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: Midland Elementary

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Kim Vorwaller

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Kim Vorwaller (Principal)	Kim Vorwaller	Anthony Greenwell (Special Education)	Anthony Greenwell
Mark Peer (Instructional Coach)	Mark Peer	Crystl Naylor (6th grade)	Crystl Naylor
Alison Benson (Counselor)	Alison Benson	Tracy Sutton (1st Grade)	Tracy Sutton
Ciara Dial (Parent CC)	Ciara Dial	Ashley Musselman	Ashley Musselman

Comprehensive Needs Assessment

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes. **[Note**: Current school year data may be raw data. All data will be updated upon USBE release.**]**

LPSG - Accountability Indicator Scores					
Students with Disabilities (SWD) ATSI			**Year**	**Score**	**There are 63.37% of the accountability points left on the table and to exit the school needs 4.86% more points.** **This equates to 6.66 points needed to exit.** ***NULL value denotes n<10**
		Entry	2018	34.73%	
		Exit Target	2026	41.49%	
Indicator	**Points Earned**	**Points Possible**	**% contributing**	**% Left**	
Achievement Points (56pts)	10.58	56	7.72%	33.15%	
Growth Points (56pts)	25.4	56	18.54%	22.34%	
Growth of Lowest 25% (25pts)	14.2	25	10.36%	7.88%	
EL Progress Points (13pts)	NULL*	NULL*	NULL*	NULL*	
Total	**50.18**	**137**	**36.63%**	**63.37%**	
Hispanic Students (HI7) ATSI			**Year**	**Score**	**There are 63.30% of the accountability points left on the table and to exit the school needs 5.15% more points.** **This equates to 7.72 points needed to exit.**
		Entry	2022	35.28%	
		Exit Target	2026	41.85%	
Achievement Points (56pts)	12.56	56	8.37%	28.96%	
Growth Points (56pts)	24.9	56	16.60%	20.73%	
Growth of Lowest 25% (25pts)	13.4	25	8.93%	7.73%	
EL Progress Points (13pts)	4.2	13	2.80%	5.87%	
Total	**55.06**	**150**	**36.70%**	**63.30%**	

Utah RISE - Percent Proficient											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
Grade 3	44%	23%	29%	**Grade 3**	36%	25%	24%	**Grade 3**	NA	NA	NA
Grade 4	46%	37%	26%	**Grade 4**	54%	44%	33%	**Grade 4**	56%	37%	32%
Grade 5	38%	42%	42%	**Grade 5**	41%	52%	38%	**Grade 5**	36%	45%	41%
Grade 6	28%	20%	20%	**Grade 6**	25%	24%	34%	**Grade 6**	33%	22%	51%
Overall	39%	30%	29%	**Overall**	39%	36%	32%	**Overall**	42%	34%	41%

Utah RISE - Percent Proficient (LPSGs)											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
SWD	20.7%	11.4%	%	**SWD**	29.8%	13%	%	**SWD**	29.5%	22.9%	%
HI7	25%	18.1%	%	**HI7**	27.9%	23.6%	%	**HI7**	25.5%	19.6%	%

Utah RISE - Median Growth Percentile (MGP)											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
Grade 4	59	48		**Grade 4**	54.5	49		**Grade 4**	NA	NA	NA
Grade 5	54	58		**Grade 5**	65	71		**Grade 5**	36	48	
Grade 6	38.5	29		**Grade 6**	38	25		**Grade 6**	28.5	20	
Overall	46.5	46		**Overall**	53	54		**Overall**	32	34	

Utah RISE - Median Growth Percentile (LPSGs)											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
SWD	44	45.5		**SWD**	60	41		**SWD**	25	45	
HI7	44	37		**HI7**	52	47		**HI7**	25	42.5	

WIDA				
	23SY	**24SY**	**25SY**	**26SY**
Adequate Progress	35.7%	48%	30.8%	%
Reaching Proficiency	14.3%	20%	19.2%	22.7%

Acadience Composite Reading Score - Percent						
Grade	**Benchmark**	**Well Below Benchmark**	**Below Benchmark**	**On Benchmark**	**Above Benchmark (ROGL)**	**Percent Change ROGL**
Kindergarten	BOY (Fall 2025)	52%	21%	16%	12%	45%
	EOY (Spring 2026)	7%	16%	21%	57%	
Grade 1	BOY (Fall 2025)	28%	14%	16%	42%	10%
	EOY (Spring 2026)	32%	10%	27%	32%	
Grade 2	BOY (Fall 2025)	37%	3%	14%	46%	8%
	EOY (Spring 2026)	31%	13%	22%	34%	

Grade 3	BOY (Fall 2025)	31%	6%	31%	31%	1%
	EOY (Spring 2026)	26%	11%	32%	32%	
Grade 4	BOY (Fall 2025)	39%	16%	5%	40%	3%
	EOY (Spring 2026)	32%	18%	13%	37%	
Grade 5	BOY (Fall 2025)	16%	35%	10%	39%	4%
	EOY (Spring 2026)	16%	20%	20%	43%	
Grade 6	BOY (Fall 2025)	14%	11%	43%	32%	6%
	EOY (Spring 2026)	17%	12%	33%	38%	

Panorama Student Climate & Well-Being Survey					
Category	**Grade Level**	**Fall 2025 Percentage**	**Spring 2026 Percentage**	**National Percentile**	**Change**
Teacher-Student Relationships	3rd - 6th	81%	77%	80th-99th perc…	4%
Sense of Belonging	3rd - 6th	69%	62%	60th-79th perc…	7%
Self Management	3rd - 6th	69%	69%	40th-59th perc…	0%
Social Awareness	3rd - 6th	72%	68%	60th-79th perc…	4%
Self Efficacy	3rd - 6th	53%	55%	40th-59th perc…	2%
Grit	3rd - 6th	49%	51%	20th - 39th per…	2%
Emotional Regulation	3rd - 6th	48%	45%	40th-59th perc…	3%

Tiered Fidelity Inventory (TFI)			
Category	**24SY**	**25SY**	**26SY**
Total Score	23%	43%	77%
Team	0%	50%	75%
Implementation	33%	50%	72%
Evaluation	12%	25%	88%

Qualitative Data	
Teacher Input Survey (CALL)	Not given
Parent and Student Input Survey	Family Survey; Midland-Elementary-Spring-2026-en (1).pdf
Staff Interviews/Survey	NASoT Self-Assessment Results - Midland 2026
Student Focus Groups	Panther Den Suggestions

Comprehensive Needs Assessment Summary
Provide a summary of the data(quantitative and qualitative) and include: how the data was analyzed, and the broad findings of the needs assessment. For schools in TSI, ATSI, CSI and MRI provide a summary analysis for the specific Low Performing Student Groups and any inequities that were identified.
Parent Survey: A total of 140 families completed the survey that was given during the fall parent teacher conferences. The survey was offered in both English and Spanish and focused on communication regarding their child's progress with answer options of yes, somewhat, no, I don't know. Below is the percentage of families who answered yes to each question. *Do you know what your child is supposed to learn this year in reading?* 68% *Are updates on their learning targets shared with you on an ongoing basis throughout the year?* 81% *Do teachers keep in touch with you on a regular basis to share your child's progress in your home language?* 78%

Do you know how to support your child at home with their reading? 89%
Do you feel comfortable sharing your ideas with the school to create a literacy plan for your child? 78%
Do you feel welcome to join school committees or groups that make decisions at the school? 66%
Do you feel informed about the achievement and success of your child in school? 78%
Do you receive communication from the school in a variety of ways (i.e. phone calls, texts, notes, or home visits)? 81%
Are school administrators available to discuss your questions or concerns? 74%
Does your relationship with school staff have a positive effect on your child's education? 86%
Do teachers and/or administrators invite you to visit your child's classroom while they are teaching? 29%
Do teachers and/or administrators schedule school and family meetings during flexible hours? 84%
What could the school do to help you be more involved? 70 respondents left this question blank; 9 responded in a positive manner with no suggestions; several suggested additional communication about progress and activities at the school. Several requested more events.

Areas of Strength: positive relationships with families; general communication from the school
Areas of Need: Providing detailed information about what students are learning and how parents can support the learning; regular communication from the classroom teachers; messaging on social media platforms; PTA

MRA Results
Overall Score: 79
Leadership along with Family and Community Engagement increased
-Student Leadership increased by 1% from 77 to 78
-Staff Leadership increased from 6% from 74 to 80
-Family and Community Engagement increased 11% from 64 to 75

Culture showed the largest improvement: Supportive Student Environment increased 10% from 77 to 87, while Supportive Staff Environment increased 8% from 75 to 83

Academics maintained a steady percentage at 76 with Goal Achievement increasing from 72 to 79 for an increase of 7%

***Areas of Strength:** Staff leadership: Personal Effectiveness Staff use planning, prioritization, and emotional management skills to guide their daily actions and stay focused on what matters most. Interpersonal Effectiveness Staff build and sustain positive relationships through understanding, communicating, and valuing the differences they see in others. School Climate Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential. Supportive Environment for Staff: Staff Voice Staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role. Collective Efficacy Teachers believe that their collective actions can positively impact students and help them succeed. Instructional Efficacy Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn. School Goals Schools have annual goals teachers played a meaningful role in creating and everyone is involved in achieving. Progress towards schoolwide goals is regularly tracked, reflected on, and used to make decisions.

***Areas of Need:** Community Engagement The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning. School Belonging Students believe that they are cared about and understood by the people in their school. Student Goal Support Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement.
*Although these areas were identified through the survey, participation was low with only 16 staff members responding and 15 parents responding. No students took the survey.

NASOT Assessment for Certified Staff

Areas of Strength:

- **Feedback:** Use of Common Formative Assessments; viewing assessments as a measurement of progress rather than an assessment of performance.
- **Content:** Provide multiple levels of practice such as modeling, guided practice, varied practice, fluency practice, individual practice, working problems, or looking at examples, etc.
- **Context:** Provide opportunities for students to talk about themselves and their experiences. Organization of the physical layout of the room allows for a positive and safe learning environment. Establish, teach, and review rules and procedures by responding to appropriate and inappropriate behavior.

Areas of Need:

- **Feedback:** Use of scales and rubrics to help students understand their learning progression and what success on the standards or learning goals looks like.
- **Content:** Purposefully plan knowledge application lessons that engage and support students in cognitively complex tasks. Engage students in cognitively complex tasks such as problem-solving, invention, decision-making, or experimental-inquiry tasks.
- **Context:** Provide opportunities for students to debate and argue in a friendly way. Ask in-depth questions of reluctant learners and require similar levels of response from all students.

Basic 5 Baseline Data:

Areas of Strength: School average engagement data: 86% of students were on-task during a 10 minute interval. Ratios of interactions: 13:2; Of the 21 teachers observed, 14 met or exceeded the 5:1 ratio.
Areas of Need: Disruptions were minimal: 1.81 per 10 minute interval but still interrupted learning; seven classrooms had 2 or higher up to seven disruptions during the 10 minute interval. Opportunities to Respond: 26.62 per 10 minutes.

Summary Analysis for LPSG:

Our population includes 23% of students with disabilities, 33% economically disadvantaged, and 23% Hispanic. More training on explicit teaching

is needed to support these groups of students. Teacher experience may impact student achievement. According to the 2024-2025 report card found on Data Gateway, 42% of the teachers at Midland are in their first three years of teaching while 49% have taught for 7 or more years. The school has struggled with teacher retention with only 48% of teachers having taught at the school in the last three years. The special education department has seen a significant disruption in the last two years with one teacher leaving in early October 2024, and the replacement leaving in December 2024. Students were taught by a long-term substitute for the 2024-2025 school year for the majority of the year. For the 2025-2026 school year, two of the four special education teachers were in their first year of teaching. The Hispanic population is more difficult to track. We will need to identify these students to examine further what factors are contributing to their low performance: attendance, relevance, or sense of belonging are some areas to review. However, enhancing engagement through relevancy and opportunities to respond as well as improving Tier I effectiveness will support all students.

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)?	95% group interventions are provided for students who lack phonics skills. Most Common Word Routine is provided in kindergarten through second grade classrooms. Reading Horizons is part of Tier I instruction in grades K-3. All classrooms will use strategies from NASOT and Common Formative Assessments to guide instruction. Low Performing Student Groups (Students with Disabilities, and Hispanic/Latino students) will benefit from the targeted and data-driven instructional practices. Co-teaching of math with the special education teachers will occur in grades k, 3, 5,and 6. All classrooms will implement engagement strategies during Tier I instruction.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Professional learning time is designated three times a month for teachers. Different professional development is based on school and grade need(s). Unit planning requires a continued emphasis to include CFA's and vocabulary as a priority. Many teachers have not attended a PLCs at Work conference which would highly benefit both teachers and students. Specific training on co-teaching is needed to support the special education department and classroom teachers who will participate.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	There is a need for increased aide time. Temporary aides will continue into the 2026-2027 school year. Two paraprofessionals will support the special education department in providing services to students with disabilities. Student wellness support is built into the master schedule to support all students. Data will be tracked regarding our Hispanic population to determine what actions need to be taken to better engage this low performing student group. Aides will be assigned to a grade level to help them better service students.
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?	A revised master schedule has been created for the 2026-2027 school year to include the recommended Tier I Reading and Math times. Special education time was scheduled first to avoid students being pulled from their Tier I reading and math instruction and to allow for co-teaching to occur. This year, our special education team will follow a co-teaching model that includes a push-in for kindergarten as well as a push-in for third, fifth, and sixth grade math. Special education teachers and paraprofessionals are included in our 95% groups.
What data is being collected to monitor student learning and how often is this data analyzed?	95% group cycles are evaluated every 3 weeks in grades K-3. All student(s) including but not limited to Hispanic/Latino and SWD are given the PSI and grouped into a new skill group based on PSI score. CFAs are given in all grades and data is input into Monitoring the Work of Teams document. Grades 3-6 are required to give at least one ELA and one Math RISE Benchmark per month in order to analyze progress and area of need.

What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	We will continue to use the process described in *Driven by Data 2.0* to analyze student data. Teachers will have access to and receive training on elements in *The New Art and Science of Teaching* to support student learning. Teachers will receive a four day classroom management training in August to decrease classroom disruptions and increase engagement. We will continue to provide professional development to all teachers that is aligned with the Science of Reading, classroom management, and student engagement in order to provide equitable classrooms for all students.

Priority #1 - Literacy

Goal: **Based on the end of year data as measured by the Acadience Reading Assessment, 45% or more of K-6 students at Midland Elementary will be Reading on Grade Level (ROGL) by the end of the 2026-2027 school year.**

- **3% increase for HI7 and SWD**

Strategy 1	If teachers intentionally plan and deliver engaging Tier I instruction, then students will receive high-quality foundational learning experiences.
Explain why/how the strategy is evidence-based for LPSGs.	When teachers collaboratively and intentionally plan for learning, they are able to have clear learning goals, track learning progress, give actionable feedback to students, and provide explicit instruction that scaffolds learning and engages students. These high-leverage practices provide the best learning environment for Tier I instruction. **High Leverage Practices for Students with Disabilities** HLP 1: Collaborate with professionals to increase student success. HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. HLP 16: Use explicit instruction. HLP 13: Adapt curriculum tasks and materials for specific learning goals. HLP 15: Provide scaffolded supports. HLP 18: Use strategies to promote active student engagement. HLP 22: Provide positive and constructive feedback to guide students' learning. Council for Exceptional Children. (n.d.). High-Leverage Practices for Students with Disabilities. https://highleveragepractices.org/structure-4-domains-22-hlps High Leverage Practices, Ball & Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013 This approach ensures that all students, regardless of their initial performance levels, have a clear roadmap to follow, boosting their confidence and academic skills. John Hattie highlights the importance of teacher clarity with an effect size of 0.75, indicating a substantial positive impact on learning (The Applicability of Visible Learning to Higher Education, 2015). 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 impact student learning. Research consistently demonstrates that LPSGs (such as Hispanic students and students with disabilities) are disproportionately affected by poor core instruction. Intensive Tier II or Tier III interventions must not be in place of effective

	Tier I instruction. Educational research from organizations like the *Johns Hopkins Center for Research and Reform in Education* shows that high-quality foundational experiences are the single most effective way to prevent students from needing long-term special education or remedial services. Intentionally planned Tier I instruction ensures that lower-performing students receive rigorous exposure to grade-level standards. High-quality Tier I instruction focuses heavily on purposeful pacing, active student engagement, and clear lesson objectives. Meta-analyses (such as those compiled by researcher John Hattie on visible learning) indicate that explicit teaching, clear learning intentions, and cognitive engagement strategies have high "effect sizes"—meaning they substantially accelerate learning growth. When teachers deliver highly engaging instruction, student off-task behavior decreases and Academic Learning Time increases. For struggling student groups, maximizing time spent actively processing grade-level content is a critical variable in catching up to their peers.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Basic 5 Walkthrough Tool	**Basic 5 data**	Midland El… 26 OTR in 10 minutes; 86% Engagement; 1.81 disruptions	School average of OTR will increase by 4 in a 10 minute time period to 32 and engagement will increase by 3% to 89%; disruptions will decrease to 1.5.		School average of OTR will increase to 40 in a 10 minute time period engagement will increase to 90% or higher; disruptions will decrease to 1 or fewer.	
Engagement Surveys - students and teachers	**Survey Results**	Baseline data will be taken from teachers on August 21, 2026 and students on 9/2/26.	Based on baseline data collected, the percentage of students and teachers who respond with agree and/or strongly agree will increase 10%.		Based on semester 1 data collected, the percentage of students and teachers who respond with agree and/or strongly agree will increase 10%.	

Milestone 1: Develop a common understanding of Tier I Engagement

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Determine which engagement strategies will be taught and implemented; define active vs. passive engagement	Guiding Coalition Kim Vorwaller	June 9, 2026	NASOT; Explicit Instruction; Teach Like a Champion	2000
☑	Teachers take baseline Engagement survey	Kim Vorwaller Mark Peer	August 21, 2026	Noticing and Reacting When Students are Not Engaged Survey Teacher Engagement Survey Form Teacher Survey for Increasing …	LAND Trust
☑	Share engagement data from Midland Basic 5 (2025-2026)	Kim Vorwaller	August 21, 2026	Midland Elementary Basic 5 Data	N/A
☑	Professional development on Element 23	Kim Vorwaller	August 21, 2026	New Art and Science of Teaching (NASOT)	TSSA
☑	Students take baseline Engagement survey	Kim Vorwaller	September 2, 2026	Student Survey for Increasing R… Student Survey for Noticing Wh… Student Engagement Survey Baseline	TSSA
☑	Teach active vs. passive engagement; teach Participation Ratios vs. think Ratios - Apply to already learned engagement strategies	Mark Peer Kim Vorwaller	September 2, 2026	Teach Like a Champion	LAND Trust
☐	Professional Development on Element 24 for Hand Signals strategy: ● Introduce ● Review ● Implement ● Monitor (collect data) ● Reflect	Tracy Sutton	September PD 9/9/26 - introduce 9/23/26 - Review plan for implementation (collect data) ~~10/14/26~~ - 10/21/26 Review strategy present data reflect/reteach on	NASOT/Explicit Instruction/Teach Like a Champion - Hand Signals; Response Cards; Paired Response (Think Pair Share); Choral Response; Wait Time, Tracking Teacher Actions: Increasing Response Rates	TSSA

			practice		
☐	Professional Development on Element 24 for Choral response/Wait Time strategy: ● Introduce ● Review ● Implement ● Monitor (collect data) ● Reflect	☐ Anthony Greenwell	October/November PD 10/28/26 - introduce 11/04/26 - Review plan for implementation (collect data) 12/2/26 - Review strategy present data reflect/reteach on practice	NASOT/Explicit Instruction/Teach Like a Champion - Hand Signals; Response Cards; Paired Response (Think Pair Share); Choral Response; Wait Time, Tracking Teacher Actions: Increasing Response Rates	TSSA
☐	Professional Development on Element 24 for Response Cards strategy: ● Introduce ● Review ● Implement ● Monitor (collect data) ● Reflect	Mark Peer	November/December PD 11/11/26 - introduce 12/02/26 - Review plan for implementation (collect data) 1/06/27 - Review all strategies present data reflect/reteach on practice	NASOT/Explicit Instruction/Teach Like a Champion - Hand Signals; Response Cards; Paired Response (Think Pair Share); Choral Response; Wait Time, Tracking Teacher Actions: Increasing Response Rates	TSSA
☐	Professional Development on Element 24 for Paired Response strategy: ● Introduce ● Review ● Implement ● Monitor (collect data) ● Reflect	Crystl Naylor	February PD 1/13/27 - introduce 1/13/27 - Review plan for implementation (collect data) 1/27/27 - Review strategy present data reflect/reteach on practice	NASOT/Explicit Instruction/Teach Like a Champion - Hand Signals; Response Cards; Paired Response (Think Pair Share); Choral Response; Wait Time, Tracking Teacher Actions: Increasing Response Rates	TSSA
☐	Professional Development on Building Ratio Through Writing techniques ● Review ● Implement	Kim Vorwaller	February/March PD	Teach Like a Champion	N/A

	• Monitor (collect data) • Reflect				

Milestone 2: Implement and collect data on Tier I Engagement

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Data collection: classroom observation data collection	Kim Vorwaller Lara Tingey Mark Peer Anthony Greenwell	~~September 2, 2026~~ September 11	Noticing and Reacting When Students are Not Engaged Survey	TSSA
☐	Meet as a guiding coalition and review the data	Kim Vorwaller	~~September 3, 2026~~ September 24	Driven By Data 2.0	TSSA
☐	Data Collection: teacher complete survey again Share data with faculty; reflect/reteach on data Element 23 data	Anthony Greenwell	~~9/30/26~~ October 12	Students Engaged Progress Monitor	TSSA
☐	Share observation data; reflect/reteach third professional learning of each month	Mark Peer Kim Vorwaller	Monthly Beginning in October 2026 through January 2027	Tracking Teacher Actions- I…	TSSA
☐	Students take Engagement survey again	Kim Vorwaller	December 4, 2026	Student Survey for Increasing … Student Survey for Noticing Wh… Student Engagement Survey Progress Monitor	N/A
☐	Share data with faculty; reflect/reteach on data Element 24 Strategies		September 2026 through February 2027		N/A

Strategy 2	If collaborative teams effectively identify essential learning targets, then instruction becomes more focused and student learning will improve.
Explain why/how the strategy is evidence-based for LPSGs.	When teachers collaboratively and intentionally identify essential or priority learning targets, instruction becomes more focused and student learning will improve. Research by educational analysts like Robert Marzano highlights that it would take a student generations of continuous schooling to truly master every single state standard as written. Teams must establish Essential Learning Targets (Priority Standards) based on three evidence-based criteria: *Endurance* (valuable beyond one test), *Leverage* (cross-disciplinary value), and *Readiness* (required for the next grade level). LPSGs (such as Hispanic students and students with disabilities) are highly vulnerable to falling behind when pacing moves too fast. By identifying the non-negotiable targets, collaborative teams can narrow the focus, allowing teachers to allocate more time to deeply scaffold and reinforce the specific skills that will yield the highest return on investment for struggling learners. John Hattie's *Visible Learning* research consistently ranks Collective Teacher Efficacy (the shared belief among teachers that they can positively impact student achievement through collaboration) as one of the single highest influences on student learning, yielding an incredibly high effect size. Collaboration forces teachers to align on exactly what proficiency looks like. For LPSGs, this eliminates the equity gap between classrooms. It ensures that regardless of which room a student sits in, they are being held to the same rigorous, focused, and essential expectations. Data from the *Solution Tree* research base on PLCs demonstrates that schools making the largest gains with at-risk subgroups use tightly aligned common formative assessments (CFAs) built directly around their essential learning targets.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Unpacking Essential Standards Tool	toolunpack…	0% of teachers have identified the priority learning targets related to foundational reading skills.	90% of teachers have identified and unpacked the priority learning targets related to foundational reading skills.		90% of teachers have addressed the identified and unpacked priority learning targets related to foundational reading skills.	
Progress	**Acadience**	Baseline data be	42% of students in		45% of students in	

Monitoring	**Learning**	added when the BOY Acadience Reading Assessments have been completed	grades K-6 will be reading on grade level when the MOY Acadience Reading Assessments have been completed.		grades K-6 will be reading on grade level when the EOY Acadience Reading Assessments have been completed.	

Milestone 1: Essential Standards Relating to Acadience are Identified

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Review Curriculum and Standards to determine key learning expectations that align with data measurements in Acadience.	Kim Vorwaller Mark Peer	August 21, 2026	WSD ELA Copy of K-6 Vertical Align… Priority Standards	LAND Trust/TSSA
☑	Apply Selection Criteria - use readiness, endurance, assessment, and leverage to identify priority standards.	Kim Vorwaller	August 21, 2026	Priority Skill Identifiers	LAND Trust/TSSA
☑	Collaborate with Teams to ensure alignment and consistency across grade levels	Kim Vorwaller Mark Peer	August 21, 2026	Reading Skills Grade-Level Pro… Copy of K-6 Vertical Alignment …	LAND Trust/TSSA
☑	Analyze student data to determine which standards have historically been challenging or essential to student success.	Kim Vorwaller Mark Peer	August 21, 2026	WSD Data Resources Page; ALO Website	LAND Trust/TSSA
☑	Collaboratively determine the most effective sequence for course content	Kim Vorwaller Mark Peer	August 25, 2026	Wonders Reading Scope and Sequence By Grade	LAND Trust/TSSA

Milestone 2: Each team member is clear on the knowledge, skills, and dispositions required for grade level priority standards related to Acadience Reading Measures.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Teachers/paraprofessionals involved in Co-teaching attend professional learning on co-teaching.	Kim Vorwaller Anthony Greenwell	August 17, 2026	Co-teaching Kick-off WSD training	TSSA
☑	Review grade level master schedule to ensure inclusion of ELA recommended minutes and routines.	Kim Vorwaller Mark Peer	August 21, 2026	Visual Instructional Minutes by Grade Instructional Minutes by Grade with approved Curriculum	N/A
☑	Add FORI and MCW routines into ELA grade level schedules - FORI: 1-6. MCW: K-2.	Kim Vorwaller Mark Peer	August 21, 2026	Instructional Minutes by Grade with approved Curriculum	N/A
☑	Review FORI and MCW routines for the classroom.	Kim Vorwaller Mark Peer	August 25-August 28, 2026	FORI (Detailed Explanation) FORI Walkthrough Tool Blank FORI Tool for Retrieval Day 1 Video Day 2 Video Day 3 Video Day 4 Video Day 5 Video Reading on Grade Level Resources Wonders Fluency Passages Gist Statement Template WSD Audiorecord Site Most Common Word Routine … Walkthough Tools Proficiency … MCW Routine Walkthrough MCW (Slides, Passages, Lists): Kinder, 1st, 2nd MCW Walkthrough Tool Blank MCW Tool for Retrieval MCW Lesson Video Example 1 MCW Lesson Video Example 2 WSD Elementary ELA Site **Video Clips by Section**	LAND Trust

				Review State Target Tap It, Map It, Graph It Repeated Practice Writing Practice Word Hunt	
☐	Unpack Essential Standards: Break each priority standard into measurable learning targets that can be quickly assessed.		August 21, 2026 - February 24, 2027	Unpacking Essential Standards	N/A
☐	Classroom teachers identify students in the low performing student groups of Hispanic and Students with Disabilities.	Anthony Greenwell	~~September 2, 2026~~ September 16	Assessment, School Improvement & Research (information for schools) Special education teachers will collaborate with general education teachers to identify which students have disabilities.	LAND Trust/TSSA
☐	Write Clear Learning Targets - develop student-friendly learning targets that describe what students should know and be able to do.	Mark Peer	August 21, 2026 - February 24, 2027	Unpacking Essential Standards	LAND Trust/TSSA
☐	Ensure Measurability - frame learning targets in a way that allows for assessment of student progress and mastery.	Mark Peer	August 21, 2026 - February 24, 2027	What will students do? Under what circumstances or using what tools? What does mastery look like? Essential Standards Protocol.pdf	LAND Trust/TSSA
☐	Align Targets with Assessments - map learning targets to common formative assessment of student progress and mastery.	Kim Vorwaller	August 21, 2026 - February 24, 2027	Proficiency Scales	LAND Trust/TSSA
☐	Communicate and Integrate - share learning targets with teachers, students, and stakeholders while embedding them	Mark Peer	August 21, 2026 - February 24,	Parent Teacher Conferences Parent Letter	LAND Trust/TSSA

	into instructional planning and delivery.		2027		
☐	Implement FORI and/or MCW routines in the classroom with an average fidelity rating score of 80% or higher.	Kim Vorwaller	August 21, 2026 - May 1, 2027	FORI (Detailed Explanation) FORI Walkthrough Tool MCW Routine Walkthrough Most Common Word Routi…	LAND Trust
☐	Use the Data Protocol Sheet to analyze Acadience Progress monitoring and BOY/MOY data.	Mark Peer	October 7, 2026 (BoY) February 3rd 2027 (MoY)	Copy of MASTER: DATA PRO…	LAND Trust/TSSA
☐	Maintain evidence and progress for all students in a shared folder (updated weekly during PLCs)	Kim Vorwaller	Check weekly beginning (October 13, 2026)	Acadience Data Sheet	LAND Trust/TSSA

Priority #1 Funding Sources: Coordination and Integration of Services and Resources

Show how school allocated funds, along with other state and/or federal funds, will be used to achieve this goal.

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$68,422.07	
School LAND Trust	$54,500.00	

Priority #2 - Mathematics

Goal: **For the 2026-2027 school year, Midland Elementary student RISE Proficiency in mathematics will be 35% overall or higher.**

- **3% increase for HI7 and SWD**

Strategy 1	If teachers intentionally plan and deliver engaging Tier I instruction, then students will receive high-quality foundational learning experiences.
Explain why/how the strategy is evidence-based for LPSGs.	When teachers collaboratively and intentionally identify essential or priority learning targets, instruction becomes more focused and student learning will improve. Research by educational analysts like Robert Marzano highlights that it would take a student generations of continuous schooling to truly master every single state standard as written. Teams must establish Essential Learning Targets (Priority Standards) based on three evidence-based criteria: *Endurance* (valuable beyond one test), *Leverage* (cross-disciplinary value), and *Readiness* (required for the next grade level). LPSGs are highly vulnerable to falling behind when pacing moves too fast. By identifying the non-negotiable targets, collaborative teams can narrow the focus, allowing teachers to allocate more time to deeply scaffold and reinforce the specific skills that will yield the highest return on investment for struggling learners. John Hattie's *Visible Learning* research consistently ranks Collective Teacher Efficacy (the shared belief among teachers that they can positively impact student achievement through collaboration) as one of the single highest influences on student learning, yielding an incredibly high effect size. Collaboration forces teachers to align on exactly what proficiency looks like. For LPSGs, this eliminates the equity gap between classrooms. It ensures that regardless of which room a student sits in, they are being held to the same rigorous, focused, and essential expectations. Data from the *Solution Tree* research base on PLCs demonstrates that schools making the largest gains with at-risk subgroups use tightly aligned common formative assessments (CFAs) built directly around their essential learning targets.

Strategy Performance Measures

☑	Determine which engagement strategies will be taught and implemented; define active vs. passive engagement	Guiding Coalition Kim Vorwaller	June 9, 2026	NASOT; Explicit Instruction; Teach Like a Champion	2000

☑	Teachers take baseline Engagement survey	Kim Vorwaller Mark Peer	August 21, 2026	Noticing and Reacting When Students are Not Engaged Survey Teacher Engagement Survey Form Teacher Survey for Increasing …	LAND Trust
☑	Share engagement data from Midland Basic 5 (2025-2026)	Kim Vorwaller	August 21, 2026	Midland Elementary Basic 5 Data	N/A
☑	Professional development on Element 23	Kim Vorwaller	August 21, 2026	New Art and Science of Teaching (NASOT)	TSSA
☑	Students take baseline Engagement survey	Kim Vorwaller	September 2, 2026	Student Survey for Increasing … Student Survey for Noticing W… Student Engagement Survey Baseline	TSSA
☑	Teach active vs. passive; teach Participation Ratios vs. think Ratios - Apply to already learned engagement strategies	Mark Peer Kim Vorwaller	September 2, 2026	Teach Like a Champion	LAND Trust
☑	Professional Development on Element 24 for Hand Signals strategy: ● Introduce ● Review ● Implement ● Monitor (collect data) ● Reflect	Tracy Sutton	September PD 9/9/26 - introduce 9/23/26 - Review plan for implementation (collect data) 10/14/26 - Review strategy present data reflect/reteach on practice	NASOT/Explicit Instruction/Teach Like a Champion - Hand Signals; Response Cards; Paired Response (Think Pair Share); Choral Response; Wait Time, Tracking Teacher Actions: Increasing Response Rates	TSSA

☐	Professional Development on Element 24 for Choral response/Wait Time strategy: ● Introduce ● Review ● Implement ● Monitor (collect data) ● Reflect	Anthony Greenwell	October/November PD 10/28/26 - introduce 11/04/26 - Review plan for implementation (collect data) 12/2/26 - Review strategy present data reflect/reteach on practice	NASOT/Explicit Instruction/Teach Like a Champion - Hand Signals; Response Cards; Paired Response (Think Pair Share); Choral Response; Wait Time, Tracking Teacher Actions: Increasing Response Rates	TSSA
☐	Professional Development on Element 24 for Response Cards strategy: ● Introduce ● Review ● Implement ● Monitor (collect data) ● Reflect	Mark Peer	November/December PD 11/11/26 - introduce 12/02/26 - Review plan for implementation (collect data) 1/06/27 - Review all strategies present data reflect/reteach on practice	NASOT/Explicit Instruction/Teach Like a Champion - Hand Signals; Response Cards; Paired Response (Think Pair Share); Choral Response; Wait Time, Tracking Teacher Actions: Increasing Response Rates	TSSA
☐	Professional Development on Element 24 for Paired Response strategy: ● Introduce ● Review ● Implement ● Monitor (collect data) ● Reflect	Crystl Naylor	February PD 1/13/27 - introduce 1/13/27 - Review plan for implementation (collect data) 1/27/27 - Review strategy present data reflect/reteach on practice	NASOT/Explicit Instruction/Teach Like a Champion - Hand Signals; Response Cards; Paired Response (Think Pair Share); Choral Response; Wait Time, Tracking Teacher Actions: Increasing Response Rates	TSSA

☐	Professional Development on Building Ratio Through Writing techniques • Review • Implement • Monitor (collect data) • Reflect	Kim Vorwaller	February/March PD	Teach Like a Champion	N/A

Milestone 2: Implement and collect data on Tier I Engagement

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Gather engagement data in each class	Kim Vorwaller	By end of term 1	Tracking Teacher Actions: Increasing Response Rates	LAND Trust/TSSA
☐	Share Basic 5 Engagement Data	Kim Vorwaller	By end of term 1	Midland Elementary Basic 5 Data	LAND Trust/TSSA

Strategy 2	If teachers regularly analyze RISE data, then they will be able to tailor their instruction to target specific areas of need, track academic growth, and adjust teaching strategies.
Explain why/how the strategy is evidence-based for LPSGs.	In Utah's framework, RISE Benchmark Modules are short, targeted diagnostic checks aligned directly to the Utah Core Standards. For **Lowest-Performing Student Groups (LPSGs)**, relying on end-of-year summative data is a reactive strategy that documents failure after it has happened. Regularly analyzing RISE Benchmark data shifts the paradigm from *autopsy* to *active diagnosis*, providing an evidence-based mechanism to intercept learning gaps in real time. RISE | Assessment, School Improvement & Research Research from the *Colorado Department of Education* and the *Center on Center on Innovations in Learning* highlights that structured, ongoing cycles of interim/benchmark testing yield high Level 1 evidence for accelerating student achievement. To be effective, data must be easily filtered to spot specific misconceptions before they solidify. Data Driven Instruction in Education Because RISE Benchmarks focus on discrete, modular skills, teachers don't just see that a student group is "low in math."

	They see that the group specifically struggles with a micro-skill, like *multiplying fractions with unlike denominators*. This prevents a vague, overwhelming deficit from turning into permanent academic frustration. RISE Benchmark data allows teachers to "tailor instruction" with laser precision. Instead of placing LPSG students in a permanent "low group" where they do remedial work, teachers can form fluid, flexible tiers. An LPSG student might need Tier II support for a specific benchmark target this week, but demonstrate mastery on the next module and remain entirely in Tier I, ensuring continuous exposure to rigorous content. Harness the Power of Data-Driven Instruction - CCEE K12 Playbooks.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
RISE Benchmarks	Benchmark Data Review Sheets; Utahrise.org	For the 2025-2026 school year, all grades entered some information at least 3 out of the 6 months, 0% documented strategies discussed.	All grades 3-6 will have taken at least two math benchmarks and will have completed at least two data review sheets.		75% of grades will have completed data review sheets at least once per month (7 total sheets).	
Teachers: RISE Benchmarks	Benchmark Data LPSG Data Sheet PLC RISE Data Analysis	Low Performing Student Groups have not previously been tracked separately	85% of teachers will track the performance of students in their classroom who fall into the LPSG of Students With Disabilities or Hispanic using a RISE data reflection sheet that includes an individual academic growth tracker.			
Student: RISE Interim	Benchmark Data LPSG Data Sheet	Fall Interim	70% or more of students identified in a Low Performing Student Group will show a value added growth of 35 or more between the Fall Interim and the Winter Interim.		N/A	

Milestone 1: Use RISE platform to collect data regularly

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Review grade performance in RISE and use RISE Blueprints to identify priorities	Kim Vorwaller	August 27, 2026	RISE Assessment Portal	N/A
☑	Conduct a training session in math with students using the RISE Training Tests	Mark Peer	~~September 18, 2026~~ October 9, 2026	RISE Training Tests	LAND Trust
☐	In partnership with the special education department, schedule RISE Benchmark testing sessions.	Anthony Greenwell	September 2, 2026	Master Copy MATH Benc… Editable Calendar	TSSA
☑	Administer RISE Fall Interim in grades 3-6.	Kim Vorwaller	August 24th-September 24th (within 1 month of window opening)	RISE Assessment Portal	N/A
☑	Administer RISE Benchmark in grades 3-6.	Kim Vorwaller	Monthly October 2026 - April 2027	Editable Calendar	N/A
☐	Complete Benchmark Data Reporting Sheet	Kim Vorwaller	Monthly October 2026 - April 2027	Master Copy MATH Benc…	TSSA/LAND Trust
☐	Administer RISE Winter Interim in grades 3-6.	Kim Vorwaller	January 4th-February 4th (within 1 month of window opening)	RISE Assessment Portal	N/A

Milestone 2: Analyze RISE data during PLCs

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review interim data to identify areas of strength and need specific to priorities identified.	Mark Peer	After giving Interim and no later than October 1, 2026.	RISE Assessment Portal	TSSA/LAND Trust

☐	Review Benchmark data to identify areas of strength and need specific to priorities identified.	Mark Peer	Monthly October 2026 - April 2027	Master Copy MATH Benchmark… Pacing Guides	TSSA/LAND Trust
☐	Review interim data to identify areas of strength and need specific to priorities identified.	Mark Peer	After giving Interim and no later than February 12, 2027.	RISE Assessment Portal	TSSA/LAND Trust
☐	Analyze data from Low Performing Student Groups (LPSGs) including Hispanic students and Students with Disabilities.	Anthony Greenwell	February 12, 2027	WSD Assessment, School Improvement & Research PLC RISE Data Analysis	TSSA/LAND Trust
☐	Create Common Formative Assessments to target Priority Standards and support Low Performing Student Groups (LPSGs) including but not limited to Hispanic Students and Students with Disabilities.	Mark Peer	August 28, 2026 - April 2027	CFA Professional Development…	TSSA/LAND Trust
☐	Plan interventions and Tier I instruction to determine the needs of individual students. Support Low Performing Student Groups including but not limited to Hispanic Students and Students with Disabilities.	Anthony Greenwell	September 2026 through March 2027	NASOT/Explicit Instruction/Teach Like a Champion; Co-Teaching Model of Instruction.	TSSA/LAND Trust
☐	Plan instruction based on student needs	Mark Peer	Minimum Monthly beginning September 2026	WSD Elementary Math PLC Math Resources	TSSA/LAND Trust

Priority #2 Funding Sources: Coordination and Integration of Services and Resources

Show how school allocated funds, along with other state and/or federal funds, will be used to achieve this goal.

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$40,750.55	
School LAND Trust	$45,000.00	

Priority #3 - Positive Behavior Systems

Goal: **Midland Elementary will continue to refine and implement a Positive Behavior Interventions and Supports (PBIS) System to reach an 80% or higher fidelity rate as measured by Tiered Fidelity Inventory (TFI).**

School Success Plan Resources - PBIS (updated 2026)

Strategy 1	If teachers consistently use the classroom consequence hierarchy to manage classroom behaviors then classroom disruptions will decrease and engagement will increase.
Explain why/how the strategy is evidence-based for LPSGs.	Implementing a classroom consequence hierarchy—a structured, progressive system of responses to behavioral infractions (e.g., redirection → warning → private conversation → parent contact → office referral)—is an essential evidence-based Tier I practice. For an LPSG targeting Students with Disabilities (SWD) and Hispanic students, this strategy is highly effective because it directly combats the systemic biases, ambiguity, and disproportionate discipline metrics that historically harm these two student groups. The Council for Exceptional Children (CEC) and the CEEDAR Center formally codify these strategies as High-Leverage Practices (Taylor & Bhana, 2021). Specifically, **HLP 7** mandates that teachers establish an organized, consistent, and respectful learning environment (Taylor & Bhana, 2021). It explicitly advocates utilizing a predictable continuum of strategies to handle behaviors rather than jumping immediately to punitive consequences (Taylor & Bhana, 2021). A classroom consequence hierarchy shifts a teacher's response from reactive and emotional to predictable and systemic.National educational data shows that Hispanic and Black students are disproportionately given harsher consequences for subjective infractions, such as disrespect, defiance, or disruption. Research into implicit bias (such as studies from the Center on PBIS) proves that when behavioral expectations and teacher responses are ambiguous, teachers default to gut reactions, which are often influenced by cultural misunderstandings. A consequence hierarchy establishes a clear boundary between *teacher-managed* behaviors (minor disruptions, off-task talking) and *office-managed* behaviors (safety risks). By enforcing a mandatory sequence of low-level interventions, a teacher cannot jump straight to an Office Discipline Referral (ODR) for a minor cultural misunderstanding or expressive communication style. This keeps Hispanic students in their seats, preserving instructional time and boosting overall academic engagement. Many students with disabilities—particularly those with neurodivergence, emotional disturbances, or executive functioning challenges—struggle with reading social cues and managing anxiety in environments with shifting or invisible boundaries. The Council for Exceptional Children (CEC) identifies structured, predictable classroom management as a high-leverage practice for special education. Unpredictable environments elevate a student's cortisol levels, triggering fight, flight, or freeze responses that manifest as severe behavioral disruptions. A visible, consistently executed consequence hierarchy provides psychological safety. When an SWD breaks a rule, they

	know *exactly* what step comes next. Because the hierarchy prioritizes early steps like non-verbal prompts or private re-teaching before jumping to punitive measures, the student is given a fair, structured off-ramp to correct their behavior before escalating to crisis levels. When a consequence hierarchy is implemented properly, it prioritizes skill building over punishment. This dynamic is critical for both student groups. Consistently utilizing a consequence hierarchy directly drives down subjective suspensions and behavioral referrals. By replacing chaotic, unpredictable discipline with a fair, step-by-step framework, classrooms become inclusive spaces where Hispanic students and students with disabilities can thrive academically rather than being pushed out of the room.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tiered Fidelity Inventory (TFI)	**TFI Results**	**77%**	**80%**		**87%**	
Basic 5 Tool	**Basic 5 Results**	**86% engagement; 1.81 disruption rate (per 10 minute)**	**86%**		**90%**	
Classroom Reinforcement Sheet	**Classroom Reinforcement Sheet**			**Reinforecem…**		

Milestone 1: Implement a classroom reinforcement/acknowledgement of students' adherence to rules and procedures

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Establish a classroom reinforcement system	Kim Vorwaller	August 2026	Positive Reinforcement Reward System Checklist Creating a Consequence …	TSSA
☐	Post classroom consequence hierarchy	Kim Vorwaller Alison Benson Mark Peer Lara Tingey	~~August 2026~~ September 11	Consequence Hierachy (2).png	TSSA
☐	Use classroom reinforcement system	Kim Vorwaller	Sept. 25, 2026	WSD Basic 5 Observatio…	TSSA

	consistently	Alison Benson Mark Peer Lara Tingey		Reinforecement System Cla…	

Milestone 2: Implement a classroom system for correcting behavior

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Establish a classroom system for correcting behavior	Kim Vorwaller	August 2026	Classroom Continuum of … Classroom Management … Creating a Consequence …	TSSA
☐	Post classroom consequence hierarchy	Kim Vorwaller Alison Benson Mark Peer Lara Tingey	August 2026	Consequence Hierachy (2).png	TSSA
☐	Use classroom reinforcement system consistently	Kim Vorwaller Alison Benson Mark Peer Lara Tingey	September 30, 2026 November 30, 2026 January 29, 2027 March 30, 2027 April 30, 2027	WSD Basic 5 Observatio… Reinforecement System Cla…	TSSA

Strategy 2	If information regarding outcomes of Tier I practices is shared at least once a year, then students, faculty, and families will have the opportunity to share feedback on those practices and be more actively engaged.
Explain why/how the strategy is evidence-based for LPSGs.	Positive Behavioral Interventions and Supports (PBIS) frameworks, **annual data dissemination** is an explicit requirement for implementation fidelity. National clearinghouses (like the Center on PBIS) emphasize that universal systems only remain relevant when they match the local cultural and community context.

	By presenting annual data on school climate, behavioral trends, or literacy growth, the school provides stakeholders with a "mirror" of the current environment. This concrete data moves feedback away from vague complaints and transforms it into targeted, data-driven collaborative adjustments (e.g., co-designing school-wide behavior expectations with families). For both Hispanic students and students with disabilities, general school-wide averages often mask systemic gaps. If a school boasts that "85% of students feel safe and supported by Tier I behavior systems," but fails to look deeper, they might completely miss that only 40% of their students with disabilities feel the same way. Educational research heavily backs the breaking data down by student groups as a catalyst for equity. The National Center for Learning Disabilities (NCLD) highlights that transparently sharing subgroup performance forces schools to confront systemic shortcomings. Sharing this specific data once a year gives families of SWD and Hispanic students visible proof that their children are seen by the system. It builds baseline trust, ensuring parents don't feel like they are shouting into a void about issues the district's general metrics are ignoring.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tiered Fidelity Inventory (TFI)	**TFI Results**	**77%**	**80%**		**87%**	
Basic 5 Tool	**Basic 5 Results**	**86% engagement; 1.81 disruption rate (per 10 minute)**	**86%**		**90%**	
Stakeholder Survey	**Survey Results**	**0 responses have been given (new survey)**	**80% of 3-6 grade students have responded to one survey; 80% of staff have responded to one survey. 25% of families have responded to one survey.**		**80% of students in grades 3-6 have responded in all surveys; 80% of staff have responded in all surveys. 25% of families have responded to all surveys.**	

Milestone 1: Share information about PBIS systems and collect input from stakeholders.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Create a presentation that shares information about PBIS systems that have been implemented or will be implemented at Midland. Include baseline data from the 2025-2026 school year in the presentation.	Alison Benson	Aug. 18, 2026	Positive Behavior Interve…	TSSA
☑	Share the presentation with the Midland PTA.	Kim Vorwaller	~~Oct. 20, 2026~~ September 2, 2026	Panorama; Acadience; Power School	Positive Behavior Plan
☐	Share the presentation with the Midland Community Council.	Kim Vorwaller	Oct. 20, 2026	Panorama; Acadience; Power School; school website	Positive Behavior Plan
☑	Create a survey about Midland's PBIS systems for students, staff, and parents.	Alison Benson	Aug. 18, 2026	Positive Behavior Interve…	TSSA
☐	Administer the survey about Midland's PBIS systems for students, staff, and parents.	Alison Benson	Oct. 2026/Feb. 2027	Google Forms	Positive Behavior Plan

Milestone 2: Share data and feedback regarding PBIS effectiveness.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create a presentation that shares the results of the surveys administered regarding PBIS systems that have been implemented or will be implemented at Midland.	Alison Benson	Mar. 2027	Panorama	TSSA
☐	Share academic progress and PBIS effectiveness with the Community Council and PTA from 2026-2027.	Kim Vorwaller	Mar. 2027	Panorama, Power School	Positive Behavior Plan
☐	Share changes in PBIS systems based on stakeholder feedback with the	Kim Vorwaller	Mar. 2027	School website	Positive Behavior Plan

	Community Council and PTA.				
☐	Share changes in PBIS systems based on stakeholder feedback with the staff.	Kim Vorwaller	May 2027	Positive Behavior Interve… Reinforecement System …	Positive Behavior Plan
☐					

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	$37,157.67	
School LAND Trust	$0.00	
Positive Behavior Plan	$4,000.00	

Parent Communication Plan

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

Share in Community Council Meeting
Share in PTA Meeting
Post on school website under Parents

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

To improve student learning, the following parent and family engagement strategies will be implemented: sharing parent engagement messages through Thrillshare, facilitating collaboration and information sharing during parent-teacher conferences, hosting Art/Family Nights, and participating in Roy Cone community nights. Weekly recognition of student growth.