Weber School District
School Success Plan

Overview

School Approval Date:	Jun 1, 2026	**School Improvement Status:**	☐ No School Improvement Status ☐ Targeted Support & Improvement (TSI) ☐ Additional Targeted Support & Improvement (ATSI) ☑ Comprehensive Support & Improvement (CSI) ☐ More Rigorous Intervention (MRI)
LEA Approval Date:	Jun 22, 2026		
School Name:	Lakeview 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:	Mary Heslop		

School Leadership Team Members Responsible for this Plan:

Name & Role	Signature	Name & Role	Signature
Mary Heslop Principal		Kennedy Guaglianone Kindergarten Teacher	
Michael Fazzio Title I Teacher Leader		Melanie Archuleta parent	
Kayse Salazar Instructional Coach		DeeDee Little parent	
Maria Hein 5th Grade Teacher			
Mikayla Haycock 4th Grade Teacher			

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 current evidence-based practices being implemented to support Low Performing Student Groups (LPSGs) include efforts to foster collaboration between classroom teachers and ELL specialists, provide professional development on scaffolding and differentiation for students with disabilities, and promote culturally relevant instruction to engage economically disadvantaged students. However, these practices are not yet fully embedded or systematically applied. There is a clear need for stronger implementation of existing strategies—such as structured collaborative planning specifically with Special Education teachers, job-embedded professional learning, and culturally responsive teaching—as well as the integration of additional evidence-based practices, including data-driven instruction and enhanced family engagement, to more effectively support equitable learning outcomes for all students. 95% group interventions target students who need support with phonics skills. The Most Common Word Routine is regularly implemented in first-grade classrooms. Reading Horizons serves as a core component of Tier I instruction for students in kindergarten through third grade. Additionally, LETRS research-based practices are consistently applied with fidelity in kindergarten and first grade.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Professional learning is scheduled twice a month for teachers, with sessions tailored to address specific school and grade-level needs. Continued emphasis is needed on unit planning, with a focus on incorporating common formative assessments (CFAs) and prioritizing essential vocabulary. Professional learning opportunities are being provided to support Low Performing Student Groups (LPSGs), particularly in the area of inclusive instruction, these efforts are limited and not sufficiently meeting the needs of faculty and staff. Teachers are doing their best with the tools they have but would benefit from more targeted professional development focused on scaffolding, differentiation, and strategies for making reading/math content accessible to students with disabilities and English learners. There is a clear need for expanded and ongoing professional learning that is job-embedded, collaborative, and aligned with the specific needs of LPSGs. This includes training on effective co-teaching models, culturally responsive instruction, and ways to connect academic content to students' lived experiences to enhance engagement and achievement.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	Lakeview Elementary has 1.5 full-time Special Education teachers and two Special Education aides. Additionally, five aides are assigned to support 95% group interventions. The school also has one full-time ELL teacher. Instructional materials, including 95% Group binders and resources totaling approximately $15,000, have been funded by the school. Overall, resources and staffing are adequate to meet student needs. We will be dedicating time in our master schedule for co-planning between ELL specialists and classroom teachers. Embedding regular, scheduled opportunities for collaboration and professional learning into the school calendar and investing in sustained professional development, culturally relevant curriculum materials, and instructional support

	tailored to the needs of LPSGs. There could be a need to adjust funding to pay for additional aide support during Tier 1 instruction so that ELL and SWD can access Tier 1 instruction.
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 our master schedule to implement a co-teaching model that strategically pairs both Special Education and ELL teachers with general education teachers during Tier I instruction. This model ensures that LPSGs receive high-quality, grade-level instruction alongside their peers in the regular education classroom. By embedding support directly within the core instructional setting, students are not pulled away during foundational teaching moments, which promotes inclusivity and academic equity. Additionally, Tier II and Tier III interventions are scheduled to occur *after* core instruction, rather than in place of it. This guarantees that students receive the full Tier I experience and are not missing essential content while receiving additional support. These adjustments address previous inequities by ensuring all students—regardless of language proficiency or disability—have equal access to rigorous instruction, while still benefiting from the targeted support they need to succeed.
What data is being collected to monitor student learning and how often is this data analyzed?	To monitor student learning, we are collecting multiple forms of data, including benchmark assessments (such as Acadience), classroom-based formative assessments, progress monitoring tools, and teacher-created assessments aligned to grade-level standards. This data is used to track the academic growth of all students, with particular attention to the progress of LPSGs (Low Performing Student Groups). Data is analyzed regularly through structured data team meetings that occur weekly. During these meetings, teachers and support staff collaborate to review student performance, identify learning gaps, and adjust instruction and intervention strategies accordingly. For students receiving Tier II and Tier III supports, progress monitoring data is reviewed biweekly or weekly to ensure timely adjustments to interventions. This consistent cycle of data collection and analysis helps us make informed decisions and ensures instructional practices are responsive to student needs
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	We plan to allocate additional resources focused on strengthening instructional support, professional development, and family engagement. This includes increasing human resources to expand co-teaching and targeted interventions, investing in ongoing professional learning focused on differentiation, scaffolding, and culturally responsive practices, and providing high-quality instructional materials and adaptive technology. We will also protect dedicated time within the master schedule for teacher collaboration and data analysis, and allocate resources to enhance communication and partnership with families of LPSG students. These targeted allocations are designed to close achievement gaps, accelerate growth, and create more equitable learning outcomes.

Priority #1 - Academic (Literacy)

Goal: **Lakeview will increase the percentage of students proficient in the RISE ELA assessment from 23% in 2025 to 26% by Spring of 2027, and 35% of K-3 students will be Above Benchmark on the EOY Acadience Reading.**

- **Grades 3-6 will increase RISE proficiency by 3% in each grade.**
- **Grades K-3 will increase in Above Benchmark on EOY Acadience reading assessment by 5% in each grade.**
- **ELL students will increase RISE proficiency by 2% in each grade.**
- **SWD students will increase RISE proficiency by 2% in each grade.**
- **EDA students will increase RISE proficiency by 4% in each grade.**

Strategy 1	If we invest in focused data collection to support student achievement specifically for our ELL and SWD, then our core instruction will be strengthened and student achievement will accelerate across all grade levels.
Explain why/how the strategy is evidence-based for LPSGs.	Lakeview's strategy is evidence-based because research shows that strong Tier I instruction has the greatest impact on student learning. Using data to guide instruction helps teachers identify student needs, adjust teaching practices, and provide timely support. Research from John Hattie also shows that when students track their own learning and progress, achievement increases significantly, with self-reported grades and student expectations showing one of the highest effect sizes on learning outcomes. This approach supports growth and success for all learners including ELL, SWD and EDA.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers will use data binders in the classroom weekly	PLC Agenda and Notes (Bi-weekly)	4 times in the 25-26SY	7 PLCs where data binders were shared		16 PLCs where data binders were shared	
Students will enter data in their leadership binders weekly.	Student interviews documented in Data Tracking Sheet	TBD - Oct 1st, 2026	TBD - Oct 1st, 2026		TBD - Oct 1st, 2026	

Milestone 1: Students take ownership of their academic learning by tracking growth and milestones in individual data binders.

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source

☑	Acquire all materials for data binders	Kayse Salazar	Aug. 28, 2026	https://www.leaderinme.com/	TSSA
☐	Determine non-negotiables for data binders	Kayse Salazar	Aug. 28, 2026	Exemplar file of data charts; Google Drive Folder	None needed
☑	Create data templates for teachers	Kayse Salazar	Aug. 28, 2026	Google Drive with templates	None needed
☐	Provide opportunities to have staff share on the use of data binders twice a year.	Mary Heslop	Sept. 25, 2026 & January 15, 2027	https://www.leaderinme.com/; Binders; Templates; Dividers	Title 1 Trustland CSI
☐	Data binder check in PLCs weekly	Kayse Salazar	Sept. 25, 2026 and continued weekly	PLC Agenda; PLC Note Catcher	None needed
☐	Leadership Binders returned weekly by students the day after brought home with Parent Signature	Michael Fazzio	Sept. 25, 2026 and continued weekly	Spreadsheet Goal 80% or higher	None needed

Milestone 2: Teachers will develop a process and structure that tracks ELL and SWD student goals and progress in Leadership Binders.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Guiding Coalition will collaborate with SWD and ELL teachers to create data binder tracking with their grade level team.	Kayse Salazar	Aug. 12 2026	SWD and ELL Data Sections; Dividers; Binders	TSSA/CSI
☐	Conduct a PDSA cycle implementing data tracking for K, 2nd, 4th & 5th	Kayse Salazar	October 23rd	Data Tracking Sheet	None needed
☐	Provide faculty wide PL on school wide implementation of data tracking for ELL and SWD.	Mia Hein	November 25, 2026	Professional Learning Slide Deck	TSSA
☐	Monitor implementation of data tracking during PLCs	Kayse Salazar	November 15 and ongoing monthly	Data Tracking Sheet	None needed

Strategy 2	Teacher and Student Clarity: **If** teachers maintain clarity by clearly communicating learning objectives, instructional expectations, and assessment criteria, **then** educational outcomes for SWD, ELL, EDA learners will significantly improve, as their understanding, engagement, and retention of material increase.
Explain why/how the strategy is evidence-based for LPSGs.	When teachers use precise teaching methods, they can effectively bridge learning gaps and promote equity in educational achievement. By articulating what students are expected to learn, why it is important, and how they will demonstrate their understanding, teachers help students focus on key learning goals and understand how various activities and assessments relate to these goals. This clarity, through explicit directions and feedback, fosters a structured and supportive learning environment, enabling students to take ownership of their learning and achieve better academic outcomes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Learning Target (objective) with Success Criteria posted and referred to.	Lakeview Master Schedule Check-in	67% of teachers had objectives & success criteria posted consistently	75% of teachers have objectives and success criteria posted daily		100% of teachers have objectives and success criteria posted daily	
Students can verbalize what, why, and how they are learning To include SWD, ELL and EDA learners.	Student interviews documented in Data Tracking Sheet	TBD - January 2027	10% of the students verbalized the what, why, and how in January 2027		40% of the students verbalized the what, why, and how in January 2027	

Milestone 1: Strengthen Tier I instruction through clear expectations, routines, and utilizing learning targets/success criteria.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers will have Success Criteria and Objectives posted daily.	Michael Fazzio	Sept. 1st 2026	Observation Form and Data Tracking Sheet	None needed
☐	Teachers will refer to Success Criteria and Objectives throughout the lesson.	Mary Heslop	Nov. 1st 2026	Observation Form and Data Tracking Sheet	None needed
☐	Students will be able to tell what they are learning, why they are learning it and how they are learning it.	Mary Heslop	Jan. 15 2027	Student Data Tracking Sheet	None needed

Milestone 2: Strengthen co-teaching practices to better support student learning and engagement.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Co-Teaching Professional Learning to include ELL and SpEd teachers	Mary Heslop	October 23, 2026	District Office: Sped Dept	None needed
☐	Update master schedule to allow the SpED and ELL teacher to push into PLC for planning.	Kayse Salazar	October 22, 2026		None needed
☐	Update master schedule to allow Aides to support during Tier I time.	Mary Heslop	October 22, 2026	Master Schedule	CSI/TSSA/SITLA
☐	Implement observation and coaching cycles to support effective co-teaching practices, including shared instruction, modeling, and student engagement during vocabulary lessons.	Kayse Salazar	October 22, 2026 and March 19, 2027	Jared Abney may have resources	None needed

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	$54,000	
School LAND Trust	$39,000	
CSI Grant	$26,105	
Title 1	$10,000	

Priority #2 - Mathematics

Goal: **Lakeview will increase the percentage of students proficient in the RISE Math assessment from 21% in 2025 to 26% by Spring of 2027, and 50% of K-3 students will be Above Benchmark on the EOY Acadience Math.**

- **Grades 3-6 will increase RISE proficiency by 3% in each grade.**
- **Grades K-3 will increase in Above Benchmark on EOY Acadience Math assessment by 5% in each grade.**
- **ELL students will increase RISE proficiency by 2% in each grade.**
- **SWD students will increase RISE proficiency by 2% in each grade.**
- **ED students will increase RISE proficiency by 4% in each grade.**

Strategy 1	If we strengthen the PLC process through consistent collaboration, data analysis, and shared instructional planning, then we will improve Tier I instruction and increase achievement for all students, including SWD, ELL, and EDA learners.
Explain why/how the strategy is evidence-based for LPSGs.	Research shows that effective PLCs improve student achievement when teachers regularly collaborate around student data, instructional practices, and targeted supports. Through shared planning and ongoing analysis of student learning, teachers can identify gaps, adjust instruction, and respond more quickly to student needs. This collaborative process is especially beneficial for SWD, ELL, and EDA students because it promotes differentiated instruction, consistent interventions, and equitable access to grade-level learning. Strong PLCs help ensure all students receive high-quality instruction and support needed for academic growth.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
RISE Benchmarks (Cluster, Fiction, Informational)	RISE Benchmark tracking sheet		6 RISE math benchmark topics will be administered.		8 of RISE math benchmark topics will be administered.	
All unit plans will incorporate intentional modeling and guided practice strategies as part of high-quality Tier 1 instruction to support student understanding and engagement.	Grade Level Unit Plans	**0%**	50% of unit plans will intentionally incorporate modeling and guided practice		100% of unit plans will intentionally incorporate modeling and guided practice	

Milestone 1: Establish a consistent PLC meeting schedule focused on shared lesson planning and creating supports for all students, including diverse learners.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide training to use AI and relevance to help create unit plans	Mia Hein	Oct. 30, 2026	School AI Notebook LM	CSI
☐	Provide time to adapt and complete unit plans through obtaining subs for grade level teams	Mary Heslop	1 time per quarter by: Oct. 22, Jan. 7, March 19, & May 28, 2027	PLC Schedule of 1 day by 2/2027	CSI
☐	Continue collaborative work on Unit Plans to ensure lessons are completed, aligned, and consistently taught across classrooms.	Kayse Salazar	October 22, 2026	RISE benchmark data and Acadience progress monitoring	None needed
☐	Unit Plans to include intentional modeling and guided practice to be used during Tier I instruction with ELL, SWD and EDA.	Mikayla Haycock	Oct. 2, 2026 & weekly in PLCs	Grade level unit plans	

Milestone 2: Fully implement a PLC data review process to identify learning gaps and plan instructional adjustments to improve achievement for SWD, ELL, and EDA students.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Review the PLC process	Mary Heslop	September 4, 2026	PLC Agenda; PLC Folders	
☑	Review and update norms, assign team roles, team meeting professionalism.	Mary Heslop	September 4, 2026	PLC folders; PLC Framework	
☐	Support in PLCs as the process is implemented	Kayse Salazar	Sept 4, 2026 and weekly		TSSA/LANDTrust
☐	Teams will be discussed weekly in PLCs using structured protocol for reviewing and discussing data in a safe and focused way.	Kayse Salazar	January 4, 2027	PLC Agenda	TSSA/LANDTrust

Strategy 2	If teachers provide explicit instruction in mathematics vocabulary using Anita Archer instructional routines, then educational outcomes for low-performing student groups will improve because students will develop stronger understanding of mathematical language, concepts, and academic discourse needed to access grade-level content.
Explain why/how the strategy is evidence-based for LPSGs.	Explicit mathematics vocabulary instruction is an evidence-based practice that supports low-performing student groups by improving comprehension, academic language, and access to grade-level content. Anita Archer's instructional routines provide structured opportunities for students to hear, practice, and apply mathematical vocabulary, helping reduce language barriers while maintaining high expectations for all learners.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Fidelity of Anita Archer Routines	Classroom Walkthroughs/Observations	0%	50% of teachers using routines during vocabulary instruction		90% of teachers using routines with fidelity	
Vocabulary Proficiency Growth for ELL students	WIDA, FLashlight 360		10% increase in vocabulary proficiency		25% increase in vocabulary proficiency	

Milestone 1: Strengthen Tier I instruction through clear expectations, routines, and collaborative planning.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Adapt unit plans to include relevance, intentional modeling and guided practice to be used during Tier I instruction with ELL, SWD and EDA students.	Mary Heslop	October 22, 2026	PLC binder Unit plan template Inventory of manipulatives	None needed
☐	Provide training to use AI and relevance to help create unit plans	Mia Hein	Oct. 30, 2026	School AI Notebook LM	CSI
☐	Provide time to adapt and complete unit plans through the use of grade level subs	Mary Heslop	1 time per quarter by: Oct. 22, Jan. 7, March 19, & May 28, 2027	PLC Schedule of 1 day by 2/2027	CSI

☐	Continue collaborative work on Unit Plans to ensure lessons are completed, aligned, and consistently taught across classrooms.	Kayse Salazar	January 7, 2027	RISE benchmark data and Acadience progress monitoring	None needed

Milestone 2: Strengthen co-teaching practices to better support student learning and engagement.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Co-Teaching Professional Learning to include ELL and SpEd teachers	Mary Heslop	October 22, 2026	Sped dept: District office	None needed
☐	Update master schedule to allow the SpED and ELL teacher to push into PLC for planning.	Kayse Salazar	October 22, 2026		None needed
☐	Conduct classroom walkthroughs and observations using a co-teaching fidelity checklist to monitor the use of co-teaching models, shared instructional responsibilities, and inclusive practices for SWDs and ELL	Mary Heslop	January 22, 2027	Sped dept: District office	None needed

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	$21,000	
School LAND Trust	$21,300	
CSI Grant	$0	
Title 1	$0	

Priority #3 - Positive Behavior Systems

Goal: **Lakeview will have implemented Positive Behavior Interventions and Supports (PBIS) System at an 85% fidelity rate OR will show a 10% annual improvement as measured by Tiered Fidelity Inventory (TFI) by 2027 with baseline starting at 73% in 2026.**

Strategy 1	If the Tier I PBIS team continues to meet bi-weekly to guide implementation and action planning, then the Tier I PBIS framework will be strengthened schoolwide.
Explain why/how the strategy is evidence-based for LPSGs.	Continuing Tier I PBIS team that meets bi-weekly and engages in ongoing action planning is an evidence-based strategy for supporting LPSGs because it promotes a consistent, inclusive, and positive school environment. This approach reduces disproportionate discipline, increases academic engagement, and ensures behavior expectations are culturally responsive. Through regular data analysis and targeted planning, the PBIS team can more responsively address the unique needs of LPSGs, creating equitable conditions that foster both behavioral and academic success.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tiered Fidelity Inventory (TFI)	TFI 2026	73% overall	78% overall		85% overall	
PBIS Team Meetings	Bi-weekly agenda	7 Meetings 26SY	5 Completed Meetings		10 Completed Meetings	
Classroom observations to be done during Tier I instruction and during ELL and SWD intervention times.	Basic Five observation form	28 OTR in a 10 minute period across classrooms	35 OTR in 10 minute period across classrooms		40 OTR in 10 minute period across classrooms	
Utilize tangibles with ELL, SWD, and EDA	Basic Five observation form	35% according to EOY TFI data	65% tangibles utilized		90% tangibles utilized	

Milestone 1: Strengthen the Tier I PBIS team by refining operating procedures and guiding consistent implementation.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Admin reviews team and operating procedures and expectations to include ELL and Sped Teachers	Mary Heslop	Aug. 2026		None needed
☐	Team meets Bi-Weekly	Mike Fazzio	Every Other Friday	Calendar dates set by August 2026	CSI- stipend
☐	Share PBIS Team meeting data monthly to faculty and staff	Mike Fazzio	Monthly beginning in Oct. 6, 2026	Link to PBIS Plan with Student Services	None needed
☐	Conduct quarterly admin review meetings with Student Service Support	Mary Heslop	Nov. 2nd, 2026 Jan. 15th, 2027 April 1st, 2027	Rebecca Becker	None needed

Milestone 2: Increase faculty commitment and consistency in implementing the schoolwide PBIS process and structure.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Aspen Florence Classroom Management/Behavior Refresher	Mary Heslop	Aug. 14 & 17, 2026	Aspen Florence	CSI
☐	SW behavior data shared with faculty monthly on the first Tuesday during faculty meeting.	Mike Fazzio	Monthly beginning Oct.6, 2026	LEAD Ticket Spreadsheet 2026SY behavior and PBIS Data Presentation of the data Panorama & Powerschool	None needed
☐	Faculty develop school wide PBIS goals	Mike Fazzio	Aug. 17, 2026	2026SY behavior data & goals; Protocol for goal setting	CSI
☐	Reinforce the procedures behind “One Caring Adult”	Mike Fazzio	Sept. 30, 2026	2x10, CPS Model, CICO	None needed

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
LEAD Tickets (e.g., Lunchroom, Playground, bathroom & hallways) with ELL and SWD students tracked individually	LEAD Ticket Spreadsheet by teacher and area from 2025-2026	9 tickets given on average from all employees in all areas of the school for the 2025-2026 school year per week.	Each teacher will consistently distribute 25 LEAD tickets each week, focusing on high-leverage areas to reinforce positive behavior and school-wide expectations.		Each teacher will consistently distribute 40 LEAD tickets each week, focusing on high-leverage areas to reinforce positive behavior and school-wide expectations.	
Teacher managed behaviors (Minors/Majors)	Panorama Data Panorama PD	360 Minors classroom managed entered in 2025-2026 school year. 69 Majors office managed in the 2025-2026 school year.	Teachers will track minor consequences in Panorama with fidelity for behavior. Disaggregate data by LPSG.		Teachers will track minor consequences in Panorama with fidelity for behavior. Disaggregate data by LPSG.	

Milestone 1: Explicitly teach and reinforce schoolwide procedures in high-leverage areas.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	School-wide procedure day	Mike Fazzio	August 31, 2026 January 2027 April 2027	Lakeview Procedures Training …	None needed

☐	Create a google slideshow, showing school-wide procedures	Mia Hein	Quarterly	Google Slides Procedure slideshow	
☐	Provide ongoing professional learning around schoolwide behavior systems	Mary Heslop	TBD (Scheduling with Person Centered Consulting- Aspen Florence)	School behavior data; Professional learning	CSI

Milestone 2: Implement a consistent PBIS reinforcement system schoolwide.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Handing out LEAD tickets	Mike Fazzio	August 24 & Ongoing Daily	LEAD Tickets for each employee	None Needed
☐	Individual reinforcement	Mia Hein	August 24 & Ongoing Daily	Purchase consumable items for students	TSSA
☐	Individual incentive- Item chosen from a menu and determined by the amount of tickets earned by individual students	Mary Heslop	August 28 & ongoing weekly	PAW Reward folders Tracking Sheet for Paw Rewards Data Board	PBIS
☐	Class incentive- PAWS earned during PLC Rotations	Mary Heslop	Within 1 week of earning 20 paws.	20 PAWS posted outside classroom doors. Data sheet	PBIS/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	$10,170.00	
School LAND Trust	$0	
Positive Behavior Plan	$4,000	
CSI Grant	$15,000	
Title 1	$0	

Parent Communication Plan

Outline a communication plan specifying how staff, families and other stakeholders will be made aware of the School Success Plan. Summarize parent and family engagement strategies that will be implemented to improve student learning.

Lakeview Elementary School Communication Plan				
Strategy	**Purpose**	**Timeline**	**Audience**	**Persons Responsible**
School Newsletter	School news, events, dates, and learning tools will be compiled and distributed to keep stakeholders updated	Monthly	Staff, students, and parents	Admin
Teacher Newsletter	Update parents on curriculum and instruction news in the classroom.	At least Monthly, if not weekly	Parents	All teachers
School Sign	Change messages regularly to reflect upcoming events and important school information.	Ongoing	Staff, students, parents and community	Mrs. Giles
Community Bulletin Board	Post important community and school information for parents and stakeholders to review	Ongoing	Staff and parents	Admin
School Website	Keep current and vital information updated on the website with email links for all staff	Ongoing	Staff, students, parents and community	Mrs. Halterman
Thrillshare Messages	Mass messaging system to notify parents of events/updates	Ongoing	Parents	Admin and teachers
Media(Print and Electronic)	Announcements/reminders of important dates and information through Aptegy	Ongoing	Parents	Admin and teachers
School Handbook	Update and distribute at the beginning of the year to outline	Annually	All staff and teachers	Admin

	school procedures and expectations for the year			
Back to School Night	Grade levels meetings to introduce parents to a new school year and curriculum procedures for success	Annually	Parents and students	Admin and teachers
Parent-Teacher Conferences	Individual meetings to discuss student progress and academic growth	Bi-yearly	Parents and students	All teachers
Student Progress reports/report cards	Communicate success and challenges to parents	Quarterly	Parents and students	All teachers
Teacher Phone Calls	Communicate with parents on urgent matters or matters that require more personal interaction	As needed	Parents	All teachers
Student Binder	Keep students and parents updated on academic progress within the classroom	Ongoing	Parents and students	All teachers
Notes logged in Panorama	Inform admin of communication between staff and parents/students	As needed	Parents	All teachers
Faculty Meeting	Open communication with staff regarding news, updates, professional development, data, and school wide calendar	Monthly	Teachers	Admin
PLC	Teachers meet with Instructional Coach to discuss curriculum issues,concerns and student data	Weekly	Teachers	Instructional Coach
Community Council Meetings	Parent, staff and business/community representatives meet with the principal to discuss ways to impact student achievement and success in school	Monthly	Parents, students, and community	Admin

To enhance student learning, several parent and family engagement strategies will be implemented:

1. **Back-to-School Night** – Teachers will introduce themselves and provide an overview of the curriculum, setting clear expectations and fostering early connections with families.

2. **Title I Family Nights** – Parents will have the opportunity to visit classrooms, gain insight into their child's daily experiences, and build a stronger connection to the learning environment.

3. **Volunteer Opportunities** – Families will be encouraged to participate in classroom activities and field trips, promoting active involvement and shared responsibility in the educational experience.

4. **Regular Newsletters and Updates** – Timely and accessible communication will be shared with families through newsletters, ensuring all parents are informed about school events, important announcements, and student learning highlights. Communication will be tailored to meet diverse cultural and scheduling needs.

5. **Digital Family Engagement Platforms** – Schools will leverage digital tools such as email, websites, and social media to maintain consistent communication, especially for families unable to attend in-person events.

6. **Inclusive Engagement Practices** – Engagement efforts will intentionally connect families to student learning and development, involve them as co-creators in the educational process, respect and incorporate their cultural knowledge and experiences, and foster welcoming, inclusive school cultures.

These strategies aim to build strong school-family partnerships that support student success and honor the diverse contributions of all families.

Staff Qualifications

All teachers and instructional paraprofessionals **must** meet State certification and licensure requirements. Documentation for school staff demonstrations the following:

☑	All teachers are state certified, (i.e., have a Professional license, Associate License, or LEA Specific License (Board Rule R277-301) and appear as USBE Qualified in CACTUS.
☑	All instructional paraprofessionals are highly qualified (i.e., a high school diploma/GED and one of the following: an associate degree (or higher); at least 48 semester hours at an accredited college or university, or a passing score on the ParaEducator Assessment.