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

School Name: H. Guy Child

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: Chance Adams

SSP Framework

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Chance Adams		Charlie Cook	
Ami Loder			
Kris Dearing			
Lexus Danielian			
Angie Richards			

H. GUY CHILD ELEMENTARY SCHOOL SUCCESS PLAN 2026-2027

OUR THREE BIG GOALS

1 LITERACY GOAL

- INCREASE STUDENTS READING AT GRADE LEVEL (K-6) BY 5% BOY TO EOY
  (Acadience Reading Assessment)
- GRADES 3-6 ELA RISE PROFICIENCY: 33% to 37%
- 80% OF STUDENTS WITH DISABILITIES ACHIEVE TYPICAL OR BETTER GROWTH
  (Composite score, Acadience, Pathways of Progress)

2 MATH GOAL

- INCREASE PROFICIENT STUDENTS (K-6) BY 5% BOY TO EDY
  (Acadience Math Assessment)
- GRADES 3-6 MATH RISE PROFICIENCY: 35% to 39%
- 80% OF STUDENTS WITH DISABILITIES ACHIEVE TYPICAL OR BETTER GROWTH
  (Composite score, Acadience, Pathways of Progress)

3 PBIS GOAL

- INCREASE TIER 1 TIERED FIDELITY INVENTORY (TFI) SCORE BY 10%
- INCREASE TIER 2 TIERED FIDELITY INVENTORY (TFI) SCORE BY 15%



5 STRATEGIES TO ACHIEVE OUR GOALS

IMPLEMENT FORI ROUTINE:
Implement the FORI routine to monitor student progress towards on grade level.



TRACK DATA BINDERS:
Utilize data binders for both teachers and students to track progress and foster ownership.



WRITE LEARNING OBJECTIVES:
Write and communicate clear, standards-aligned learning objectives to students.



INCORPORATE RISE BENCHMARKS:
Incorporate RISE Benchmarks in units of instruction to prepare for summative assessments.



APPLY CLASSROOM INSTRUCTIONAL STRATEGIES:
Ensure strong implementation of classroom instructional strategies to decrease disruptions and increase engagement.

for grades 4-6, that indicator decreased from Fall to Spring. It was a minor decrease for 4th and 5th but more of a major decrease in our 6th grade cohort. They had a teacher change in the middle of the year and the cohort in general had more significant behavior incidents happen this year. There were some adjustments to expectations and systems that many of the students in the cohort did not like due to them being higher expectations and more consistent accountability to the expectations.

For PBIS systems, H. Guy continues to make significant progress. We saw a 10% increase in our overall Tier 1 TFI score. We are working through the Tier 1 Pillars for school wide systems as well as working on the classroom Tier 1 pillars. We know we need to still work on the classroom vs office managed incident system. We also need some attention to classroom systems as well as the instructional practices such as OTRs and keeping a 5:1 ratio for positives to correctives in the classroom instruction.

Overall, we see that the decreasing trend has switched to an increasing trend for academics. We also see the systems improving for Tier 1 PBIS for both school-wide expectations and classroom expectations. We exited TSI for Hispanic students and ELL students. We are still in ATSI for students with disabilities. We see that we need to focus more on those specific students and monitor their progress as we improve our Tier 1 instructional practices, routines, and strategies. We have adjusted the master schedule to make sure that students with disabilities have access to the Tier 1 time of instruction in the class room as well as Tier 2 instruction time for grades K-3 with our walk to intervention time. We are now focusing on improving the actual instruction happening at those times. Once we can guarantee that high quality Tier 1 instruction is happening in classrooms, if we continue to not see results with our students with disabilities then we can evaluate our MTSS to address their needs.

We also recognized that there is a need for a mindset change about some of the state assessments. We have seen improvement this year on Acadience assessments and we believe it’s a big part due to the attention and emphasis we put on Acadience this year as a school. We have not been performing as well on the RISE assessments so we want to improve the culture around RISE as well as encourage a culture where all students want to give their best efforts. Our strategies this year are focused on making changes to the mindset in both staff, students, and the community.

Resource Allocation Review (RAR)

The RAR is **required for all schools that have an ATSI, CSI, or MRI** designations for one or more Low Performing Student Groups (LPSG). Please review the following questions and provide applicable data to support your current resource allocations and/or any narrative you feel would be applicable.

Review Question	Data Informed Response
What evidence-based practice(s) are being implemented to support LPSGs and is there a need for different evidence-based practice(s)?	The entire school is engaged in unit planning as a grade level team. A part of the unit plan we are focusing on this year is for teachers to have clear success criteria for new content being taught in math and ELA. If all students including students with disabilities know what they are trying to learn in each lesson and know how they will know if they know it, then they will have less cognitive energy used trying to figure out what is going on in the lesson and more likely have success in learning that content.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	As the principal, I recognize that we need to build time for adult learning and implementation. We want to format our PD for the year to include chunk sized pieces of new information for the adults and also provide time for them to work on implementation of that information. To have an impact on the learning for students with disabilities, we are looking to create and instill effective teaching habits in all of our professionals at our school. Our Guiding Coalition will plan the PD as we move through the year.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	Currently, our resources are allocated as follows: ● **Human:** We will have 1.5 FTE SPED Teachers and 2 SPED aides that are each 5.75 hrs per day. Some of the time will be pull out and others will be push in support. We also have 4-6 reading intervention aides that support teachers in the walk to intervention time. We also have some very expert aides within those other reading aides that have been doing some one-on-one support for some of our students with disabilities. ● **Fiscal:** We are using school funds to pay for the majority of the aides. We are also using the funds for supplemental software and material needs. ● **Time:** Our master schedule has already ensured that students with disabilities access Tier 1 and Tier 2 instruction in their classrooms. We also have made it so that in grades K-3, students with disabilities will have access to the walk to intervention time and any additional pull out service happens separately from the walk to intervention time. We want to look at more ways to support our students with disabilities so that all staff are helping them to progress and not just SPED designated employees. We aren't sure how we are going to continue to refine all our practices yet but it will remain an item of constant discussion within our teams and our school.
How have you adjusted your master schedule to ensure LPSGs receive Tier I instruction with peers and have access to Tier II & III supports? Explain how this will address any inequities for LPSGs?	We have adjusted the master schedule to make sure that any pull out services do not conflict with Tier 1 instruction times. We also adjusted the schedule to make sure K-3 grades didn't have any pull out services overlap with the walk to intervention time. We would like to make that happen for all grades if we can get the adequate staff available to make that happen. If we ensure that students with disabilities get good Tier 1 instruction and have access to fluid Tier 2 interventions, then hopefully they will achieve more growth.

What data is being collected to monitor student learning and how often is this data analyzed?	We are still working on what data we should collect for students with disabilities and how we will collect it. That system will be an early priority for the Guiding Coalition to work out as we start implementing this year's action steps and strategies for this year's SSP.
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	We plan to use our general reading aides more to support students with disabilities rather than only relying on designated SPED aides.

Priority #1 - Literacy

Goal: **By the end of the 2026-2027 school year:**

- **We will increase the number of students reading at grade level in grades K-6 by 5% from BOY (Beginning of Year) to EOY (End of Year) as measured by the Acadience Reading Assessment.**
- **On the ELA RISE, grades 3-6 will increase from 33% to 37% proficient.**
- **80% of Students with Disabilities will achieve typical or better growth on their composite score for Acadience Reading Assessment as measured by Pathways of Progress.**

Strategy 1	If teachers continue to implement the FORI routine and monitor student progress, then more students will reach and maintain reading on grade level.
Explain why/how the strategy is evidence-based for LPSGs.	1. Teachers will be monitoring students with disabilities and responding to their needs throughout the year. 2. If students with disabilities have regular fluency practice with the FORI routine, they will develop stronger reading skills and improve their overall fluency.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teams have FORI Routine scheduled in the master schedule and adhere to that schedule. Teams analyze Progress Monitoring Data at least monthly.	FORI Walkthrough Tool data Progress Monitoring Tracking Sheet	In the 25-26SY, 5 out of 7 grades had the FORI routine posted on the digital master schedule. All grades had evidence of implementing the FORI routine through walk through observations. About 60% of teachers entered data monthly on a tracking sheet.	By end of December 2026, 100% of teams will have the FORI Routine posted on digital master schedule and adhere to it. 80% of teachers will have BOY and at least two more progress monitors discussed and tracked in a data dive.		By end of the 26-27SY, 100% of teams will have the FORI Routine posted on digital master schedule and adhere to it. 95% of teachers will have BOY, MOY, and EOY data and at least 4 progress monitor data discussed and tracked in a data dive.	

Students will show improvement from BOY to EOY on Acadience Reading Assessment	Acadience Reading Benchmarks	Administer BOY Acadience Assessment. Enter data here once complete.	3% Increase from BOY to MOY		5% Increase from BOY to EOY.	

Milestone 1: Teachers are using the fluency routine with fidelity.

	Action Steps (the how)	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Prepare Walkthrough tool and train observers for how to use the tool.	Ami Loder	September 1	Walkthrough Tool	No Cost
☐	Create Walkthrough schedule	Ami Loder	September 15	Walkthrough Schedule	No Cost
☐	Teams enter FORI time block on Digital Master Schedule	Ami Loder support teams to complete	September 30	Master Schedule	No Cost
☐	Provide PD to Teachers on data collected from walkthroughs.	Chance lead GC	August 18 and ongoing according to our PD plan schedule.	Slideshow for PD	No Cost

Milestone 2: Teachers are tracking student Progress Monitoring Data and doing a data dive at least monthly.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Grade level teams set up spreadsheet	Ami Loder support teams to complete	September 30	Data Folder	No Cost
☐	Teams review and track Progress Monitoring data once a month & invite Chance and Ami	Ami Loder support teams to schedule calendar invite.	~~Start by September 30th and ongoing Monthly~~ BOY Data Entered for September then first PM check in	Data Folder Team Meeting Tracking Sheet	TSSA and Trustlands for Aide Salaries to help complete PMs.

			October.		
☐	Teachers will read with each student once a quarter (Create Document for tracking that)	Ami Loder	September 30	Teacher Reading Tracking	No Cost

Strategy 2	If student progress is tracked and monitored in a data binder by both teachers and students, then students will perform better and have more ownership in their own progress.
Explain why/how the strategy is evidence-based for LPSGs.	1. John Hattie's effect size list has student self reporting grades as one of the top practices for influencing student learning. When students track their progress and then have expectations of how they will perform, and teachers help them meet or exceed those expectations, it builds confidence in the students. As students with disabilities engage in this practice, they will better understand their own progression in their learning and build confidence. 2. Better tracking of progress by both students and teachers will help to see if students with disabilities are making adequate progress and respond in a timely manner if they aren't.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Data binders are given to each student and are monitored.	Data Binder Completion Checklist	No school-wide data binder exists.	95% of classes have the binders created and ready		95% of classes have data entered and tracked in the binder	
Students can pull their data binder and explain what is in there and why.	Data Binder Student Survey Checklist	No school-wide data binder exists.	70% know about the binders and that they exist.		80% of students can speak to the data in their binder	

Milestone 1: Teachers provide Data Binders for each student and designate time to enter and review data with students.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Meet with teams for binder format (digital or physical)	Ami Loder	October 22	Team Report Sheet	No Cost

☐	Purchase physical materials needed	Ami Loder	November 24		TSSA
☐	Assemble materials and give to students	Ami Loder and Aides	December 11		TSSA (Aides helping)
☐	Monitor with teams monthly on progress in the binders.	Chance and Ami	On going once started (Jan. 4)	Team Binder Monitoring Sheet	No Cost

Milestone 2: Students are using Data Binders and can speak about the data in them.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide PD for effective data binder usage and implementation	Chance and Ami	December 1	Data Binder Slide Shows	No Cost
☐	Develop student survey form	Chance and Ami	December 1	Student Data Binder Survey	No Cost
☐	Once binders are distributed and used, conduct walk through checks with the students.	Chance initiate with GC members	On going once started (Jan. 4)	Student Data Binder Data Sheet	No Cost

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	$43,000 (Aide Salaries, Stipends for School Teams, Supplemental Software, Tech, Materials and supplies)	

School LAND Trust	$35,000 (Aide salaries for reading interventions and support for progress monitoring, supplementing Coach Salary)	
State Literacy Money	$6,000 (Aide salaries and materials for reading support)	

Priority #2 - Mathematics

Goal: **By the end of the 2026-2027 school year:**

- **We will increase the number of students proficient in grades K-6 by 5% from BOY (Beginning of Year) to EOY (End of Year) as measured by the Acadience Math Assessment.**
- **On the Math RISE, grades 3-6 will increase from 35% to 39% proficient.**
- **80% of Students with Disabilities will achieve typical or better growth on their composite score for Acadience Math Assessment as measured by Pathways of Progress.**

Strategy 1	If teachers intentionally write clear, standards aligned learning objectives and communicate those objectives to students, then students will have a better understanding of what they are learning, why they are learning it, and how they'll know they learned it.
Explain why/how the strategy is evidence-based for LPSGs.	For students with disabilities, this strategy will: 1. Reduce Cognitive Load: Clear objectives act as a roadmap for students allowing them to focus 100% of the effort on the task at hand rather than trying to figure out what the task is. 2. Provide Needed Predictability: Reduces anxiety and ambiguity which can be stressors for certain disabilities. Communication through success criteria removes the guesswork and creates a safe, predictable environment that is transparent. 3. Support Metacognition and Self-Regulation: Many students with disabilities have difficulty with metacognition and by having clear success criteria they can better self-monitor.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Success Criteria is posted and referred to during instruction.	Walkthrough Tool Data Sheet	Collect Baseline in September	70% Posting and referring to criteria throughout the lesson		95% Posting and referring to criteria throughout the lesson	
Students can retell the success criteria.	Student Walkthrough Tool Data Sheet	Collect Baseline in September	50% of students able articulate criteria		75% of students able articulate criteria	

Milestone 1: Success Criteria is communicated and used for instructional purposes on a daily basis.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop success criteria walkthrough tool	Chance Adams	September 1	Walkthrough Tool	No Cost
☐	Provide initial professional learning to all teachers including professional learning protocol.	Chance Adams	November 24	Professional Learning Slides	No Cost
☐	Conduct walkthrough observations collecting implementation data	Chance Adams Ami Loder	Ongoing once started (Nov. 30)	Observation Data Sheet	No Cost
☐	Provide feedback and job-embedded coaching and/or ongoing professional learning	Chance Adams Ami Loder	Ongoing once started (Nov. 30)	Coaching Cycle Data Professional Learning Slides	Trustlands (supplementing coach salary)

Milestone 2: Students are able to verbally state what they are learning, why they are learning it, and how they will know they learned it.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop student walkthrough form.	Chance Adams	September 1	Walkthrough Tool	No Cost
☐	Conduct classroom visits collecting data from students with disabilities & general education students	Chance Adams Ami Loder GC Members	Ongoing once started (Nov. 30)	Observation Data Sheet	No Cost
☐	Check in on CFA data with teams monthly once started.	Chance Adams	Ongoing once started (Nov. 30)	Recording Sheet	No Cost

Strategy 2	If teachers incorporate RISE Benchmarks in their units of instruction then students will be better prepared for RISE summative assessments.
Explain why/how the strategy is evidence-based for LPSGs.	As students with disabilities engage in RISE Benchmarks, they will become more familiar with the testing format. This will reduce the cognitive load for when they take the RISE Summative Assessment at the end of the year allowing them to perform better at their actual ability level for the content. It will also help to improve the culture and mindset around the RISE assessment to encourage the students to give their best efforts.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers in grades 3-6 will administer a RISE Benchmark assessment for both Math and ELA monthly.	Monthly Tracking Sheet	Benchmarks have been given inconsistently across grades 3-6	80% of teachers gave at least 3 Math and 3 ELA Benchmarks.		95% of teachers gave at least 6 Math and 6 ELA Benchmarks.	
Students will manipulate the RISE Benchmark platform with little effort and support.	Student Survey Form	Benchmarks have been given inconsistently across grades 3-6 and students have been on a wide spectrum of ability to manipulate the RISE platform.	40% of students can answer positively to 70% of the survey form questions.		70% of students can answer positively to 80% of the survey form questions.	

Milestone 1: Teachers are administering a Math and an ELA RISE Benchmark each month.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create Monthly Tracker Sheet	Ami Loder	September 1	RISE Benchmark Tracking Sheet	No Cost
☐	Provide PD on administering a Benchmark and the protocol for tracking Benchmarks given.	Ami Loder	September 30	PD Slides for RISE Benchmarks	No Cost
☐	Monitor Monthly that Benchmarks have been administered and recorded.	Chance Adams	Monthly starting for the month of Oct.		No Cost

Milestone 2: Teachers are incorporating the RISE Benchmarks within their units of instruction.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop routine for administering a RISE Benchmark effectively (pre, instruction, post, direct instruction on the Benchmark)	Ami Loder	January 8		No Cost
☐	Provide PD for how to implement the RISE Benchmark Routine Effectively	Ami Loder	January 8	Slides for RISE Benchmark Routine	No Cost
☐	Teachers add applicable RISE Benchmarks into their units of instruction.	Teams and Ami	Starting by Jan then ongoing.	Monitoring the Work	No Cost

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	$43,000 (Aide Salaries, Stipends for School Teams, Supplemental Software, Tech, Materials and supplies)	
School LAND Trust	$35,000 (Aide salaries for reading interventions and support for progress monitoring, supplementing Coach Salary)	

Priority #3 - Positive Behavior Systems

Goal: **H. Guy Child will achieve a 10% increase in the overall score for the Tiered Fidelity Inventory (TFI) for Tier 1 and a 15% increase in the overall score for the Tier 2 TFI.**

Strategy 1	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 will impact students with disabilities in the following ways: 1. All students will be more engaged in the Tier 1 instruction including students with disabilities. 2. The classroom environment will be less disruptive causing distractions.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers will increase their opportunities to respond (OTR) and their ratios of positive to corrective interactions (5:1)	Basic 5 Observation Tool	Collect Baseline in first month	Will make after baseline data.		Will make after baseline data.	
Student Engagement will increase.	Basic 5 Observation Tool	Collect Baseline in first month	Will make after baseline data.		Will make after baseline data.	

Milestone 1: Teachers will have a ratio of 5 positive acknowledgements for meeting expectations (or more) to 1 behavioral correction.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Collect Baseline Data with Basic 5 Tool	Chance, Ami, Kris	~~September 18~~ September 30	Basic 5 Data Sheet	No Cost
☐	Provide faculty training on the ratio of interactions referring to school data.	Ami, Kris	October 1	Slides for training	No Cost
☐	Check that Classroom Tier 1 Pillars are in place.	Ami, Kris	September 18	Teacher Checklist	No Cost

☐	Monitor and collect ongoing data with the Basic 5 tool and provide support, coaching, and PD	Kris	Start in September then ongoing	Basic 5 Data Sheet	No Cost

Milestone 2: Teachers will increase student engagement through student Opportunities to Respond.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Collect Baseline Data with Basic 5 Tool	Chance, Ami, Kris	September 18	Basic 5 Data Sheet	No Cost
☐	Provide faculty training on a variety of ways to give opportunities to respond referring to school data.	Ami, Kris	October 1	Slides for training	No Cost
☐	Monitor and collect ongoing data with the Basic 5 tool and provide support, coaching, and PD	Kris	Start in September then ongoing	Basic 5 Data Sheet	No Cost

Strategy 2	If our school has an established Tier 2 Behavior Student Success Team (BSST) that meets at least twice a month, then our team will be able to provide Tier 2 Behavior Support early on with students in need.
Explain why/how the strategy is evidence-based for LPSGs.	Students who need Tier 2 Behavior support often are students with disabilities. Having the BSST in place will help to provide behavior support sooner for students with disabilities.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Team assembled and meeting regularly with agendas for each meeting.	**Agendas for each meeting.**	**This is a new team being created.**	**BSST will have met at least 8 times.**		**BSST will have met at least 16 times.**	
BSST meetings are student focused and students getting support.	**Minutes from the Agendas**	**This is a new team being created.**	**50% of the Minutes will have student specific needs as a focus.**		**50% of the Minutes will have student specific needs as a focus.**	

Milestone 1: Establish BSST Team assembled and Operating Procedures

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Adopt an agenda and create protocol for accessing and saving the agendas and minutes.	Chance lead	September 30	BSST Agendas and Minutes	No Cost
☐	Establish necessary roles, norms, and operating procedures for the meetings.	Chance lead BSST Team	September 30	BSST Norms and Procedures	TSSA (Stipend for Team Members)
☐	Train the team on the purpose of the BSST and on how the team will function	Chance lead	Start in Sept. and ongoing	BSST Agendas and Minutes	TSSA (Stipend for Team Members)
☐	Continue providing PD for Tier 1 classroom management and consequence hierarchy and refine documentation procedures to have accurate BSST data.	Chance	Start in Sept. and ongoing.		

Milestone 2: BSST Team meets regularly and runs effectively

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Calendar the meetings for the year.	Chance	September 30		No Cost
☐	Hold the meetings following an agenda and keeping minutes.	Chance Lead	Start in Sept. and ongoing	BSST Agendas and Minutes	TSSA (Stipend for Team Members)
☐	Follow the agenda and engage in the post meeting reflection on following team norms, procedures, and protocols.	Jamie Booth Lead	Start in Sept. and ongoing	BSST Agendas and Minutes	TSSA (Stipend for Team Members)

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	$38,000 (Stipends, Salaries, Materials, Panorama)	
School LAND Trust		
Positive Behavior Plan	$4,000 (Stipend for PBIS Building Specialist and materials for School-Wide PBIS systems)	

Parent Communication Plan

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

We will communicate the SSP to the staff in our back to school training and faculty meetings and refer back to it through training and PD in the school year. We will post the SSP to our school Website and also present it to our parent groups in the PTA and the Community Council and seek input from the parent side of the community for adjustments that might need to be made and for how to involve the community more. We will provide updates in each Community Council meeting on the progress of the plan.

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

We discussed as a Guiding Coalition that we would like to do some form of a Parent University where we would send out information about how the parents can support their student in school. We have not worked out the details yet. Something we will continue to do to engage parents is to have community and family events that bring the families into the building. One event in particular is our Literacy Night. We do about a month-long challenge where students track minutes read at home for us to work towards a goal as a school leading up to the Literacy Night. Our Bonneville Communities that Care provides a book for each household that we base the theme for the month and the literacy night on. The books are always ones that connect to building positive character traits in its readers. We also use our social media platforms to try and connect to the community and share the great things going on at the school.