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:	Municipal	**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:	Tana Chipp		

School Leadership Team Members Responsible for this Plan:

Name & Role	Signature	Name & Role	Signature
Tana Chipp Principal		Baylee Strain Teacher	
Michael Yardley Title 1 Teacher Leader		Lori Montgomery Counselor	
Jahnin Harper Instructional Coach		Katie Bennion Parent	
Julie Merrill Teacher		Laura Branch Roach Teacher	
Parent			

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)?	All students are provided with targeted 95% group phonics/phonemic awareness intervention as a school-wide intervention. All kindergarten through 5th-grade students receive explicit phonics instruction in Tier 1. Reading Horizons is taught in kindergarten-2nd Grade Tier 1 instruction. Core Phonics is taught in 3rd-5th grade's Tier 1 instruction. All SWD have access to Tier III support through their Special Education teacher in a pull out model. There is a need to explore additional evidence-based practices, especially in the following areas: literacy routines, fluency, comprehension, and vocabulary development. Additionally, focusing on the model of instruction and engagement strategies within our Tier I instructional blocks will provide better support for our LPSGs.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Teachers participate in professional learning at least three times a month. Recent professional learning has focused on classroom management, scaffolding and extensions, literacy routines, increasing teacher-to-student relationships and the PLC process in terms of monitoring the work of teams. Last summer, all teachers were offered the opportunity to attend a four-day training focused on improving classroom management. This year, the teachers who were unable to attend will have the opportunity for this training. We will also be doing PL on the MCW and FORI routines which will strengthen our fluency practices in our school. This will guide teachers on research based practices to help our learners become fluent readers. We will also have PL that teaches the I do, We do, You do model effectively.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	In special education, we have 1.25 FTE and two aides who support our special education students. The district provides additional supply money and additional contract days to the teachers. We have built a master schedule to include time for the teachers to pull their students for services in math. Currently, SWD participate in general education reading intervention as well as co-teaching in their grade level classroom. We need to develop a tighter master schedule that allows our special education teachers to be able to attend a portion of each PLC to discuss specific students and their needs. We are developing a co-teaching model in the area of ELA that will be implemented in the upcoming year.
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?	Our Master Schedule has been designed to ensure that all students have access to Tier 1, 2, and 3 for ELA and math. With the implementation of a schoolwide 95% group intervention, we have provided opportunities for students to be placed in groups based on the specific needs of each student. Groups are fluid, and general education teachers and special education teachers work together to ensure students receive the literacy interventions needed. We have made adjustments to the master schedule to ensure that all students have appropriate access to Tier I with their peers through co-teaching.

What data is being collected to monitor student learning and how often is this data analyzed?	All grade levels give CFAs on at least a bimonthly basis and analyzed the same week given. We assess using the PASI/PSI with 95% group every three weeks and place students into groups based on their skill level. We also look at literacy/math progress monitoring within Acadience based on the state recommendations for each level. We collect and analyze Acadience Benchmark data during PLC at a grade and school level. Opportunities exist to continue developing systems to review progress monitoring data and RISE benchmarks in all areas in PLCs at least monthly.
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	Implement a monthly data meeting to look specifically at our LPSGs attendance, progress, and services to ensure we are being intentional about meeting their needs. Provide aide time to SWD in addition to aide time allocated from other departments to ensure that all students' needs are met. In addition to LAND Trust, Title 1, and TSSA monies, we will utilize CSI monies to provide ongoing, job-embedded professional learning for faculty and staff around instructional practices that will best support our LPSGs.

Priority #1 - Literacy

2 Year Goal: **By 2028, ELA RISE scores will increase by 15%, bringing us to 36% proficient for all students.**

Goal: **By the end of the 2027SY, Acadience EOY Reading on Grade Level percentage will increase by 5% for K - 3rd grade and EOY scores on RISE will increase 5% for 4th - 6th grade students .**

By the end of the 2027SY, Acadience EOY Reading on Grade Level percentage will increase by 5% for our students with disabilities in K-3rd and EOY scores on RISE will increase 5% in 4th - 6th grade for our students with disabilities .

Strategy 1	If all teachers implement strong evidence based literacy instruction (e.g., Phonics in K, MCW in 1st-2nd and FORI routines in 1st-6th) with 100% fidelity according to the Walkthrough tools, then students will have access to consistent and solid Tier I instruction resulting in increased literacy rates as measured by Acadience.
Explain why/how the strategy is evidence-based for LPSGs.	Ongoing professional learning drives student achievement by enhancing teacher expertise and collective efficacy. A critical focus within literacy development is reading fluency, which the National Reading Panel identifies as the essential link to comprehension. By training teachers in evidence-based fluency routines, schools can significantly boost reading proficiency and overall academic equity especially focused on our students with disabilities.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teacher Observations	FORI Walkthrough Tool	Take Baseline in September	By January have 2 per teacher in 1st-6th. Each teacher will hit at least 80% of the routine.		By May have 4 per teacher in 1st-6th. Each teacher will achieve 100% of the routine.	
Teacher Observations	MCW Walkthrough Tool	26-27 EOY Baseline K - TBD 1st - 60% 2nd - 3rd -	By January have 2 per teacher for K-2. Each teacher will hit at least 80% of the routine.		By May have 4 per teacher in K-2. Each teacher will achieve 100% of the routine.	

		4th - 5th - 6th -				
Student Assessment	MCW Assessment 1-2	Get this in September 2026 (Pretest) By MOY Acadience K - TBD 1st - 62% 2nd - 3rd - 4th - 5th - 6th -	By January 50% of students will be able to read 80% of the Most Common Words taught. By MOY Acadience K - TBD 1st - 62% 2nd - 3rd - 4th - 5th - 6th -		By May 70% of students will be able to read 90% of the Most Common Words taught. By MOY Acadience K - TBD 1st - 62% 2nd - 3rd - 4th - 5th - 6th -	
Student Assessment	Acadience Progress Monitoring 1st-6th	26-27 EOY Baseline K - TBD 1st - 60% 2nd - 3rd - 4th - 5th - 6th -	By MOY Acadience K - TBD 1st - 62% 2nd - 3rd - 4th - 5th - 6th -		By EOY Acadience Testing we will have at least 40% of our students will score above Benchmark according to Acadience Reading Composite Score. By MOY Acadience K - TBD 1st - 62% 2nd - 3rd - 4th - 5th - 6th -	
Student Assessment	Phonics Routine K	Get this in September 2026 (Pretest) 26-27 EOY Baseline K - TBD 1st - 60% 2nd -	By MOY Acadience Testing the number of students on ROGL for Acadience Testing Composite will increase by 20% By MOY Acadience		By EOY Acadience Testing we will have at least 40% of our students will score above Benchmark according to Acadience Reading	

		3rd - 4th - 5th - 6th -	K - TBD 1st - 62% 2nd - 3rd - 4th - 5th - 6th -		Composite Score. By MOY Acadience K - TBD 1st - 62% 2nd - 3rd - 4th - 5th - 6th -	

Milestone 1: All K-2 teachers will implement the MCW, FORI, and Phonics routines with 80% fidelity to improve student literacy outcomes.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	**Model Routine via Instructional Video and Establish Data Collection Protocols:** Teachers will attend a professional learning session to watch an instructional video of the MCW or FORI, or Phonics routine to establish a clear mental model of the expected components. Will receive training on the MCW Assessment 1-2 to collect baseline student data and learn to use the walkthrough tool for self-monitoring.	Tana	Aug. 28th		Land Trust, TSSA, Title 1
☐	**Fidelity Walkthroughs and Debriefs** The Principal, Instructional Coach, Title 1 Teacher Leader and Administrative Intern, will conduct walkthroughs using the Literacy Routine Checklist (MCW/FORI) and provide immediate, neutral feedback during debrief sessions.	Tana	Sept. 30th and ongoing weekly		
☐	**Coaching Cycles for Fidelity** Teachers who are below 80% fidelity according to walkthrough data will engage in targeted coaching cycles, which may include further modeling, co-teaching, or differentiated professional learning	Jahnin	Oct 31st and ongoing based on individual coaching plan		Land Trust, TSSA, Title 1

☐	**Self-Recording and PLC Reflection** By the end of 3rd quarter and again at the end of 4th quarter teachers will record themselves delivering the MCW, FORI, or Phonics routine to reflect on their own instructional practices and share wins and challenges" within their Professional Learning Communities	Jahnin	March 15th and May 28th (End of 3rd Quarter and End of 4th Quarter)		

Milestone 2: Teachers are implementing Phonics, MCW and FORI daily in their embedded ELA block.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	**Data Collection Protocols:** K- Follow state-recommended Acadience progress monitoring schedules for students below and well below benchmark. 1-2- Administer monthly MCW walkthrough tool and follow state-recommended Acadience progress monitoring schedules for students below and well below benchmark. 3-6-Follow state-recommended Acadience progress monitoring schedules for students below and well below benchmark	Jahnin	Sept. 30th and ongoing Monthly		Land Trust, TSSA, Title 1
☐	**Creating RTI Groups** Kindergarten- Will group students for tier 2 interventions based off the PASI and Acadience progress monitoring. Review data monthly in PLCs to create targeted RTI reteaching plans. Grades 1-2- Will group students for tier 2 interventions based off the PSI and will give monthly MCW assessments and review the data in PLC's to create	Jahnin	Sept. 30th and ongoing every three weeks		Land Trust, TSSA, Title 1

	targeted RTI reteaching plans. Grade 3- Will group students for tier 2 interventions based off the PSI and Acadience scores and will review the data in PLC's to create targeted RTI reteaching plans. Grades 4-6- Will group students for Tier 2 interventions based on Acadience scores. Review data monthly in PLCs to create targeted RTI reteaching plans.				

Strategy 2	If teachers administer the RISE Benchmarks and Interim assessments throughout the school year and track how students with disabilities are performing, then students will be able to set data informed goals and be prepared for the summative assessment.
Explain why/how the strategy is evidence-based for LPSGs.	By consistently administering RISE Benchmarks and Interim assessments throughout the school year and carefully tracking the performance of students with disabilities, teachers can transform raw data into a powerful tool for equity. Instead of waiting for a final score at the end of the year, this ongoing process allows educators to identify specific learning gaps, ensure accommodations are working effectively, and share progress transparently with learners. When students with disabilities see their own data, they can take ownership of their learning by setting clear, achievable goals, which builds their confidence, reduces test anxiety, and fully prepares them to succeed on the final summative assessment.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
RISE Benchmark Assessments	**RISE Portal Benchmark Spreadsheet**	**Sept. 30th** 3rd - 69% 4th - 88% 5th - 88% 6th - 57%	**By the end of 2nd quarter each grade will have given 3 ELA benchmarks** 3rd - 4th - 5th - 6th -		**By the end of April each grade will have given 6 ELA benchmarks.** 3rd - 4th - 5th - 6th -	

RISE Interim	**RISE Portal**	**January 15th**	**At mid-year each grade will have given an interim ELA RISE test** 3rd - 4th - 5th - 6th -		3rd - 4th - 5th - 6th -	
RISE Benchmark	**Class Data Tracking System for CFAs and Benchmarks**	**Oct. 1st**	**Each Teacher Grades 3-6 have 2 Benchmark Scores on board**		Each Teacher Grades 3-6 have 2 Benchmarks Scores per month on board	

Milestone 1: Teachers will utilize Acadience and RISE data to support students in setting RISE Summative goals

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐ **Goal Setting** Data binders will include tracking of Acadience and CFA data. RISE goals will be set based on Interim Benchmark data. Professional learning on how to set meaningful RISE goals.	Tana	Aug. 28th		Land Trust, TSSA, Title 1
☐ **Professional Learning:** Teachers will receive instruction on how to conduct progress monitoring for Acadience Reading.	Tana	Sept. 30th	Melissa Hadley	Land Trust, TSSA, Title 1
☐ **Professional Learning:** The school will facilitate Professional Learning focused on the administration and instructional tools of the RISE Benchmarks and Interim Assessments.	Tana	Oct. 31st	Laura (benchmark)	Land Trust, TSSA, Title 1
☐ **PLC** Teams will receive instruction on how to read, interpret and use the data obtained through the benchmarks to drive	Jahnin	Oct. 31st and continued Monthly		Land Trust, TSSA, Title 1

	instruction. Acadience progress monitoring and RISE Benchmarks will be discussed monthly.				

Milestone 2: Teachers will use the Data to drive instruction, scaffolds and supports for Students with Disabilities.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	All 3-6 teams will begin giving the same benchmark and results of the benchmark will be brought to PLC's and used to make instructional decisions.	Jahnin	Sept. 30th ongoing Monthly		Land Trust, TSSA, Title 1
☐	Benchmarks given will be input into a spreadsheet and reviewed in PLC's.	Jahnin	Oct. 15th ongoing Monthly		Land Trust, TSSA, Title 1
☐	Data taken from the benchmarks will be used to guide, RTI groups or spiral review.	Jahnin	Oct. 20th Ongoing Monthly		Land Trust, TSSA, Title 1

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	69,868	
School LAND Trust	38,986.46	
CSI Grant	30,787.67	
Title 1	10,000	

Priority #2 - Mathematics

2 Year Goal: **By 2028, Grades 4-6 Math RISE proficiency scores will increase by 15% (36%). (Baseline Data Gateway SY25 21%)**

Goal: **By the end of the 2027SY, Acadience EOY above proficiency scores will increase by 5% for students K-3 and RISE proficiency will increase 5% for 4th-6th grade students.**

By the end of the 2027SY, Acadience EOY above proficiency scores will increase by 5% for students with disabilities K-3 and 4th-6th students with disabilities 5% increase on RISE.

Strategy 1	If teachers unpack standards and choose/strategies which materials best support the standards, then teachers will be able to plan their lessons of that specific standard.
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

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Unit Plan template implementation that includes: Unpacked standard, daily objectives, explicit instruction and	Unit Plan Folder	43% of teams	90% of teams doing Unit planning		100% of teams doing Unit Planning	

Scaffolds/Extensions						

Milestone 1: Unpack the standards and identify learning targets, define proficiency, for each learning target, and create a CFA and identify appropriate resources for each grade level within the unit plan.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create/Modify a template for unpacking standards for all grade levels.	Jahnin	~~Aug. 18th~~ Sept. 15th	26-27 Municipal Unit Plan MAS… PLC Agenda Blank	
☐	Develop a rollout plan / PL in PLC on unpacking standards and identifying what proficiency looks like for the learning targets.	Tana Chipp	~~Aug. 28th~~ Oct. 2nd	Add agenda/expectations for PLCs to ensure that time for planning is embedded	Land Trust, TSSA, Title 1
☐	Provide ongoing support for each PLC with monthly completion monitoring.	Tana	October 1st Ongoing Monthly	PLC Collaboration Form	

Milestone 2: Identifying the appropriate instructional strategies that align to the standards.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Within the unit plan, instruction is designed around a clear standards aligned learning objective and communicated to students.	Tana	Sept. 30th ongoing at weekly PLC	They are in our Unit Plan for each grade level	Land Trust, TSSA, Title 1
☐	~~Develop a bank of strategies to share with teachers during PLCs.~~ Completed in strategy below	~~Tana~~	~~Sept. 30th~~		
☐	Unit plans include key instructional strategies to support students at all levels, and specifically strategies to accommodate Students with Disabilities.	Tana	Sept. 30th ongoing at weekly PLC		Land Trust, TSSA, Title 1

Strategy 2	If teachers implement appropriate instructional strategies aligned to the priority standards, then students with disabilities will be able to demonstrate learning for that specific standard.
Explain why/how the strategy is evidence-based for LPSGs.	Research shows that students with disabilities benefit most from: • explicit instruction, • modeling, • guided practice, • scaffolded support, and • frequent feedback. When these strategies are aligned to priority standards, students with disabilities receive targeted instruction on the exact skills they are expected to master. This reduces cognitive overload and increases opportunities for successful learning and demonstration of mastery.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers implement instructional strategies aligned to standards	Explicit Instruction Observation Checklist	No Baseline	**Teachers are achieving at least 80% on the Walkthrough Tool**		**Teachers are achieving at least 95% on the Walkthrough Tool**	
Students engage in independent/group work during the You Do portion of the lesson	Basic 5 (Engagement Data)	No Baseline	**Students are engaging in You Do portion of lesson at 80%**		**Students are engaging in You Do portion of lesson 95%**	

Milestone 1: Teachers implement explicit instruction following the I Do, We Do, You Do model

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop/modify ongoing professional learning for the whole faculty on how to implement the I Do, We Do & You Do model. Define I Do, We Do & You Do	Jahnin	Aug. 18th	Coaches in WSD are developing some of these resources (Keep elements at forefront of the teachers minds through spiral PL)	Land Trust, TSSA, Title 1
☐	~~Engage in on-going professional learning on explicit instruction~~	~~Tana~~	~~Sept. 15th and continues quarterly~~		~~Land Trust, TSSA, Title 1~~

☐	Model I Do, We Do & You Do in Faculty Meetings	Tana	Sept. 30th review quarterly		
☐	Conduct classroom observations & feedback to determine levels of implementation utilizing a walkthrough tool ??????????	Tana	Oct. 15 ongoing Monthly	Add a walkthrough tool for explicit instruction Observation log/tracker	

Milestone 2: Teachers implement appropriate and planned Tier I scaffolds for Students with Disabilities

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Continue to have Special Education teachers provide teachers with detailed information on student accommodations for students with disabilities at the start of the year or as IEPs change and have Admin do a check for accommodations throughout the year.	Tana	~~Aug. 28th~~ and do check ins monthly for accommodations	PowerSchool; Paper Form Accommodation Checklist for Students with Disabilities	
☐	Develop a bank of scaffolds for teachers that are appropriate for I Do vs We Do vs You Do	Jahnin	Sept. 30th	I Do, We Do, You Do Scaffoldin…	
☐	PL for scaffolds and what it should look like in classrooms	Tana	Sept. 30th	Laura and Baylee	
☐	Conduct observations with the Explicit instruction walkthrough tool that identifies Scaffolds/Extensions	Tana	Oct. 22nd	Accommodation Implementation Tool Accommodation Checklist for Students with Disabilities	

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	17,611.65	
School LAND Trust	17,000	
CSI Grant		
Title 1		

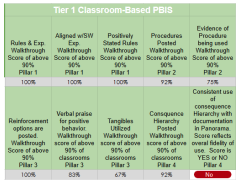
Priority #3 - Positive Behavior Systems

Goal: **Our school will implement a Positive Behavior Interventions and Supports (PBIS) System at an 80% fidelity rate or will show a 10% annual improvement as measured by Tiered Fidelity Inventory (TFI).**

Strategy 1	If discipline data (both classroom managed and office managed) accurately reflects reteaching and consequence, then school teams will be able to utilize the data to determine preventative and responsive measures Tier 1 and Tier 2 to improve student behavior.
Explain why/how the strategy is evidence-based for LPSGs.	Students should be explicitly taught appropriate social (how to interact with others), emotional (how to regulate and express thoughts and emotions), and behavioral (how to manage myself) skills and behaviors. Skills should ideally be aligned with classroom and school-wide expectations. Similar to explicit instruction in academic skills, social, emotional, and behavior skills are taught through a tell (when to use the skills), show (provide examples and non-examples of the skill under specific social contexts), and practice (students engage in role plays) format. Cultural inclusive pedagogies and practices (CIPP) is especially key when teaching social, emotional, and behavioral skills as students often learn these skills under different contexts. Students who master key social behaviors are ready to function within organized, consistent, and responsive learning environments. **High Leverage Practices for Students with Disabilities** HLP 9: Teach social behaviors. 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., 201

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
TFI Data	District and School TFI Data	Teams: 50% Implementation: 72% Evaluation: 88%	All areas 90% or higher		All areas hitting 100%	
Panorama	Incident Tracking		Under 20% of students with Classroom or Office Managed this will show Tier 1 is working.		Under 20% of students with Classroom or Office Managed this will show Tier 1 is working.	

Municipal Tier 1 School Implementation Profile	School Implementation Profile		All areas 90% or higher		All areas 90% or higher	

Milestone 1: Refine and strengthen our discipline procedures.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Provide professional learning on developing and using the consequence hierarchy with fidelity	Tana	~~Aug 18th~~ Aug 28th	Link to Basic 5 and consequence hierarchy slides	
☐	Develop a schoolwide response system for behavior intervention using the Green, Yellow and Red system.	Tana	Aug 18th		Title 1
☐	Eagle Trackers will be implemented for each student's monthly incentive.	Mike	Aug. 24th		
☐	Implement Monthly School Wide Incentives	Mike	Sept. 30th		
☐	Teachers create a tool to help them document use of the consequence hierarchy.	Jahnin	Sept. 30th		
☐	Team uses Panorama to track both major and minor behavior incidents.	Tana	Aug 28th ongoing as needed		Title 1
☐	Coaching is provided if the consequence hierarchy is not utilized	Jahnin and Mike	Sept. 30		

Milestone 2: Behavior Data Collected and Analyzed

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Panorama is used to collect and analyze	Lori	Sept 30th		Title 1

	Major (office) vs Minor (classroom) managed data.		ongoing Monthly		
☐	Data regarding school-wide behavior are shared with faculty monthly.	Lori	Oct. 30th ongoing Monthly		

Strategy 2	If our school has an established Tier 1 PBIS team, who meet at least monthly, then our team will guide implementation through monthly action planning centered around improving Tier 1 PBIS Framework.
Explain why/how the strategy is evidence-based for LPSGs.	Research supports that schools with an established Tier 1 PBIS team that meets at least monthly are more likely to implement PBIS with fidelity and sustain positive schoolwide systems. The Center on PBIS identifies monthly team meetings and ongoing action planning as essential practices for reviewing data, guiding decisions, and improving Tier 1 implementation. Research also shows that regular team action planning is strongly connected to sustained PBIS success and improved implementation fidelity.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
PBIS Team Agenda	Team Agendas	Done Monthly	1 Agenda Completed Monthly		1 Agenda Completed Monthly	
TFI Data	School TFI Data	Teams: 50% Implementation: 72% Evaluation: 88%	All areas hitting 90% or higher		All areas hitting 100%	
Basic 5	Basic 5 Form	Positives to Correctives: 3:1 OTR: 26 Engagement: 70% Disruptions: 1	80% of Basic 5's are at the indicators below. Positives to Correctives: 5:1 OTR: Engagement: Disruptions:		100% of Basic 5's are at the indicators below. Positives to Correctives: OTR: Engagement: Disruptions:	

Milestone 1: Established Tier 1 PBIS Team and Operating Procedures

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Tier 1 Team is developing a staff PBIS handbook	Mike	Sept 30th and ongoing daily		Title 1
☐	Basic 5 Data is collected and analyzed for effectiveness	Mike	Sept 30th		

Milestone 2: Establish Faculty Commitment

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Data regarding school wide behavior are shared with faculty monthly	Lori	October 15th ongoing monthly		
☐	Faculty are involved in establishing and reviewing PBIS goals	Tana	October 15th ongoing monthly		Title 1
☐	Faculty are given opportunities to provide feedback, offer suggestions, and make choices in the PBIS process.	Tana	October 15th ongoing monthly		Title 1
☐	Faculty are recognized for their contribution to establishing and sustaining the system	Tana	October 30th ongoing monthly		Title 1
☐	Faculty support the development and implementation of a “One Caring Adult” system as determined by school leadership	Tana	January 15th		Title 1

Milestone 3: Social Emotional Curriculum will be purchased and implemented in every classroom.

☐	We will explore and purchase a social emotional learning system. Possibly Character Strong, Panorama Skills or Second Step from teachers as well as the	Tana	August 20th		Title 1

	counselor.				
☐	We will engage in ongoing professional learning in our social emotional learning system to support especially Students with Disabilities.	Lori	August 28th and ongoing		Title 1
☐	We will implement using the social emotional learning system	Tana	August 20th and ongoing daily		Title 1
☐	We will have monthly walk throughs to ensure implementing of the social emotional learning system	Tana	September 15th and ongoing monthly		

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	$5,927	
School LAND Trust		
Positive Behavior Plan		
CSI Grant	$6,000	
Title 1		

Parent Communication Plan

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

- Title I Nights: All attending families will receive a physical handout of the school's SSP plan.
- School Website: The SSP goals will be published and accessible on the official school website.
- Community Council: The plan will be formally discussed four times a year during scheduled Community Council meetings.

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

Two Family Engagement Nights focused on education. The first one will be a learning conference style for the parents and the second will be at the Treehouse Museum to build a strong community around our students.

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.