. Students do not have a structured system for tracking their own academic progress, and classrooms do not have visual displays of aggregate student data. No baseline data exists on student self-monitoring or data-driven goal setting.** | **By January 30, 202, 50% of surveyed students will be able to articulate what data they are tracking and their current progress toward end-of-year goals. 80% of classroom data walls will be visible.** | | **By May 15, 2027 80% of surveyed students will be able to articulate what data they are tracking and their current progress toward end-of-year goals. 100% of classroom data walls will be visible.** | |

**Milestone 1:** By the end of each quarter, grade level teams will develop and share two ELA Unit Plans with aligned timelines and resources, and two common formative assessments matched to standard rigor using data to refine practices and deliver targeted interventions.

| | Action Steps | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Grade Level teams will develop and share at least two ELA Unit Plans per quarter that align to essential learning targets with clear timelines and resources. | Kari, Jenny and Teachers | Quarterly throughout the 2026-27 School Year | Freedom Unit Planner Master<br>Unit Plan Checklist<br>Unit Planning Essentials | n/a |
| ☐ | Grade level teams will develop or refine at least two ELA common formative assessments that match the rigor of the standard per quarter. Teachers will use assessment data to refine best | Kari, Jenny and Teachers | Quarterly throughout the 2026-27 School Year | | n/a |

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| | practices and deliver targeted interventions and extensions. | | | | |
| ☐ | Establish a monthly RISE ELA Benchmark cycle: administer the assessment, analyze results collaboratively, and use the data to adjust instructional focus and groupings for the coming month. | Kari and Jenny | October 30, 2026 through April 1, 2027 | RISE Benchmark Data Analysis Master | n/a |

**Milestone 2:** Establish clear expectations and systems for data binders/folders and data walls that empower students to track their own progress in ELA, reflect on growth, and take ownership of their learning goals

| | Action Steps | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☑ | Provide professional development on strategies for facilitating student-led data conversations, goal-setting, data folders/binders and reflective practices that build ownership and agency. | Kari and Jenny | 9/1/26-10/1/26 | Student Data Binders PD<br>Data Binders and Goal Setting PD | n/a |
| ☐ | Collect and analyze survey responses from student data binder/folder surveys to establish students' understanding of data they are collecting and current progress towards end-of-year goals. | Kari and Jenny | 1/7/27-5/15/27 | Freedom BOY Data Binder Survey | n/a |
| ☐ | Establish classroom data walls to monitor class-wide trends, using the visual data to inform instructional adjustments to promote growth and effort. | Kari, Jenny and Teachers | 10/1/26 | Data Wall Examples | n/a |

## *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 | $120, 100.00 | |
| School LAND Trust | $76,122.08 | |
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| | | |

# Priority #2 - Mathematics

**Goal**: **We will increase the percentage of 4-6 students proficient on the RISE Math assessment from 31% to 40% by Spring of 2027.**

| **Strategy 1** | If we implement high-quality, intentional, and research-based Tier 1 instruction that consistently integrates daily math fluency practice and systematic spiral reviews focused on essential learning targets, then student mastery of foundational concepts will increase, leading to higher student achievement. |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | Effective Tier 1 instruction should meet the needs of approximately 80% of students without requiring additional interventions making strong core instruction the foundation that reduces system-wide intervention needs. Research on working memory demonstrates that when students achieve math fluency, they free up limited mental resources for higher-order problem-solving rather than consuming working memory on basic computation. Studies consistently show that automaticity with foundational facts leads to fewer errors and builds the prerequisite skills needed for more complex mathematical concepts.<br><br>Research supporting spiral review is particularly compelling. Rohrer and Taylor's foundational work found that students who practiced math skills through spaced, distributed review sessions significantly outperformed those who learned concepts in single blocked sessions. Furthermore, without systematic spaced repetition, students forget concepts they once demonstrated proficiency on. By integrating daily fluency practice and systematic spiral review into high-quality Tier 1 instruction, educators can prevent learning gaps and building lasting mathematical understanding. |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| **Math RISE Benchmarks** | **RISE Benchmark Assessment Data** | **1st RISE Benchmark (3-6)** | **3-6 students will complete four RISE Math Benchmarks, with data analyzed and instructional adjustments made by January 30, 2027.** | | **3-6 students will complete seven RISE Math Benchmarks, with data analyzed and instructional adjustments made by April 1, 2027.** | |
| **Math Acadience Benchmarks** | **Acadience Benchmark Assessment Data** | **1st Acadience Benchmark Assessment (K-2)** | **K-2 students will complete four Acadience Math** | | **K-2 students will complete seven Acadience Math** | |

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| | | | **Benchmarks, with data analyzed and instructional adjustments made by January 30, 2027.** | | **Benchmarks, with data analyzed and instructional adjustments made by April 1, 2027** | |

**Milestone 1:** K-6 classrooms will demonstrate consistent implementation of daily math fluency practice observed in walkthroughs.

| | Action Steps | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Professional development on research-based instructional practices for math fluency. | Kari and Jenny | Before October 1, 2026 | | n/a |
| ☐ | Grade level teams will adopt standardized protocols for daily math fluency practice. | Kari, Jenny and Teachers | By October 30, 2026 | | n/a |
| ☐ | Create a walkthrough tool and schedule to monitor implementation fidelity, with feedback to support teachers and track progress toward the milestone. | Kari | Before October 1, 2026 | Freedom Walkthrough Tool | n/a |

**Milestone 2:** K-6 classrooms will demonstrate consistent implementation of systematic spiral and space review of essential learning targets, with evidence of research-based instructional practices observed in walkthroughs.

| | Action Steps | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Professional development on research-based instructional practices for math spiral and spaced reviews will be provided. | Kari and Jenny | Before October 1, 2026 | | n/a |
| ☐ | Grade level teams will adopt standardized protocols for daily math systematic spiral reviews. | Kari, Jenny and Teachers | By October 30, 2026 | | n/a |
| ☐ | Create a walkthrough tool and schedule | Kari | Before | Freedom Walkthrough Tool | n/a |

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| | to monitor implementation fidelity, with feedback to support teachers and track progress toward the milestone. | | October 1, 2026 | | |
| ☐ | Establish a monthly RISE Math Benchmark cycle: administer the assessment, analyze results collaboratively, and use the data to adjust instructional focus and groupings for the coming month. | Kari and Jenny | October 30, 2026 through April 1, 2027 | RISE Benchmark Data Analysis Master | n/a |

| **Strategy 2** | If we implement collaborative, backwards design unit planning aligned to evidence-based best practices supported by teacher collaboration and integrated goal-setting for both educators and students, then we will maximize pacing efficiency, and drive measurable growth toward grade-level mastery for all students. |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | This strategy integrates three research-validated approaches: backward design (Wiggins & McTighe, 1998) ensures instruction aligns with standards and focuses on essential outcomes; teacher collaboration improves instructional quality through shared expertise and consistency; and integrated goal-setting (Hattie, 2009) drives growth for both educators and students by creating clear, measurable targets and accountability. Together, these elements address the key drivers of student growth, resulting in more efficient pacing and measurable movement toward grade-level mastery for all learners. |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| **Unit Plans** | **Grade level unit plans** | **By September 30, 2026, grade-level teams will review their unit planning status and establish a process to ensure completion of at** | **By the end of the second quarter, 100% of grade level teams will have created at least four Math unit plans.** | | **By the end of fourth quarter, 100% of grade level teams will have created at least eight Math unit plans.** | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | **least two Math unit plans per quarter.** | | | | |
| **Student data binders/folders and classroom data walls** | **Progress monitoring data, common formative assessment data, unit assessments and RISE benchmark data** | **Student data binders/folders and classroom data walls are not currently in use. Students do not have a structured system for tracking their own academic progress, and classrooms do not have visual displays of aggregate student data. No baseline data exists on student self-monitoring or data-driven goal setting.** | **By January 30, 202, 50% of surveyed students will be able to articulate what data they are tracking and their current progress toward end-of-year goals. 80% of classroom data walls will be visible.** | | **By May 15, 2027 80% of surveyed students will be able to articulate what data they are tracking and their current progress toward end-of-year goals. 100% of classroom data walls will be visible.** | |

**Milestone 1:** By the end of each quarter, grade level teams will develop and share two Math Unit Plans with aligned timelines and resources, and two common formative assessments matched to standard rigor using data to refine practices and deliver targeted interventions.

| | Action Steps | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Grade Level teams will develop and share at least two Math Unit Plans per quarter that align to essential learning targets with clear timelines and resources. | Kari, Jenny and Teachers | Quarterly throughout the 2026-27 School Year | Freedom Unit Planner Master | n/a |
| ☐ | Grade level teams will develop or refine at least two Math common formative assessments that match the rigor of the | Kari, Jenny and Teachers | Quarterly throughout the 2026-27 | | n/a |

| | | | | | |
|---|---|---|---|---|---|
| | standard per quarter. Teachers will use assessment data to refine best practices and deliver targeted interventions and extensions. | | School Year | | |
| ☐ | | | | | |

**Milestone 2:** Establish clear expectations and systems for data binders/folders and data walls that empower students to track their own progression in Mathematics, reflect on growth, and take ownership of their learning goals

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☑ | Provide professional development on strategies for facilitating student-led data conversations, goal-setting, data folders/binders and reflective practices that build ownership and agency. | Kari and Jenny | 9/1/26-10/1/26 | Student Data Binders PD<br>Data Binders and Goal Setting PD | n/a |
| ☐ | Collect and analyze survey responses from student data binder/folder surveys to establish students' understanding of data they are collecting and current progress towards end-of-year goals. | Kari and Jenny | 1/7/27-5/15/27 | Freedom BOY Data Binder Survey | n/a |
| ☐ | Establish classroom data walls to monitor class-wide trends, using the visual data to inform instructional adjustments to promote growth and effort. | Kari, Jenny and Teachers | 1/1/26 | Data Wall Examples | n/a |

## *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 | $65,200.00 | |
| School LAND Trust | $45,000.00 | |
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# Priority #3 - Positive Behavior Systems

**Goal**: **We will implement a Positive Behavior Interventions and Supports (PBIS) System at an 80% fidelity rate as measured by the Tiered Fidelity Inventory (TFI).**

| Strategy 1 | If we establish school-wide behavioral expectations, deliver explicit instruction and implement a consistent acknowledgment system supported by ongoing professional development and data-driven decision-making, then we will implement a Positive Behavior Interventions and Supports (PBIS) system with 80% fidelity as measured by the Tiered Fidelity Inventory (TFI). |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | This strategy is grounded in extensive research demonstrating that school-wide PBIS implementation, when executed with fidelity, produces significant improvements in student behavior and school climate. The National Technical Assistance Center on PBIS cites over three decades of research showing that schools implementing PBIS with fidelity experience reductions in office discipline referrals, improvements in academic achievement, and enhanced perceptions of school safety. The core components outlined in this strategy clearly defined expectations, explicit instruction, and consistent acknowledgment align directly with the critical features identified in the TFI, which is itself a validated measure of implementation fidelity backed by the Office of Special Education Programs.<br><br>The emphasis on ongoing professional development and data-driven decision-making further strengthens the evidence base for this approach. Studies indicate that schools achieving 80% or higher on the TFI demonstrate statistically significant outcomes, including reduced suspensions, increased instructional time, and improved teacher efficacy. |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| Tiered Fidelity Indicator (TFI) | **Tiered Fidelity Indicator (TFI) Results** | | **Total Score of 80% on Tiered Fidelity Indicator** | | **Maintain or exceed 80% on Tiered Fidelity Indicator.** | |
| Teachers will demonstrate positive behavior recognitions at a minimum 5:1 ratio to corrective feedback, as verified through the | **Basic 5 Results** | | **50% of Teachers will achieve a 5:1 positive ratio to corrective feedback by January 30, 2027.** | | **80% of Teachers will achieve a 5:1 positive ratio to corrective feedback by May 15, 2027.** | |

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|---|---|---|---|---|---|---|
| basic 5 Walkthrough Tool. . | | | | | | |

**Milestone 1:** If we establish school-wide behavioral expectations, deliver explicit instruction to all students, and implement a consistent acknowledgment system with 80% staff participation, then we will have a fully operational Tier 1 PBIS foundation ready for fidelity measurement.

| | Action Steps | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Create a clear, documented hierarchy that defines major vs. minor behaviors and specifies corresponding staff-managed responses (e.g., redirection, reteaching, parent contact) vs. office-managed responses (e.g., referral, administrative intervention), ensuring all staff understand which behaviors they handle and which require administrator involvement. | Kari | September 30, 2026 | Freedom Behavioral Hierarchy | n/a |
| ☐ | Create and facilitate professional development sessions that introduce the behavioral hierarchy document, provide clear examples of major vs. minor behaviors, walk staff through the decision-making process for choosing appropriate responses, and include practice scenarios to build confidence in applying the hierarchy consistently across all school settings. | Kari | October 15, 2026 | | n/a |
| ☑ | Design a school-wide acknowledgment system in common areas and train all staff on recognition procedures. | Kari and Kim | | Patriot Tickets | n/a |
| ☐ | Conduct regular classroom walkthroughs using the Basic 5 tool to monitor student engagement, positive-to-corrective interaction ratios, and time-on-task behavior. We will use the data gathered to guide reflective coaching conversations. | Kari and Jenny | | Basic 5 Walkthrough Tool | |

**Milestone 2:** If we provide ongoing professional development, use data-driven decision-making to refine interventions, and continuously monitor implementation across all three tiers, then we will achieve 80% fidelity on the Tiered Fidelity Inventory (TFI) and sustain a school-wide PBIS system.

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☐ | Analyze tiered Fidelity Inventory results with the PBIS Team from the 2026 school year, and identify specific areas for improvement, and create action plans to address gaps in implementation across all three tiers. | Kari and Kim | September 30, 2026 | | n/a |
| ☐ | Create and deliver professional development to teachers that addresses gaps from our TFI. | Kim | October 30, 2026 | | n/a |
| ☐ | Conduct a comprehensive analysis of mid-year classroom data with the PBIS Team to identify specific trends and areas of concern, then develop targeted action plans to address identified gaps. | Kari, Kim and Jenny | January 30, 2027 | | n/a |
| ☐ | Design and facilitate professional development sessions that directly address the gaps identified in the mid-year data analysis, providing staff with specific strategies and resources to improve implementation in areas of concern. | Kim | February 30, 2027 | | n/a |

| Strategy 2 | If we increase student perseverance by introducing and focusing on the “Code of the Patriot", we will help students work towards their long-term goals and to push through setbacks, failures, and obstacles without giving up. |
|---|---|
| Explain why/how the strategy is evidence-based for LPSGs. | Teaching grit is crucial because it fosters resilience, perseverance, and a growth mindset. These skills set the foundation for lifelong learning. According to Angela Duckworth, a leading researcher on grit, students who exhibit perseverance and passion for long-term goals tend to achieve higher levels of learning than those who rely solely on innate talent (Grit: The Power of Passion and Perseverance, 2016). Early development of grit helps students overcome challenges, cope with |

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| | setbacks, and maintain motivation, all of which are essential for academic and personal growth.<br><br>Research also suggests that teaching grit can improve students' attitudes toward learning and increase their willingness to take on difficult tasks. When students believe their abilities can improve through effort, they are more likely to persist in the face of adversity. Lessons on grit, with strategies such as goal-setting, self reflection, and celebrating growth and effort, create a supportive learning environment where students feel empowered to tackle challenges and develop critical problem solving skills. |

**Strategy Performance Measures**

| Indicator | Data Source | Baseline | S1 Target | S1 Data | S2 Target | S2 Data |
|---|---|---|---|---|---|---|
| **Panorama Survey** | **Grit Category** | **59% favorable in the grit category.** | **Administer the Fall survey and maintain current results in the grit category (59% favorable).** | | **Our grit category will increase by 3% from the Fall Panorama Survey** | |
| **Goal Setting and Reflection** | **Student Patriot Trackers** | **September Patriot Tracker Results** | **80% of Students will achieve 80% or higher on their Patriot Tracker by December 30, 2026 and be able to participate in "Fun Friday."** | | **90% of Students will achieve 80% or higher on their Patriot Tracker by December 30, 2026 and be able to participate in "Fun Friday."** | |

**Milestone 1:** Implement a series of lessons that teach students to recognize and cultivate grit, with opportunities to practice perseverance in academic and personal contexts.

| | Action Steps | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source |
|---|---|---|---|---|---|
| ☑ | Introduce "Code of the Patriot" at the Welcome Back Assembly, using stories and examples that highlight grit and set the tone for the year ahead. | Kari | September 1, 2026 | Perseverance: The Power of Passion and Perseverance by Angela Duckworth<br><br>Mindset: The New Psychology of Success by Carol Dweck | n/a |
| ☐ | Introduce the concept of grit using | Kim | September 30, | | |

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| | age-appropriate examples and definitions that help students understand perseverance as a learnable skill. | | 2026 | | |
| ☐ | Teach students to identify characteristics of grit in real-world scenarios, historical figures, or personal experiences through guided discussion and analysis. | Kim | September 30, 2026 and throughout 2026-27 School Year | | n/a |
| ☐ | Design and facilitate activities where students apply perseverance strategies to academic tasks, reflecting on their effort and growth throughout the process. | Kari, Kim and Teachers | October 1, 2026 and throughout 2026-27 School Year | Student data binders/folders | n/a |

**Milestone 2:** Implement and sustain daily behavior tracker and reflection sheets for all students, supported by faculty while planning and executing Fun Fridays as recognition for students achieving 80% or higher each month.

| Action Steps | | Person Responsible | Timeline | Linked Evidence & Resources | Funding Source | |
|---|---|---|---|---|---|---|
| ☑ | Distribute and train faculty on the daily behavior tracker and reflection sheet system, establishing clear protocols for consistent implementation across all classrooms. | Kari and Kim | September 10, 2026 | | | n/a |
| ☐ | Faculty support the implementation of daily behavior trackers for all students and support with planning and carrying out Fun Fridays for students that achieve 80% | Kari and Kim | Monthly-Beginning 10/1/26 and throughout 2026-27 | Patriot Points<br>Patriot Student Tracker | Kari, Kim and Stephanie | n/a |

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| | (monthly) or higher on behavior tracker. | | school year | | | |
| ☐ | Provide ongoing faculty support through regular check-ins and troubleshooting sessions to ensure sustained use of trackers and reflection sheets throughout the school year. | Kari and Kim | Throughout 2026-27 School Year | | | n/a |

## *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 | $16,802.00 | |
| 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.

To ensure all staff, families, and stakeholders are informed about the School Success Plan, we will post our plan on the school website and go over the plan with our community council and PTA leadership.  Additionally, our school success plan will be introduced to staff at our beginning of the year meeting and will be revisited throughout the year to ensure ongoing engagement and full transparency.

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

To strengthen parent and family engagement and improve student learning, we will continue to implement a school-wide family reading initiative. Every family will receive a carefully selected book to read together, promoting literacy and creating opportunities for meaningful family conversations around reading. This strategy is supported by research showing that when families are involved in literacy activities at home, students demonstrate higher levels of motivation and achievement in reading.

To celebrate and reinforce this shared experience, our annual STEM and Literacy Night will highlight the selected book through interactive activities, discussions, and themed stations. Families will be invited to participate in hands-on STEM projects and literacy activities related to the book, fostering a sense of community and making learning both fun and collaborative. This event will also provide families with resources and ideas for supporting learning at home, further bridging the gap between school and home environments.

In addition, we will inform parents about our Code of the Patriot theme via email and video explaining that being a Patriot means living by a code of honor and integrity. The Code of the Patriot consists of ten foundational principles designed to help students grow into responsible citizens and lifelong learners.