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: Haven Bay Elementary

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Justin Skeen

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Justin Skeen		Cami Argyle	
Tifnee Anderson		Jessica Warr	
Heather Treece			
Stephanie Smith			

Priority #1 - Literacy

Goal: **By the end of the 2026-27 school year 80% of students K-3 will be reading at or above benchmark as measured by the Acadience reading assessment.**
By the end of the 2026-27 school year we will have a 3% increase of students in grades 3rd-6th proficient on the RISE ELA assessment.

Strategy 1	IF we implement the science of reading literacy routines with fidelity, THEN we ensure that all students are receiving effective instruction in each area.
Explain why/how the strategy is evidence-based for LPSGs.	Research shows that implementing the science of reading will create a solid literacy foundation where students are equipped to learn at high levels and transfer their literacy knowledge to real world context. As teachers are tight with literacy routines, it will maximize learning outcomes as students are taught research based strategies in phonics, fluency, and comprehension. Furthermore, they will promote engagement, increased retention rates, and a deeper understanding & application of text.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Fidelity of effective (science of reading) literacy routines such as Most Common Words and FORI.	**Walk through data**	**Initial Walk through**	**75% of teachers will implement literacy routines by MOY**		**95% of teachers will implement literacy routines by EOY**	
Progress monitor monthly AND review student data monthly in our PLC teams	**Spreadsheets with PM Data**	**Input & Review Initial Data (previous years and BOY data)**	**80% of teachers will input and review PM data on spreadsheets**		**95% of teachers will input and review PM data on spreadsheets**	

Milestone 1: Our guiding coalition will use walkthrough data to guide relevant professional learning and implementation of the science of reading literacy routines.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Training on literacy routines	Tifnee Anderson	August 25, 2026	Training Slides (MCW - Cami); Reading on Grade Level Resources ;Literacy Walk Through Tools;	TrustLand
☐	Walkthroughs - Baseline data collection	Justin Skeen	October 19, 2026	Walkthrough Tool	TSSA
☐	Aggregation and Review of Data Collected	Tifnee Anderson	October 31, 2026	Data Spreadsheet	
☐	Use data to develop Professional Learning as needed.	Justin Skeen	November 13, 2026	Presentation Slides	

Milestone 2: Grade level teams will analyze progress monitoring data and implement effective Tier 2 interventions.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create Spreadsheets for Acadience Reading Data	Jessica Warr	August 31, 2026	Acadience Reading Spreadsheet	TSSA
☐	Data Dive: Previous Years Data for Acadience Reading (Give time to enter data)	Tifnee Anderson	September 17, 2026	Acadience Data Dive Sheet	TSSA
☐	Data Dive: BOY Acadience Reading	Tifnee Anderson	October 1, 2026	Acadience Data Dive Sheet	TSSA
☐	Training for Progress Monitor Data Tracking	Stephanie Smith	September 9, 2026	Progress Monitoring Slides	
☐	Monthly Follow up in PLCs	Justin Skeen	Begins September 28, 2026 and ongoing monthly	PLC Agenda's	TrustLand
☐	PD: Effective Tier 2 Interventions in	Tifnee Anderson	October 7,	Presentation Slides	TrustLand

	Relation to PM Data		2026		
☐	Data Dive: MOY Acadience Reading	Tifnee Anderson	January 25, 2027	Acadience Data Dive Sheet	TSSA
☐	Data Dive EOY Acadience Reading	Tifnee Anderson	May 17, 2027	Acadience Data Dive Sheet	TSSA

Strategy 2	IF teachers have clarity on the standards and what success looks like, THEN teams will have clear unit plans and systems that communicate success to students.
Explain why/how the strategy is evidence-based for LPSGs.	During Tier 1 Instruction, providing clarity on what students will be learning and how they will show mastery has a 0.75 effect size as indicated by John Hattie. We know that when learning objectives are clear the likelihood of students mastering the content increases. In addition, Marzano emphasizes that scales and rubrics "are necessary if students are to understand the progression of knowledge they are expected to learn." -The New Art and Science of Teaching by Robert Marzano

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
One complete unit plan that includes ALL essential components	**Unit Plan Document in team folder**	**Current unit plan**	**75% of teams will have One complete unit plan that includes the essential components**		**95% of teams will have One complete unit plan that includes the essential components**	
Students can articulate Objectives and what proficiency would look like	**Walkthrough**	**Initial Walkthrough (yes/no)**	**50% of Students can articulate Objectives and what proficiency would look like**		**80% of Students can articulate Objectives and what proficiency would look like**	

Milestone 1: Teachers have clarity on schedules, standards, and what success looks like.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	School-Wide Master Schedule: Protected, explicit Tier 1 breakdown	Justin Skeen	June 4, 2026	2026-27 Haven Bay Master Schedule	TSSA

☐	Detailed grade-level schedules entered into master schedule	Cami Argyle	September 11, 2026	2026-27 Master Schedule with Grade Level Tabs	TSSA
☐	Mini PD: Vertical Alignment: Standard Rankings (Boulders, Rocks, & Butterflies) ***Forms Submitted	Jessica Warr	August 26, 2026	Vertical Alignment Presentation	TSSA
☐	Mini PD: Essential Components for Unit Planning	Stephanie Smith	September 2, 2026	Unit Planning Checklist Unit Planning 5th Grade Proficiency Scale Examples	TSSA
☐	Initial: Lesson Objective posted walkthrough (yes/no)	Justin Skeen	October 30, 2026	Lesson Objective Walkthrough	TSSA
☐	Post: Lesson Objective posted walkthrough (yes/no)	Justin Skeen	April 30, 2027	Lesson Objective Walkthrough	TSSA
☐	Monitoring of grade-level unit planning through PLCs	Tifnee Anderson	September 28, 2026 ongoing monthly	Unit Plans	TrustLand

Milestone 2: Students have clarity on schedules, standards, and what success looks like.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Initial: What are you learning? (yes/no)	Justin Skeen	November 27, 2026	Student Questions on Learning Doc.	TrustLand
☐	Mini PD: Data Binders: Grade level examples	Tifnee Anderson	August 28, 2026 (Training needed to be pushed back to later date)	Data Binders	TSSA
☐	Post: What are you learning? (yes/no) Student showing of data binder	Justin Skeen	April 30, 2027	Student Questions on Learning Doc.	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	**$65,000** (Reading Aide Salaries: $54,000, PLC Aide: $5,000, Subs for PD/Testing: $2,000, Stipends: $2,000, Supplies/Materials: $1,500 Acadience Lead Aide: $500)	
School LAND Trust	**$56,500:** (Reading paraprofessionals:$35,000, PLC Aides: $9,000, Portion of Instructional Coach salary: $8,000, Substitutes so teachers can: observe other teachers to strengthen instruction, assess and meet with students, provide leadership training on effective leadership strategies: $1,000, Teacher stipend for technical support for other teachers: $500, Purchase software: $3,000)	

Priority #2 - Mathematics

Goal: **By the end of the 2026-27 school year 85% of students K-3 will be at or above benchmark as measured by the Acadience Math test.**
By the end of the 2026-27 school year we will have a 3% increase of students in grades 3rd-6th proficient on the RISE Math assessment.

Strategy 1	IF we implement research based math routines with fidelity, THEN we ensure that all students are receiving effective instruction in each area.
Explain why/how the strategy is evidence-based for LPSGs.	Research-based math routines are instructional practices and lesson structures grounded in evidence from cognitive science, educational psychology, and classroom-based research. These routines are carefully designed to promote student engagement, conceptual understanding, procedural fluency, and the ability to reason and problem-solve.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Progress monitor monthly AND review student data monthly in our PLC teams	**Spreadsheets with PM Data**	**Input & Review Initial Data (previous years and BOY data)**	**80% of teachers will input and review PM data on spreadsheets**		**95% of teachers will input and review PM data on spreadsheets**	
Students will track their math data in a data binder	**Data binders**	**Establish BOY**	**50% of students will track their math data in a data binder**		**85% of students will track their math data in a data binder**	

Milestone 1: Our guiding coalition will use walkthrough data to guide relevant professional learning and implementation of research based math routines.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Walkthroughs - Baseline data collection on Data Binders being used (Google Form)	Justin Skeen	October 30, 2026		
☐	Aggregation and Review of Data Collected	Tifnee Anderson	November 12, 2026		
☐	Use data to develop Professional Learning as needed.	Justin Skeen	November 27, 2026		

Milestone 2: Grade level teams will analyze progress monitoring data and implement effective Tier 2 interventions.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create Spreadsheets for Acadience Math Data	Jessica Warr	September 9, 2026		
☐	Training on best practices for progress monitoring Acadience Math	Jessica Warr	September 16, 2026		
☐	Data Dive: Previous Years Data for Acadience Math (Give time to enter data)	Tifnee Anderson	August 31, 2026		
☐	Data Dive: BOY Acadience Math	Tifnee Anderson	September 30, 2026		
☐	Training for Progress Monitor Data Tracking	Stephanie Smith	September 18, 2026		
☐	Monthly Follow up in PLCs	Justin Skeen	Starting Sept. 30, 26 and continued Monthly		
☐	PD: Effective Tier 2 Interventions in Relation to PM Data	Tifnee Anderson	Sept. 16, 2026		
☐	Data Dive: MOY Acadience Math	Tifnee Anderson	January 28, 27		

☐	Data Dive EOY Acadience Math	Tifnee Anderson	May 13, 2027		

Strategy 2	IF teachers have clarity on the standards and what success looks like, THEN we will be able to intervene where needed and see overall higher student achievement
Explain why/how the strategy is evidence-based for LPSGs.	During Tier 1 Instruction, providing clarity on what students will be learning and how they will show mastery has a 0.75 effect size as indicated by John Hattie. We know that when learning objectives are clear the likelihood of students mastering the content increases. In addition, Marzano emphasizes that scales and rubrics "are necessary if students are to understand the progression of knowledge they are expected to learn." -The New Art and Science of Teaching by Robert Marzano Our goal is to provide clarity on all areas that should exist in a well designed unit plan. This will provide clarity for teachers and students on what students are learning in their respective grade level. It isn't enough for teachers to have clarity on what they are teaching, but must extend to the student level.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
One complete unit plan that includes ALL essential components	**Unit Plan Document in team folder**	**Current unit plan**	**75% of teams will have One complete unit plan that includes the essential components**		**95% of teams will have One complete unit plan that includes the essential components**	
Students can articulate Objectives and what proficiency would look like	**Walkthrough**	**Initial Walkthrough (yes/no)**	**50% of Students can articulate Objectives and what proficiency would look like**		**80% of Students can articulate Objectives and what proficiency would look like**	

Milestone 1: Teachers have clarity on schedules, standards, and what success looks like.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	School-Wide Master Schedule: Protected, explicit Tier 1 breakdown (fluency, direct instruction, practice, assess)	Justin Skeen	June 5, 2026	2026-27 Haven Bay Master Schedule	
☐	Detailed grade-level schedules entered into master schedule	Cami Argyle	Sept. 11, 27	2026-27 Master Schedule with Grade Level Tabs	
☐	Mini PD: Vertical Alignment: Standard Rankings (Boulders, Rocks, & Butterflies) ***Forms Submitted	Jessica Warr	August 26, 2026	Vertical Alignment Presentation	
☐	Mini PD: Essential Components for Unit Planning	Stephanie Smith	Sept. 2, 2027	Unit Planning Checklist	
☐	Initial: Lesson Objective posted walkthrough (yes/no)	Justin Skeen	September 30, 2026	Lesson Objective Walkthrough	
☐	Post: Lesson Objective posted walkthrough (yes/no)	Justin Skeen	April 29, 2027	Lesson Objective Walkthrough	
☐	Monitoring of grade-level unit planning through PLCs	Tifnee Anderson	Sept. 30, 2027 continuing monthly	Unit Plans	

Milestone 2: Students have clarity on schedules, standards, and what success looks like.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Initial: What are you learning? (yes/no)	Justin Skeen	November 5, 2026	Student Questions on Learning Doc.	
☐	Mini PD: Data Binders: Grade level examples	Tifnee Anderson	Sept. 16, 2026	Slideshow	
☐	Post: What are you learning? (yes/no) Student showing of data binder	Justin Skeen	April 30, 2027	Student Questions on Learning Doc.	

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	**$48,380** (Part of FTE class size reduction: $35,100, Math Paraprofessional: $11,100, Manipulatives/supplies: $1,000, Student Headsets: $1,000, Tableau Licenses: $180)	
School LAND Trust	**$40,500** Salary/benefits of a math paraprofessional: $11,000, salary/benefits of paraprofessionals for PLC's: $9,000, Portion of Instructional Coach salary: $8,000, substitutes so teachers can: observe other teachers to strengthen instruction, assess and meet with students, provide leadership training on effective leadership strategies: $1,000, Teacher stipend to provide technical instructional support for other teachers: $500. Purchase math software subscriptions to support students in learning essential math grade level content: $10,000, purchase instructional materials including math supplies to support math instruction:$1,000.	

Priority #3 - Positive Behavior Systems

Goal: **During the 2026-27 school year, our school will increase by 10% on the Tiered Fidelity Inventory (TFI) from 70% to 80%.**

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.	According to PBIS implementation research, teams that regularly review high-quality data (including information about reteaching and consequences) make more effective, and timely decisions (Horner et al., 2005). Such teams are more likely to implement preventative measures (e.g., revising expectations, reinforcing positive behavior) and responsive supports (e.g., targeted interventions).

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom Consequence hierarchy established/ posted	**Walkthrough**		**50% of teachers will have classroom consequence hierarchy established/ posted**		**95% of teachers will have classroom consequence hierarchy established/ posted**	
Panorama used for documenting minor infractions and staff managed outcomes	**Panorama**		**50% of teachers will have incidents and staff managed outcomes inputted in Panorama**		**80% of teachers will have incidents and staff managed outcomes inputted in Panorama**	

Milestone 1: Discipline Procedures/Consequence hierarchy

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Training will be provided to teachers/staff on clear definitions of major (office) vs. minor (classroom) managed incidences	Heather Treece	August 27, 2026	Training Presentation	
☐	Documentation procedure to track both major and minor behavior incidents shared with teachers/staff	Heather Treece	August 27, 2026	Document	
☐	Baseline: Tracking positives/correctives Basic 5 data	Justin Skeen	October 30, 2026	Basic 5 Data Sheet	

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)	Heather Treece	August 19, 2026	Training Presentation	
☐	Data system is used to collect and analyze Major (office) vs Minor (classroom) managed data.	Behavior Aide	Starting on September 30, 2026 and analyzed quarterly	Data System	
☐	Data are shared digitally, analyzed and put in format easy to understand and reviewed monthly	Heather Treece	Starting October 13, 2026 and quarterly	Data System	
☐	Tracking of SOAR tickets	Behavior Aide	Starting Sep. 30, 2026 and tracked monthly	Tracking Spreadsheet	

Strategy 2	IF we educate and collaborate with our parents/guardians in our school PBIS expectations and plan THEN we will be more successful in students understanding and following school expectations and generalizing skills outside of school.
Explain why/how the strategy is evidence-based for LPSGs.	By actively educating and collaborating with parents and guardians on school PBIS expectations, we build a unified support system for our students. When families reinforce the same behavioral frameworks at home, students develop a deeper understanding of school expectations. This consistency directly drives increased compliance in the classroom and empowers students to succeed.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Panorama student survey report prepared to share with PTA and Community Council	**Panorama Survey Data**	**Survey given BOY of year.**	**Overview of BOY student Panorama responses will be shared with PTA and Community Council**		**Overview of EOY student Panorama responses will be shared with PTA and Community Council**	
Monthly student recognition on c						

Milestone 1: PBIS school plan procedures & details will be created and shared with families during Back to School Night

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Share PBIS Parent Letter/Brochure at Back to School Night	Heather Treece	August 20, 26	PBIS Parent Letter	TSSA
☐	Schoolwide drop off/pick up parent map and video shown at Back to School Night and both Parent Conferences	Justin Skeen	August 20, 26	Drop off/pick up parent map Drop off/pick video link	N/A
☐	Share PBIS Brochure at PT Conferences	Heather Treece	October 20, 26	PBIS Parent Letter	TSSA
☐	Share PBIS Brochure at PT Conferences	Heather Treece	February 8, 27		TSSA

Milestone 2: Students will be recognized monthly on specific character traits taught and reinforced during counselor lessons, the classroom teacher, and morning announcements. These recognitions will be shared with parents.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create a list of monthly character traits for teaching and student recognition.	Heather Treece	August 31, 26		N/A
☐	Create a spreadsheet to share with teachers to input their student of the month recipients.	Behavior Aide	Sept. 21, 26		N/A
☐	Monthly recognition	Robyn Alexander	Starting Sept. 30, 2027 and continue monthly		TSSA

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	**$30,650:** Behavior aide/student advocate: $21,100, Mental Health Therapist: $5,600, PBIS Materials/Supplies for Incentive: $3,000, Panorama Behavior Logging: $500, Panorama Survey & Dashboard: $450	
School LAND Trust	No Behavior goal for our TrustLand Plan	
Positive Behavior Plan	**$4,000**: Stipend for Positive Behavior Coordinator: $3,000, purchase supplies and resources for positive behavior support: $1,000)	

Parent Communication Plan

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

Staff:
Communication about our School Success Plan for the 2026-27 school year with staff started early spring of 2026 as we reviewed our 2025-26 plan to make instructional plans for this coming year. Our school Guiding Coalition met in March to begin putting together ideas after discussion with other teacher colleagues regarding the direction for our school. This continued with an additional meeting in May following end of year data that was analyzed to further our planning of our School Success Plan. Our Guiding Coalition met again in June to finalize the details of the plan. This same team will help align our professional learning plan with our SSP goals and action steps for the coming school year. During our first week of school detailed training will take place to give a thorough overview of all three goals and steps we will be making to meet those goals. In addition, a summary of our plan will be used to drive this process and help us to make sure all staff are aware and helping us to meet our goals.

Our School Success Plan work with teachers will take place during Wednesday Professional Learning sessions which will be connected by to our SSP along with applicable work our reading and math aides will be doing as we clarify the purpose of the work they are doing along with the connection it has with our reading and math goals outlined in our School Success Plan. Teams meet in weekly PLC meetings which will include several action steps outlined in our plan. Our Guiding Coalition will help teachers and staff make the connections between the work they are doing and our school goals.

In addition, as our PBIS and CLT teams meet, the work they are doing will be correlated with our School Success Plan. Our plan is to have our School Success Plan drive and align all the work we are doing to maximize student learning.

Families: Our school goals outlined in our School Success Plan and applicable action steps we will be taking will be shared in the following ways with our families. Part of our action steps in Goal #3 include a parent communication piece to keep families informed on routines/procedures and practices at our school.
-Back to School Night
-Parent Teacher Conferences
-Website
-PTA and Community Council Meetings
Our school goals will be shared at Back to School Night and progress updated during our Parent Teacher Conferences
-Marquee
-Data walls and information posted in the building for families when they visit our school.

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

- Promoting reading through summer “Books and Basketball” for students wanting to attend.
- Back to School Night building connections with families and setting a positive tone and goals for the coming year.
- Twice a year Parent-Teacher Conferences to share student progress and focus on individual student needs and achievement which will

lead to targeted goals.

- Monthly PTA meetings
- 5-6 Community Council meetings
- Schoolwide Literacy Night in the spring in collaboration with our PTA
- Grade level community events to recognize students such as 6th grade graduation, student monthly recognitions through “Student of the Month” awards that will recognize students on our tv screens schoolwide along with on our website.
- Classroom visits from our counselor along with communications sent our via Thrillshare messaging.