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: Hooper 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
- [x] White

Principal Name: Quinn Karlinsey

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Quinn Karlinsey		Holly White	
Mindi Kallas		Mechelle Hackwell	
Kamie Bolingbroke			
Jennifer Cummings			
Brittany Walker			

Priority #1 - Literacy

Goal: **By the end of the 2026-27 school year, 52% of students in grades 4-6 will be proficient on the RISE ELA assessment. 70% percent of K-3 students will be reading on grade level as measured by the Acadience assessment.**

Strategy 1	If there is an increase to 120 minutes of high quality, researched-based total tier 1 literacy instructional time, then there will be an increase in student proficiency.
Explain why/how the strategy is evidence-based for LPSGs.	Increasing Tier 1 literacy instructional time to 120 minutes per day, when rooted in high-quality, research-based practices, is strongly associated with improved student proficiency. Well structured literacy blocks allow for comprehensive teaching of foundational skills, vocabulary, comprehension, and writing. Systematic, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, are essential components to a strong literacy block. When teachers use evidence-based strategies within this extended block, students have increased opportunities for practice, feedback, and deeper engagement, which are critical for overall literacy development. Furthermore, Marzano and Hattie emphasize that increased instructional time is highly effective when coupled with quality instruction and active student engagement. Increasing Tier 1 literacy time to 120 minutes, if implemented with research-based methods and teacher collaboration, is likely to result in higher student proficiency.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
120 min ELA block	**MCWR (K-2) & FORI (3-6) 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.**	
Test scores	**Acadience & RISE Data**	**Acadience BOY data RISE EOY 2025-2026 data**	**By MOY 70% of K-3 students will be reading on grade level on Acadience.**		**By EOY 70% of K-3 students will be reading on grade level. By May 2027 55%**	

			By Jan. 2027 55% of 4-6 students will be at/near or above on an ELA RISE benchmark		**of 4-6 students will be proficient on the ELA RISE assessment.**	

Milestone 1: Develop a master schedule that will allow uninterrupted time for 120 minutes of Tier I ELA instruction that is adhered to by faculty and staff.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review/Modify the master schedule to ensure teachers provide 120 min of ELA instructional time	Quinn & Holly	Sept 2026	Hooper Master Schedule	n/a
☐	Develop professional development on the ELA block including explicit literacy routines such as MCWR, FORI and Basic 5 to be utilized during the literacy block.	Quinn & Holly	Oct 1 2026 and ongoing 1 x per month.	Hooper PD Plan	n/a
☐	Teachers implement professional development	Quinn & Holly	Oct 1 2026 and ongoing 1 x per month.	Link the FORI Link to MCW Basic 5 Checklist	State LIteracy

Milestone 2: Develop a system to monitor the ELA block.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create a form that monitors the ELA block time allocation.	Holly	Sept 2026	Link the form when complete & post tier 1 schedule outside the door or send in their schedule.	n/a
☐	Collect classroom observation data	Quinn & Holly	Oct-April 2026 2 x per month	Link the observation form when complete	n/a
☐	Review classroom observation data with teachers.	Quinn & Holly	Oct-April 2026 quarterly	Email and appointments	n/a
☐	Provide support for teachers not making progress toward the goal.	Quinn & Holly	All year - Ongoing	Coaching Cycles and Action Plans	n/a

Strategy 2	If we are intentional about literacy, data analysis, goal setting, reflection, and action, then there will be an increase in student proficiency in ELA.
Explain why/how the strategy is evidence-based for LPSGs.	Intentional data analysis, reflection, and action drive a focused, responsive, and strategic approach to instruction. Research shows that when educators systematically analyze student performance data, reflect on instructional practices, and set clear, measurable goals, they are better equipped to identify strengths, address learning gaps, and meet students needs.(DuFour & Hattie). The Professional Learning Community (PLC) model emphasizes that ongoing cycles of data-driven inquiry and collaborative reflection lead to more effective instructional decisions and improved student achievement. This continuous improvement process promotes accountability and ensures that literacy instruction is targeted and responsive to student needs. Studies by Marzano demonstrate that schools using regular data analysis and reflective practice see greater student growth, particularly in literacy. When students are included in goal-setting and progress monitoring, their sense of efficacy and ownership increases, which has been shown to enhance learning outcomes (John Hattie, Visible Learning). Ultimately, a culture of intentional reflection and data-driven action leads to stronger literacy achievement as both educators and students actively engage in the learning process.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Data binders & data walls	**Progress monitoring data, CFAs, RISE benchmark percentages**	**By October 10 we will collect baseline data through a student sample survey. BOY Data Binder Survey**	**By MOY (Jan) 50% of students surveyed will be able to articulate what data they are tracking and where they are at in their learning progression towards their EOY goal.**		**By EOY 90% of students surveyed will be able to articulate what data they are tracking and where they are at in their learning progression towards their EOY goal.**	
Progress monitoring and benchmarks	**Reflection Sheet for Benchmark and Progress Monitoring data**	**By September 10th teachers will evaluate BOY Acadience data and fill out a reflection sheet.**	**By the end of September, 100% of teachers will have completed their reflection sheet.**		**By the end of the school year, 100% of teachers will have completed their reflection sheet.**	

Milestone 1: Develop expectations and systems around data binders and data walls that empower students to track their own progress in ELA, reflection on growth, and take ownership of their learning goals.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	By the end of the first quarter, 100% of teachers will have a classroom data wall. All grade teams will have a data wall and each individual student will have a data binder/folder.	Quinn & Holly	By October 1st	Data binder examples, Hattie's research on self-reported grades, Hattie's research on student efficacy, Hattie's goal setting research Student Survey	Land Trust
☐	Determine baseline data of student sample survey	Quinn & Holly	10/10/26	Student survey Random students	Land Trust
☐	Review baseline data with teachers	Quinn	10/22/26	Survey Data	n/a
☐	Teachers implement data binders/walls into practice. This includes teachers identifying 5 focus students to prioritize.	Quinn & Holly	10/1/26	Coaching from IC Support and guidance from admin	n/a
☐	Conduct MOY survey	Quinn & Holly	By 12/17/26	Student Survey Random Students	TSSA
☐	Review MOY survey data and review expectations as needed	Quinn & Holly	1/7/27	Survey data	n/a
☐	Conduct EOY survey	Quinn & Holly	5/6/27	Student Survey Random Students	TSSA
☐	Review EOY survey data	Quinn	5/13/27	Survey Data	n/a

Milestone 2: Develop expectations and system for benchmark reflection process.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Professional Development centered around clarity of expectations concerning the benchmark reflection process.	Quinn & Holly	9/30/26	Reflection Sheet	Land Trust

☐	Evaluate BOY Acadience baseline data for each student.	Quinn & Holly	9/30/26	Reflection Sheet	n/a
☐	Review baseline data with teachers and set student growth and proficiency goals.	Quinn & Holly	9/30/26	Acadience Reflection Sheet	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	51300	
School LAND Trust	43000	
State Literacy	5700	

Priority #2 - Mathematics

Goal: **By the end of the 2025-26 school year, 55% of students in grades 4-6 will be proficient on the RISE Math assessment. 70% percent of K-3 students will be on grade level as measured by the Math Acadience assessment.**

Strategy 1	If there is an increase to 60 minutes of high quality, intentional, and researched-based total tier 1 instructional time, then there will be an increase in student proficiency. All grade-wide math blocks will include strong tier 1 instruction, math fluency and spiral reviews on essential learning targets.
Explain why/how the strategy is evidence-based for LPSGs.	Increasing total Tier 1 instructional time to 60 minutes with a focus on high-quality, intentional, and research-based practices has a significant impact on student proficiency. Research from Marzano's "The Art and Science of Teaching" emphasizes that effective Tier 1 instruction (core classroom teaching) serves as the foundation for student achievement. When students are exposed to more time in well-structured, evidence-based lessons, they benefit from repeated opportunities to engage with and master essential content. Increased, high-quality Tier 1 instructional time leads to better academic outcomes and reduces the need for intensive interventions. Embedding math fluency and spiral review into daily math blocks further strengthens student learning. According to research by Hattie (Visible Learning), frequent review and distributed practice, such as spiral review, have a strong positive effect on long-term retention and proficiency. Math fluency strategies help students develop automaticity and confidence in foundational skills, which supports their ability to tackle more complex problem solving tasks. Consistently including these components in grade-wide math blocks ensures all students repeatedly practice, leading to higher rates of proficiency and closing learning gaps across the grade levels.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
60 Minute Math Block	**Observation Tool**	**Baseline data will be taken by 10/1/26**	**By MOY 80% of teachers will be hitting 60 minutes of high quality Math instruction.**		**By EOY 100% of teachers will be hitting 60 minutes of high quality Math instruction.**	
Test Scores	**Acadience Math & RISE Data**	**Acadience Math BOY data RISE EOY 2025-2026 data**	**By MOY 70% of K-3 students will proficient on the Acadience Math Assessment By Jan. 2027 55% of 4-6 students**		**By EOY 70% of K-3 students will be proficient on the Acadience Math Assessment. By May 2027 55%**	

			will be at/near or above on an Math RISE benchmark		**of 4-6 students will be proficient on the Math RISE assessment.**	

Milestone 1: Develop a master schedule that will allow uninterrupted time for Tier I math instruction that is adhered to by faculty and staff.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1.Review/Modify the master schedule	Quinn & Holly	8/18/26	CLT meeting for master schedule	n/a
☐	2. Develop professional development on the Math block	Quinn & Holly	9/30/26	Schedule, Google Suite, Hattie, change management materials, HRS materials	n/a
☐	3.Teachers implement professional development	Quinn & Holly	9/30/26	Observation Tool	n/a

Milestone 2: Develop a system to monitor the Math block that will be implemented schoolwide with consistent routines.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Create a form that monitors the Math block time allocation.	Quinn & Holly	Sept 1 2026	WSD Math literacy block, School AI	n/a
☐	2.Collect classroom observation data	Quinn & Holly	Oct-April 2026 2 x per month	Observation Tool Calendar/Schedule	n/a
☐	3. Review classroom observation data with teachers.	Quinn	Oct-April 2026 quarterly	Observation Tool	n/a
☐	4. Provide support for teachers not making progress toward the goal.	Quinn & Holly	All year - ongoing	Action Plan Document Instructional Coach	n/a

Strategy 2	If teachers create grade wide unit plans that include strong tier 1 instruction, math fluency and spiral reviews on essential learning targets, then there will be an increase in math proficiency.
Explain why/how the strategy is evidence-based for LPSGs.	Creating grade-wide unit plans that incorporate strong Tier 1 instruction, math fluency, and spiral reviews of essential learning targets is critical for ensuring equitable, high-quality education for all students. According to Marzano's research in *The Art and Science of Teaching*, clear, consistent instructional planning across a grade level helps guarantee that every student receives access to the same rigorous and relevant curriculum, reducing learning gaps and promoting alignment with state standards. Strong Tier 1 instruction, which is high-quality, universal instruction provided to all students, is the foundation of an effective Multi-Tiered System of Supports (MTSS), ensuring that 80-90% of students' needs are met within the general classroom environment (Buffum, Mattos, & Malone, 2018). Emphasizing math fluency and implementing spiral reviews are both supported by long held research studies as effective strategies for building long term retention.. Regular spiral review and revisiting essential learning targets over time combats the "forgetting curve," as described by Ebbinghaus, and supports deeper mastery by interrupting the natural process of forgetting. Research highlighted in *Ten Steps to Complex Learning* shows that distributed and cumulative practice, such as spiral reviews, leads to stronger student outcomes compared to massed practice. Furthermore, focusing on math fluency—the ability to recall basic facts and procedures efficiently frees up cognitive resources for higher-order problem-solving. By collaborating to create grade-wide unit plans that include these elements, teachers not only ensure consistency and equity, but also leverage research based practices that improve both immediate and long-term student achievement. This approach fosters a culture of collective responsibility and continuous improvement, core principles of Professional Learning Communities as described by DuFour and Mattos, ultimately supporting all students in reaching essential academic milestones.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Unit Plans	**Grade Level Unit Plans**	**Review previous years unit plans and set expectations for unit plan format for the 2025-26 school year By 8/27/26**	**By October grade-wide teachers will have completed at least one unit plan for an essential math learning target.**		**By January grade wide teachers will have completed at least four unit plans for essential math learning targets.**	
Spiral Math Reviews	**Grade Level Spital Math Reviews & Observation Tool**	**Review last year's math reviews (if any) and set expectations, create a plan for**	**By October teachers will have created 1 grade level spiral math review.**		**By April 2026 grade level teachers will have created spiral math reviews for**	

		creating reviews by 10/1/25.			**all essential math learning targets.**	
RISE Math Benchmarks	Benchmark Data	1st RISE Benchmark for each essential learning target by 10/15/25.	By Jan. 2026 55% of 4-6 students will be at/near or above on an Math RISE benchmark on concepts taught.		By April 2026 55% of 4-6 students will be proficient on the summative Math RISE Assessment.	
Test Scores	Acadience Math & RISE Data	Acadience Math BOY data RISE EOY 2024-2025 data	By MOY 70% of K-3 students will proficient on the Acadience Math Assessment By Jan. 2026 55% of 4-6 students will be at/near or above on an Math RISE benchmark		By EOY 70% of K-3 students will be reading proficient on the Acadience Math Assessment. By May 2026 55% of 4-6 students will be proficient on the Math RISE assessment.	

Milestone 1: Teachers will create unit plans for each math unit.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1.Grade-level teams develop and share unit plans aligned to essential learning targets, with clear timelines and resources.	Quinn & Holly	Quarterly Oct 2026 - May 2027	Unit Plan Template, 7 critical steps template, performance descriptors, WSD Curriculum map, proficiency scales,	TSSA
☐	2.Unit plans include scheduled spiral review activities revisiting prior essential standards.	Quinn & Holly	Quarterly Oct 2026 - May 2027	Unit Plan Template, 7 critical steps template, performance descriptors, WSD Curriculum map, proficiency scales,	TSSA
☐	3.Unit plans reflect research based instructional approaches and pacing among grade-level teachers.	Quinn & Holly	Quarterly Oct 2026 - May 2027	Unit Plan Template, 7 critical steps template, performance descriptors, WSD Curriculum map, proficiency scales,	TSSA
	4.Teachers collaborate regularly to refine units, share results, and address student	Quinn & Holly	Weekly Oct 2026 - May 2027	Unit Plan Template, 7 critical steps template, performance descriptors, WSD Curriculum map, proficiency	TSSA

	needs as part of the PLC process.			scales,	

Milestone 2: Teachers will create grade level spiral reviews that focus on essential learning targets.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1.Unit plans include scheduled spiral review activities revisiting prior essential standards.	Quinn & Holly	Quarterly Oct 2026 - May 2027	Unit Plan - 99 Math, Engage NY Sprints, Rocket Math, ALEKS	TSSA
☐	2.Math fluency routines (timed practice, fluency practice) are embedded in lesson plans across the grade.	Quinn & Holly	Weekly Oct 2026 - May 2027	Routines- 99 Math, Engage NY Sprints, Rocket Math, ALEKS	Land Trust
☐	3.Exit tickets and formative assessments will be evaluated to look for improvement in retention and application of previously taught essential standards, reflecting the impact of spiral review activities.	Quinn & Holly	Weekly Oct 2026 - May 2027	Exit Tickets & CFA's	Land Trust

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	63,000	
School LAND Trust	42,500	

Priority #3 - Positive Behavior Systems

Goal: **Our school will implement a Positive Behavior Interventions and Supports (PBIS) System that will show a 15% total annual improvement (70% to 85%) as measured by Tiered Fidelity Inventory (TFI).**

Strategy 1	If our PBIS/Behavior Team improves our Tier 1 PBIS framework and continually focuses on an action plan centered around improving Tier 1 PBIS practices throughout the school, then we will be more effective in guiding and sustaining an effective Tier 1 PBIS framework.
Explain why/how the strategy is evidence-based for LPSGs.	Research supports that when schools have a dedicated Tier 1 PBIS (Positive Behavioral Interventions and Supports) team that meets at least monthly, they are more effective in guiding and sustaining high-quality implementation of the Tier 1 PBIS framework. According to the Center on PBIS (Sugai et al., 2021), frequent and structured team meetings promote data-driven decision-making, facilitate timely responses to behavior trends, and ensure alignment with schoolwide expectations. Monthly action planning allows the team to continuously evaluate the effectiveness of interventions, set measurable goals, and monitor progress, leading to improved student behavior and a more positive school climate. Additionally, research shows that schools with regularly functioning PBIS teams are more likely to sustain implementation fidelity and experience long-term improvements in student outcomes. Therefore, consistent team collaboration is essential to strengthening and maintaining an effective Tier 1 PBIS framework.

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: 50% Team 100% Implementation 56% Evaluation 88%**	**Total score 75% on TFI by the end of first quarter**		**Total score of 85% on TFI by the end of the 2026-27 school year**	
School Level PBIS Data	**Panorama, Fun Friday, Alt Recess, & Tickets**	**TBD**	**TBD**		**TBD**	

Milestone 1: Solidify Tier 1 PBIS Team and Operating Procedures

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source

☐	Reaffirm commitment of team members/find new team members if needed.	Quinn Karlinsey	Sept 2026	Mtg notes	NA
☐	Establish team's purpose and team norms and monthly meeting schedule	Quinn Karlinsey Brittany Walker	Sept 2026	Purpose and Norms used on monthly agenda and Calendar	NA
☐	Create monthly agenda	Brittany Walker	Monthly	Monthly Agenda with established norms and items that apply to team purpose	NA
☐	1.5 Update, share and celebrate the staff PBIS handbook and data with staff	Brittany Walker	Oct 2026	Fac Mtg Agenda item PBIS Handbook	NA

Milestone 2: Increase faculty commitment towards implementing PBIS system

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1.6 & 1.7 Share data regarding school-wide behavior with faculty monthly.	Brittany Walker	Monthly starting Oct 2026	Fac Mtg notes - Fun Friday participation, Panorama, Alt Recess, Blue tickets	NA
☐	Faculty support the continued implementation of daily behavior trackers for all students and support with planning and carrying out Fun Fridays for students that achieve 85% (monthly) or higher on behavior tracker.	Brittany Walker and Ashley Drosher	26-27 school year 1 x per week	Behavior trackers	NA
☐	1.8 Teachers will increase tangibles utilized in their classroom reinforcement system	Quinn Karlinsey, Brittany Walker	26-27 school year - Daily	Google Form	NA
☐	Blue tickets will be given throughout school in unstructured areas in order for students to earn a chance at Principal Plinko (weekly)	Quinn Karlinsey, Holly White, Brittany Walker	Sept 2026 - May 2027- Daily	Blue Tickets	?
☐	1.11 Community newsletter/Website explaining reinforcements	Brittany Walker	Sept 2026	TFI	NA

Strategy 2	If we increase student grit by introducing and focusing on this year's theme, "Grit, Growth & Kindness" and also continue with and reinforce our "Ride for the Brand and Code of the West," we will create connections, inclusivity and pride for our school
Explain why/how the strategy is evidence-based for LPSGs.	Teaching grit and empathy 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 setbacks, and maintain motivation, all of which are essential for academic and personal growth. Research also suggests that teaching grit and empathy 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**	**61%**	**63%**		**65%**	
Student Mustang Trackers	**Student Mustang Trackers**	**80%**	**82%**		**85%**	
Panorama	**Sense of Belonging**	**67%**	**69%**		**70%**	

Milestone 1: Introduce and teach lessons on grit.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. During our Welcome Back Assembly, I will introduce our theme with an emphasis on Grit, Growth & Kindness	2025-26 Welcome Back Assembly	8/24/26	Grit: The Power of Passion and Perseverance by Angela Duckworth Mindset: The New Psychology of Success by Carol Dweck	Quinn Karlinsey	N/A
2.Counselor lessons on Grit, Grace & Growth	Second Step	Throughout the 2026-27 school year - Weekly	Second Step Curriculum	Brittany Walker	N/A
3. Give Panorama Fall Survey and analyze results.	Survey Results (See Panorama)	10/1/26	Panorama Survey	Quinn Karlinsey and Brittany Walker	TSSA
4.Give Panoram Spring Survey and analyze results	Survey Results (See Panorama)	4/30/27	Panorama Survey	Quinn Karlinsey and Brittany Walker	TSSA

Milestone 2: Student and Staff recognition for cultivating a stronger sense of grit through Grit, Growth & Kindness recognitions.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.Grace and Grit Recognitions for Students	Celebration and recognition for acts of kindness and grit. Grit and Grace Positive Parent Phone Calls	Oct - May 2027 Monthly	Blue Tickets	Quinn Karlinsey, Brittany Walker, Ashley Droscher, Holly White and Hooper Teachers.	Positive Behavior Grant
2. Data Celebrations	Increase students sense of grit through attending Fun Friday Activities Fun Friday Example	Oct - May 2027 Monthly	Mustang Tracker	Brttany Walker and Ashley Droscher	Positive Behavior Grant
3. Grit, Growth & Kindness Recognitions for Staff	Celebration and recognition for acts of kindness and grit. Staff Grace and Grit Recognitions	Oct - May 2027 Monthly	Grit, Growth & Kindness Ticket	Quinn Karlinsey, Brittany Walker, Ashley Droscher, Holly White and Hooper Teachers.	Positive Behavior Grant

Milestone 3: Increase positive student - adult connections and strengthen peer relationships

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.Identify EOY “red” students in LPSG from previous years panorama survey	Panorama Lists	September 2026	Panorama Data	Quinn Karlinsey, Brittany Walker, Ashley Droscher, Holly White and Hooper Teachers.	Positive Behavior Grant
2. Separate “red” students by group (Attendance, Academics, Behavior & SEL)	Spreadsheets	September 2026	Panorama Data	Brttany Walker and Ashley Droscher	Positive Behavior Grant
3.Train/retrain staff on 2x10 and assign staff to “red” students for 2 x 10 connections	Spreadsheets with assignments & Accountability sheets	Oct 2026-December 26 school year	Train/Retrain on 2 x 10 technique	Quinn Karlinsey, Brittany Walker, Ashley Droscher, Holly White and Hooper Teachers.	Positive Behavior Grant
4. Teach Hope Squad assignments	Letters of affirmations to students - classroom visits (readings)	2026-27 school year	Empathy books	Brittany Walker	Positive Behavior Grant

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
Positive Behavior Plan	4000	
TSSA	18,100	

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 STEAM and Literacy Night will highlight the selected book through interactive activities, discussions, and themed stations. Families will be invited to participate in hands-on STEAM 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 Grit, Growth & Kindness theme via email/newsletter in order to help students and parents understand that grit is a key element for success in school and life. We will also emphasize the importance of grace as well as means of showing kindness, empathy and understanding.