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: Kanesville Elementary

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Shane Rasmussen

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Shane Rasmussen		Chase Hansen	
Meggen Ward		Mandee Soltys	
Kristi Connell		Krystin Amaya	
Brooke Ramos			
Sheila Roche			

Updated: February 2026

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)?	Our English Learner (EL) students participate in targeted small-group instruction twice a week with Karin Mikawa in the dedicated EL classroom. These sessions are intentionally designed to address individual language development needs, focusing on listening, speaking, reading, and writing skills aligned with state English Language Proficiency standards. Karin incorporates a variety of instructional strategies, such as vocabulary scaffolding, guided reading, interactive language activities, and culturally responsive materials, to ensure lessons are both engaging and relevant. This consistent, focused support helps students build the academic language necessary to access grade-level content and make measurable progress toward English proficiency.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Karin Mikawa will be providing targeted professional development sessions aimed at equipping teachers with practical strategies and tools to effectively support their English Learner (EL) students. These trainings will focus on increasing teacher awareness of the unique linguistic and cultural needs of EL students, as well as offering research-based instructional practices that can be integrated into daily lessons across all subject areas. Topics may include scaffolding academic language, differentiating instruction, incorporating visual supports, and fostering inclusive classroom environments. In addition to these scheduled trainings, Karin will participate in Professional Learning Community (PLC) meetings whenever her schedule allows, offering real-time guidance, answering questions, and collaborating with grade-level teams to address specific student needs. To ensure this support is consistent and accessible, her involvement will be formally incorporated into the master schedule, providing a structured opportunity for teachers to learn, apply, and refine strategies that directly benefit EL student achievement.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	Our school is supported by a full-time English Learner (EL) paraprofessional who works closely with students to provide targeted academic assistance, language development support, and individualized attention throughout the day. In addition, we partner with the Latinos in Action program from Westfield High School, whose student volunteers come to our campus to mentor and support our EL students. These volunteers provide a range of assistance, including homework help, language practice, and social-emotional support, helping to create a more inclusive and engaging learning environment. Together, the EL paraprofessional and the high school volunteers enhance our capacity to meet the academic and personal needs of our EL students, fostering both language growth and confidence in the classroom.
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 ensured in our master schedule that EL students are not getting pulled during tier 1 instruction. This will ensure that EL students have the same access to tier 1 instruction and their classmates. When we complete our master schedule for the year we will ensure that they also have access to tier 2 and tier 3 instruction. This will ensure that our EL students get the same support as their classmates.

What data is being collected to monitor student learning and how often is this data analyzed?	Teachers conduct biweekly assessments (CFAs) to track student understanding and guide instruction. Students requiring Intensive or Strategic support participate in 30-minute interventions four days a week through the 95% Group. To ensure growth, teachers monitor Acadience reading and math progress on a tiered schedule: every two weeks for Intensive and Strategic students, every three weeks for those at Benchmark, and every four weeks for students Above Benchmark. RISE benchmarks are given grades 3-6 and data reviewed periodically. This data-driven approach allows for timely adjustments to meet each student's specific academic needs.
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	There is a possibility that we will allocate dedicated aide support for our English Learner (EL) students during their time in general education classrooms. This additional support would allow EL students to receive real-time assistance with understanding grade-level content, participating in classroom discussions, and completing assignments. The aide would work collaboratively with the classroom teacher to provide scaffolding, clarify instructions, and offer individualized language support, ensuring that EL students can access the curriculum alongside their peers. By embedding this support directly within the general education setting, we aim to promote inclusivity, reinforce language development in authentic contexts, and enhance the overall learning experience for EL students while maintaining high academic expectations.

Priority #1 - Literacy

Goal: **By the end of the 2026-2027 school year, Kanesville Elementary School aims to increase the percentage of K-3rd graders reading at grade level (blue) from 58% to 61% according to Acadience assessments.**
By the end of the 2026-2027 school year, Kanesville Elementary School aims to increase the percentage of 4-6th graders reading at grade level (blue) from 50% to 53% according to Acadience assessments.
By the end of the 2026-2027 school year, English Learners (ELL) will increase their RISE ELA proficiency from 12% to 15% (a 3% increase) to facilitate the accumulation of the 7.93 accountability points required to exit ATSI status.

Strategy 1	IF teachers intentionally create and utilize 2–5 question CFAs as part of the Unit Planning and PLC process to identify individual student needs, THEN the school will be able to provide targeted ELA interventions that improve grade-level reading proficiency for all students, including English Learners
Explain why/how the strategy is evidence-based for LPSGs.	This strategy will help our EL population by providing data when they need help or extensions. The ELL student group is currently in ATSI status and needs to reach an exit target score of 40.86% by 2026.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Using the Unit Plan (Scope and Sequence) to map out CFAs as part of the PLC process. (current unit plans to be reviewed and adjusted)	**PLC Agenda**	**# teams with 4 or more unit plans**	**2 unit plan 1 math and 1 ELA in 1st quarter. 4 unit plans 2 math and 2 ELA in 2nd quarter.**	**# of teams with 8 or more unit plans complete**	**100% of teachers will complete 14 unit plans. 7 ELA, 7 Math.**	**# of teams with 14 or more**
Tracking of CFA data	**Student Data spreadsheet**	**# of teams tracking CFA data 2-4 times a month.**	**4/7 teams tracking data 2-4 times a month**		**7/7 teams tracking CFA data 2-4 times a month.**	
MCW Walkthrough tools teacher data		**Get Baseline in September**	**% of MCW routine taught**		**Increase % based on Semester 1 target**	
Weekly student assessment data		**# of students reaching**	**TBD after 1st of the year**		**TBD after 1st quarter progress**	

		proficiency in weekly CFA assessments	**assessment**			

Milestone 1: Adjust/review scope and sequence to direct CFAs for ELA

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
	PLC Kick off: As part of a strong PLC process, teachers will work together to create current norms and agendas that fit their new teams. Professional Learning will be integrated to foster strong team building moments and improve overall staff culture.	Shane	August 25th/26th	Strengthen collaborative team culture by intentionally building trust, relationships, and collective efficacy among staff, creating the conditions necessary for effective PLCs and improved student outcomes. Link to Document for Faculty meeting intentions	TSSA
☐	Teams locate and review their current scope & sequence for ELA standards in their unit plans. Identify the important elements needed. 1. Standards and Learning Targets 2. Scope and sequence so that all teams are teaching on the same day. 3. CFA's 4. Tier 2:(what do we do if they get it and not) Teams will schedule a ½ day to plan their scope and sequence.	Kristi Connell	September 9th 1st quarter each team will schedule their Unit Planning Day	Unit Plan or PLC Agenda	TSSA
☐	Align Standards and Learning Targets to current unit plans. Tools and strategies given at PD Guiding Coalition will work out a plan to add needed elements to current Unit Plans and set up plan for future Unit Plans	Krystin	Date Sept 16, 2026 October 1st	Guiding Coalition	TSSA
☐	Begin planning the first ELA CFA around the first unit of instruction.	Kristi Connell	Sept 11, 2026 TBD following October Guiding	Unit Plan or PLC Agenda	NA

			Coalition meeting		
☐	Continue using scope and sequence to map out plans for ELA priority standards and CFAs.	Kristi Connell	Ongoing in PLCs	Follow up review of the work of teams document in Guiding Coalition meeting	TSSA
☐	Use Lexia resources and learning platform to create intentional Tier 2 instruction around student needs. Utilize the IRPs and Sub Measure gap form to support LPSG working closely with Literacy coach and aide to improve these processes.	Shane Krystin	January BOY-Data Analysis-Initial IRP creation MOY data analysis to support students	Lexia training on how to utilize resources District materials	TSSA

Milestone 2:Support best practices of instruction for literacy using MCW routine for K-2.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	MCW routines will be added to the master schedule consistently implemented, walkthrough tool will be used to monitor routines, meaningful feedback will be given to teachers.	Krystin	October 5th	MCW Teacher tracking form	NA
☐	Set Monthly goals around the routine in guiding coalition meetings.	Shane, Kristi, and Krystin	November 2nd Goal 1 January 11th Goal 2		NA

Strategy 2	IF teachers conduct a deep dive into WIDA assessment results and gain an understanding of "Can Do" descriptors to shift toward an asset-based framework, THEN English Learners will receive the specific linguistic scaffolding required to close achievement gaps and access grade-level core instruction

Explain why/how the strategy is evidence-based for LPSGs.	WIDA's Can Do Descriptors shift teacher perception toward an asset-based framework. By learning exactly what a student *can* do at their specific English Proficiency Level (Levels 1–6), teachers are equipped to design instruction that honors the student's current linguistic capabilities while systematically scaffolding them to the next level. Research shows that maintaining high cognitive expectations paired with appropriate language scaffolding is critical to closing achievement gaps for LPSGs.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Monitoring ELL Student progress	**Acadience Progress monitoring EL only**	**% of ELL students reading at or above grade level BOY**	**Increase % of students reading at or above grade level by 3%**	**Use MOY Acadience reading data**	**Increase % of students reading on grade level by 3%.**	**Use EOY Acadience Reading data**
FORI Walkthrough tools teacher data		**Get Baseline in September**	**% of FORI routine taught**		**Increase % based on Semester 1 target**	
Monthly Acadience Progress Monitoring		**# of students reaching proficiency in monthly progress monitoring with Acadience**	**TBD after 1st of the year assessment**		**TBD after 1st quarter progress**	

Milestone 1: Support best practices of instruction for literacy using FORI model for 2nd-6th grades.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Introduction: Schedule Vanessa Brian from the Curriculum Department to introduce the FORI model to staff	Krystin	November 11th	Presentation linked	NA
☐	Implementation: Teachers add FORI to the master schedule and begin implementing FORI instruction daily using coaching and team to support strong instructional practices.	Kristi	November the week following the PD	Day 1 Video Day 2 Video Day 3 Video Day 4 Video Day 5 Video	NA
☐	Coaching and Feedback: Start formal	Shane, Kristi, and	January 11		TSSA

	walkthroughs and coaching cycles Starting with Day 1. (this will look like MCW for K-2)	Krystin			

Milestone 2: Deep dive WIDA assessment results with professional learning on Can Do Descriptors

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Present at January PD, schedule presenter or have school ELL teacher	Krystin	September 23rd		NA
☑	Plan professional development around WIDA results and Can Do Descriptors	Guiding Coalition	~~December Guiding coalition meeting~~ Moved to September 23	Arlette from district	NA
☐	Work with ELL teacher and Literacy aide as a team to support progress.	Kristi	January		NA

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	$500	
School LAND Trust		

Priority #2 - Mathematics

Goal: **By the end of the 2026-2027 school year we will increase the percentage of 3rd-6th graders scoring proficient on the RISE assessments from 42% to 47%.**
By the end of the 2026-2027 school year we will increase the percentage of K-2nd graders scoring proficient on the Math Acadience assessments from 42% to 47%.
By the end of the 2026-2027 school year, English Learners (ELL) will increase their RISE Math proficiency from 12.5% to 15.5% (a 3% increase) to facilitate the accumulation of the 7.93 accountability points required to exit ATSI status.

Strategy 1	IF we implement quarterly RISE benchmarks for grades 3–6 and Acadience Math progress monitoring for grades K–2, THEN teachers will have the real-time data necessary to identify and provide the specific extensions or interventions required to increase overall math proficiency.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy will help our EL population by providing data when they need help or extensions. This strategy utilizes RISE benchmarks and Acadience Math data to identify students needing extensions or interventions. The current RISE Math proficiency for the ELL student group is only 12.5%, which trails the school's overall math proficiency of 41.75% by nearly 30 percentage points

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
RISE Benchmarks (Cluster, Fiction, Informational)	**RISE Benchmark tracking sheet**	**TBD % of teams using tracking and implementing Benchmarks**	**# RISE benchmark topics will be administered**		**# RISE benchmark topics will be administered**	
Student benchmark and Acadience Progress monitoring data	**RISE Benchmark tracking sheet with student data**					

Milestone 1: Schedule time to implement RISE benchmarks.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Master Scheduling: Dedicate specific blocks within the class schedule for RISE	Kristi	~~July 16th~~ August 25th	RISE tracking sheets Acadience Data	TSSA

	benchmarks.				
☐	Monitoring Coordination: Coordinate quarterly Acadience Math monitoring and assign aide support to assist teachers	Kristi/Shane	July 16th	Master Schedule, Progress Monitoring schedule	NA
☐	Utilize a data review protocol as part of a strong PLC process in PLCs monthly	Kristi and Krystin	Monthly starting in October	Data review on Agenda Monthly	NA
☐	Quarterly Maintenance: Ensure the scheduling process is repeated for each of the four quarters.	Kristi			NA

Milestone 2: Progress monitoring for Acadience and to support IRP for K-3 students.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Aide Support: Assign and schedule aide time monthly to assist with the logistics of progress monitoring.	Kristi	monthly	Acadience fidelity checks	TSSA
☑	Assessment Routine:Teachers will conduct progress monitoring once a month for both reading and math.	Kristi	monthly		NA
☐	Utilize a data review protocol as part of a strong PLC process in PLCs monthly	Kristi and Krystin			NA

Strategy 2	F teachers implement effective Tier 2 RTI models and linguistic scaffolds for math instruction, THEN Low Performing Student Groups will be able to successfully access, process, and produce grade-level academic content without sacrificing rigor.
Explain why/how the strategy is evidence-based for LPSGs.	By implementing this strategy, you ensure that LPSG students are not given less rigorous work; instead, they are given **the exact linguistic scaffolds** required to successfully access, process, and produce grade-level academic content.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data

PD plan and observation schedule	**Feedback form on observations**	**% of teachers with strong Tier 2 instruction**	**80%**		**100%**	
CFA Data	**Grade level data Folder (Kanseville Data)**	**80% of students will achieve proficiency in CFAs.**	**80% of students will achieve proficiency in CFAs.**		**80% of students will achieve proficiency in CFAs.**	

Milestone 1: Continue using scope and sequence to map out plans Math priority standards and CFAs as part of a strong PLC process.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	PLC Alignment: Review and update PLC norms and agendas by October 1 to ensure they support this year's goals.Make sure shared with Shane, Kristi, and Krystin	Kristi	October 1st	Link to agendas with norms KANESVILLE	NA
☐	CFA Mapping: Use unit plans to continuously map out CFAs that align with priority math standards.	Krystin		Unit Plan link KANESVILLE	TSSA (For subs)
☑	Master Schedule: Schedule 20 minutes 3 times a week for Tier 2 instruction in math block.	Shane	July 16th	Link priority standards Tier 2 tracking sheet	NA

Milestone 2: Teachers will begin implementing Tier 2 instruction following priority standards.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Professional Learning: Conduct PD sessions focused on specific Tier 2 strategies and linguistic scaffolds.	Shane, Kristi and Krystin	January	PD link	NA
☐	Peer Observations: Establish a schedule for teachers to observe colleagues' Tier 2 instruction as needed.	Kristi	December	Observation form	NA
☐	Intervention Planning: Create a Tier 2	Krystin	January		NA

	plan for 3-5 priority standards, including scheduling and progress tracking.				

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	$6900	
School LAND Trust		

Priority #3 - Positive Behavior Systems

Goal: **Kanesville Elementary will show a 10% annual improvement as measured by Tiered Fidelity Inventory (TFI).**

Strategy 1	IF we align schoolwide expectations and increase the use of consistent tangible reinforcements as measured by Tier 1 walkthrough data, THEN procedural compliance will increase and behavior will be consistently reinforced across all classroom settings
Explain why/how the strategy is evidence-based for LPSGs.	This strategy aims to increase consistency in schoolwide behavior expectations. If students know the rules and procedures and they are consistently reinforced, about 90% of students will follow the procedure.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
TFI walkthrough data	**District TFI report**	**70% as of 4/30/26**	**the school will reach 90% by MOY.**	**Link MOY report here**	**TBD after mid year check in**	
Basic 5 Walkthrough data	**Basic 5 Walkthrough form**	**TBD after Q1: Tangible: 48%**	**70% of teachers giving tangibles**	**Link basic 5 form** Kanesville …	**TBD January**	

Milestone 1: Rules and Expectations will align with school wide rules and expectations

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Create Templates: Develop a standardized template for classroom rules	Kristi	August 24th	Class Rules Posters	NA
☑	Post Expectations: Teachers will customize these templates for their specific needs and post them Follow up in PLC's for instructions to enter into Panorama to better track classroom managed behavior	Chase Kristi	August 24th September 30	Directions for Panorama Behav…	NA
☐	Follow up with the mid year TFI report	Krystin	February 23rd	Response Protocol Poster/Visu…	NA

	and adjust next steps from there to provide coaching if needed. Provide clarity in Consequence Hierarchy for school wide behavior support that supports classroom hierarchies.		September		
	Implement training for Behavior SST interventions to support systems around PBIS plan 2x10 CPS Goal Setting CICO	Krystin	October 21st	2x10 Documents WSD CICO Training 2023	

Milestone 2: Tangibles need to be utilized 1 time within the 10 minute observation period.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Update Observation Tools – Add a "tangible reinforcement" checkbox to the Basic 5 observation form	Meggen	November	Kanesville Basic 5 Observation …	NA
☐	Data Collection: Use the first quarter to collect baseline data on how often tangibles are utilized during instruction.	Shane	Baseline Q1 September	Kanesville Basic 5 Observation …	NA

Strategy 2	If we strengthen our schoolwide PBIS system through explicit teaching of procedures and consistent reinforcement practices, then we will create a more supportive learning environment and reduce both minor and major infractions across key areas.
Explain why/how the strategy is evidence-based for LPSGs.	Consistency and Clarity: PBIS provides a clear, consistent framework for behavior expectations and schoolwide responses. This structure helps all students—especially those from LPSGs—feel supported and confident, as they understand what is expected and the positive outcomes of meeting those expectations.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Basic 5 Walkthrough data	**Basic 5 Walkthrough form**	**OTR:**	**20**		**30**	

Basic 5 Walkthrough data	**Basic 5 Walkthrough form**	**Student Engagement %:**	**70%**		**90%**	

Milestone 1: 100% of teachers will have engagement percent be at 90% or above.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	PD Planning: Add professional development planning for engagement to the October Guiding Coalition agenda	Shane and Krystin	October Agenda		NA
☐	Expert Sharing – Identify internal experts to share high-engagement strategies. Provide instructional examples of good models of instruction.	Guiding Coalition	TBD at a meeting November		NA
☐	Peer Observation Schedule:Create a schedule in January for teachers to observe high-engagement models in other classrooms.	Shane, Kristi and Krystin	January		TSSA
☐	Ongoing tracking with Basic 5 observation form	Shane, Kristi, Krystin	Ongoing		NA

Milestone 2: During a 10 minute observation teachers will have a minimum of 4 OTR.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Instructional Modeling: Create a PD plan in November that provides clear examples of effective OTR models.	Guiding Coalition	TBD at a meeting November		NA
☐	Peer Feedback: Utilize the January observation schedule to help teachers refine their OTR techniques.	Shane, Kristi and Krystin	January		NA
☐	Ongoing Tracking: Use the Basic 5 observation form for continuous monitoring and feedback.	Shane, Kristi, Krystin	Ongoing		NA

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	$1000	Possible aide coverage.
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.

I will share the plan in the Community Council sessions.

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

We will also have a family lit night.. We will hold a reading at the school night during this summer.