Weber School District
School Success Plan

Overview

School Approval Date: Jun 1, 2026

LEA Approval Date: Aug 5, 2026

School Improvement Status:

- [x] No School Improvement Status
- [ ] Targeted Support & Improvement (TSI)
- [ ] Additional Targeted Support & Improvement (ATSI)
- [ ] Comprehensive Support & Improvement (CSI)
- [ ] More Rigorous Intervention (MRI)

School Name: Mountain View

Low Performing Student Group(s) (LPSGs):

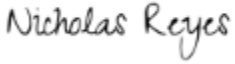
- [x] Students with Disabilities
- [x] Economically Disadvantaged
- [x] English Learners
- [x] African American/Black
- [ ] Asian
- [ ] Hispanic/Latino
- [ ] American Indian/Alaska Native
- [ ] Multi-race
- [ ] Native Hawaiian/Pacific Islander
- [ ] White

Principal Name: Matthew Patterson

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Tara Truscott	Tara Truscott	Collet Erickson	Colette Erickson
Mathew Brown		Camee Ellis	Camee Ellis

Updated: February 2026

Matthew Patterson			
Nicholas Reyes			

Priority #1 - Literacy

Goal: **By spring 2027, 7th-9th-grade students at Mountain View Jr. will demonstrate: 40% Proficiency or +5% increase in overall Student Growth in RISE ELA**

Strategy 1	If collaborative teacher teams regularly analyze RISE assessment data and adjust instruction based on identified student needs, then 7th–9th grade students—including those in low-performing student groups will receive timely, targeted support.
Explain why/how the strategy is evidence-based for LPSGs.	Using RISE assessments to monitor academic growth gives educators frequent, actionable data that supports differentiated instruction and responsive intervention, both of which are essential for low-performing student groups (LPSGs), including students with disabilities, English learners, and economically disadvantaged students. This strategy is evidence-based because it: ● Measures progress multiple times per year, enabling formative feedback loops that help educators adapt instruction before learning gaps widen. ● Integrates data analysis into PLCs, empowering teacher teams to track LPSG progress and collaborate on instructional adjustments. ● Activates MTSS supports, using benchmark data to identify students needing Tier II or Tier III intervention, such as reteaching, scaffolding, or enrichment. ● Promotes equity, ensuring all students, regardless of background, receive support tailored to their demonstrated needs.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
40% of students will demonstrate proficiency	RISE	38% SY26 demonstrated proficiency	35% of students will be proficient in the benchmark cluster 1		40% will be proficient in the RISE Summative	
7-9 Grade ELA Teachers will administer 2 RISE benchmarks	RISE	TBD	35% of students will be proficient in the benchmark cluster 1		40% of students will be proficient in the benchmark cluster 1	

Milestone 1: Collaborative teams complete two benchmark data cycles, document instructional adjustments, and then record them in the Monitor the Work spreadsheet. HRS Level 1 Framework

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Plan a schedule for benchmark clusters	Connie Waite	August 31, 2026	One cluster per quarter, Q1-Q3 (pick which ones based on skills covered)	None Needed
☐	2. Access Benchmark Clusters	Connie Waite	Sept 30, 2026	Benchmark Assessment	TSSA (PLC Subs)
☐	3. Create a placeholder for the pre- and post Benchmark Assessment before the pre-assessment	Nick Reyes	August 31, 2026	Collaborative Data Spreadsheet Folder for documentation (School Success Plan Data Folder)	None Needed
☐	4. PD on analyzing data and making adjustments based on analysis	Sheri Nebeker	September 30, 2026, and on going	PD Samples of data, examples of feedback, and adjustments	None Needed
☐	5. Provide Coaching and Support	Sheri Nebeker	October 1, 2026, and on going	Coaching Cycle Walkthrough, feedback tools	None Needed

Milestone 2: Teachers implement targeted lessons based on CommonLit data, with progress monitored through follow-up CFA results and PLC notes. HRS Level 2 Framework

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Group students based on CommonLit results.	Connie Waite	October 1, 2026, and on going	Student Grouping PLC Data Tracking	TSSA (PLC Subs)
☐	2. Plan and teach lessons that target specific skill gaps.	Connie Waite	October 1, 2026, and on going	Targeted Skill Development (lesson plans) PLC Data Tracking	TSSA (PLC Subs)
☐	3. Give a short follow-up assessment to check progress.	Connie Waite	October 15, 2026, and on going	CFA Data PLC Data Tracking	TSSA (PLC Subs)
☐	4. Talk about results and next steps in your PLC meeting.	Connie Waite	October 15, 2026, and on	PLC Meeting Notes	TSSA (PLC Subs)

			going	PLC Data Tracking	

Strategy 2	If teachers consistently use clear learning intentions and success criteria aligned to state standards, then students, including those in low-performing student groups, will better understand expectations, monitor their own progress, and improve their performance on formative, summative and CommonLit assessments.
Explain why/how the strategy is evidence-based for LPSGs.	Clear learning intentions and success criteria improve accessibility, engagement, and ownership—especially for students who benefit from structure and clarity, such as English learners, students with disabilities, and those who struggle academically. This strategy supports LPSGs by: ● Clarifying expectations and reducing ambiguity, allowing students to focus on specific skills or concepts ● Empowering students to self-assess and track their own learning, a key step in building confidence and motivation ● Helping teachers provide more targeted feedback, especially when paired with formative assessments ● Aligning to Elevate28's focus on high-quality instruction and data-informed practice, and HRS Level 2's emphasis on clear learning goals and effective instructional delivery

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
100% of teachers will post and reference daily learning intentions	Administrative walkthrough forms, instructional observation checklists	60%	70% of teachers will post and reference daily learning intentions	-	100% of classrooms observed will have posted and referenced learning intentions and success criteria	
Instructional Rounds will include at least one focus observation on the use of learning intentions and success criteria	Instructional Rounds logs	80%	50% of teachers will have gone through an Instructional Round.	-	100% of teachers complete at least one documented Instructional Round with feedback on learning intentions and success criteria	

Milestone 1: Teachers implement daily learning intentions and success criteria. HRS Level 3 Framework

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Share out examples of learning intentions and success criteria	Matthew Patterson	August 31, 2026	Example Intentions and Success Criteria	TSSA (PLC Sub)
☐	2. PLC focuses on learning intentions and success criteria	Matthew Patterson	September 15th, 2026, and ongoing	Common Learning Intentions and Success Criteria Meeting times are scheduled and targeted agenda items.	TSSA (PLC Sub)
☐	3. Establish instructional rounds	Sheri Nebeker	October 31, 2026, and on going	PLC Schedule for Observation Instructional Rounds Data	TSSA (Sub Cost)
☐	4. Peer and PLC Coaching Cycles	Sheri Nebeker	October 28, 2026	Time, scheduling, and documentation form PLC Agenda Notes	TSSA (PLC Sub)
☐	5. Administrative walk-through	Matthew Patterson	September 15, 2026, and ongoing	Administrative walkthrough forms, instructional observation checklists	None Needed

Milestone 2: Teachers monitor students' evaluation of how they self-assess the HRS Level 3 Framework

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Facilitate a short PLC discussion or coaching session on student ownership and using success criteria	Sheri Nebeker	September 15, 2026	PLC Agenda/Notes or Slides from Discussion PLC lead or coach, scheduled PLC time, sample success criteria, sub coverage if needed	TSSA (PLC Sub)
☐	2. Create a simple student self-evaluation tool aligned to success criteria	Nick Reyes	October 1, 2026	Student Self-Evaluation Tool Teacher/curriculum team, work time, templates or exemplars, optional stipend	TSSA (PLC Sub)

☐	3. Develop student-friendly rubrics to define what success looks like	Nick Reyes	October 1, 2026	Student-Friendly Rubrics Teacher collaboration time, rubric models, possible PD, or materials funding	TSSA (PLC Sub)
☐	4. Have students complete self-evaluations after CFAs or key lessons	Matthew Patterson	October 31, 2026	Student Reflection Samples or Exit Tickets Teacher facilitation, class time, digital or printed reflection forms, basic supplies	TSSA (PLC Sub)
☐	5. Compare self-evaluations with CFA data to identify gaps	Matthew Patterson	November 15, 2026	Alignment Notes or Charts (CFA vs. perception)	TSSA (PLC Sub)
☐	6. Use results to plan small-group instruction or reteaching	Sheri Nebeker	November 15, 2026	Targeted Intervention Plans or Grouping Lists	TSSA (PLC Sub)

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	$13,000	
School LAND Trust	$116,000	

Priority #2 - Math

Goal: **By spring 2027, 7th-9th grade students at Mountain View Jr. will demonstrate: 40% Proficiency or +5% Increase in overall Student Growth in RISE Math**

Strategy 1	If collaborative teacher teams regularly analyze benchmark assessment data and adjust instruction based on identified student needs, then 7th–9th grade students, including those in low-performing student groups, will receive timely, targeted support.
Explain why/how the strategy is evidence-based for LPSGs.	Using benchmark assessments to monitor academic growth gives educators frequent, actionable data that supports differentiated instruction and responsive intervention—both of which are essential for low-performing student groups (LPSGs), including students with disabilities, English learners, and economically disadvantaged students. This strategy is evidence-based because it: ● Measures progress multiple times per year, enabling formative feedback loops that help educators adapt instruction before learning gaps widen. ● Integrates data analysis into PLCs, empowering teacher teams to track LPSG progress and collaborate on instructional adjustments. ● Activates MTSS supports, using benchmark data to identify students needing Tier II or Tier III intervention, such as reteaching, scaffolding, or enrichment. ● Promotes equity, ensuring all students—regardless of background—receive support tailored to their demonstrated needs.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
40% of students will demonstrate proficiency	RISE	33% SY26 demonstrated proficiency	35% of students will be proficient in the RISE interim assessment		40% will be proficient in the RISE Summative	
7-9 Grade Math Teachers will administer the RISE Interim Assessment	RISE	TBD	35% of students will be proficient in the RISE interim assessment		40% of students will be proficient in the RISE interim assessment	

Milestone 1: Collaborative teams complete two benchmark data cycles and document instructional adjustments in the Monitoring the Work spreadsheet.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Plan a schedule for testing dates	Britney Critchley	September 31, 2026	Test Schedule Time and schedule	None Needed
☐	2. Develop Pre and Post Assessment	Britney Critchley	September 31, 2026	Assessment State Benchard as Reference, District Facilitators Support Time dedicated, and tasks assigned	TSSA (PLC Subs)
☐	3. Create a placeholder for pre- and post-assessments before the pre-assessment	Nick Reyes	July 31, 2026	Collaborative Data Spreadsheet Time dedicated, and tasks assigned	None Needed
☐	4. PD on analyzing data and making adjustments based on analysis	Sheri Nebeker	September 31, 2026, and on going	PD Time dedicated, and tasks assigned	None Needed
☐	5. Provide Coaching and Support	Sheri Nebeker	October 1, 2026, and on going	Coaching Cycle Time and meeting schedules	None Needed

Milestone 2: Teachers implement targeted lessons based on RISE interim data, with progress monitored through follow-up CFA results and PLC notes

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Group students based on benchmark results.	Britney Critchley	October 1, 2026, and on going	Student Grouping PLC Data Tracking	TSSA (PLC Subs)
☐	2. Plan and teach lessons that target specific skill gaps.	Britney Critchley	October 1, 2026, and on going	Targeted Skill Development (lesson plans) PLC Data Tracking	TSSA (PLC Subs)
☐	3. Give a short follow-up assessment to check progress.	Britney Critchley	October 1, 2026, and on going	CFA Data PLC Data Tracking	TSSA (PLC Subs)
☐	4. Talk about results and next steps in your PLC meeting.	Britney Critchley	October 1, 2026, and on going	PLC Meeting Notes PLC Data Tracking	TSSA (PLC Subs)

Strategy 2	If teachers consistently use clear learning intentions and success criteria aligned to state (interim) standards, then students—including those in low-performing student groups—will better understand expectations, monitor their own progress, and improve their performance on formative, summative and interim assessments.
Explain why/how the strategy is evidence-based for LPSGs.	Clear learning intentions and success criteria improve accessibility, engagement, and ownership, especially for students who benefit from structure and clarity, such as English learners, students with disabilities, and those who struggle academically. This strategy supports LPSGs by: ● Clarifying expectations and reducing ambiguity, allowing students to focus on specific skills or concepts ● Empowering students to self-assess and track their own learning is a key step in building confidence and motivation ● Helping teachers provide more targeted feedback, especially when paired with formative assessments ● Aligning to Elevate28's focus on high-quality instruction and data-informed practice, and HRS Level 2's emphasis on clear learning goals and effective instructional delivery

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
100% of teachers will post and reference daily learning intentions	Administrative walkthrough forms, instructional observation checklists	60%	70% of teachers will post and reference daily learning intentions	-	100% of classrooms observed will have posted and referenced learning intentions and success criteria	
Instructional Rounds will include at least one focus observation on the use of learning intentions and success criteria	Instructional Rounds logs	80%	50% of teachers will have gone through an Instructional Round.	-	100% of teachers complete at least one documented Instructional Round with feedback on learning intentions and success criteria	

Milestone 1: Teachers implement daily learning intentions and success criteria Level 3 HRS Framework

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Share out examples of Learning Intentions and success Criteria	Matthew Patterson	August 31, 2026	Example Intentions and Success Criteria	TSSA (PLC Sub)

☐	2. PLC focuses on learning intentions and success criteria	Matthew Patterson	August 31, 2026 ongoing	Common Learning Intentions and Success Criteria Time, schedule, tracking document	TSSA (PLC Sub)
☐	3. Establish instructional rounds	Sheri Nebeker	October 31, 2026, and on going	PLC Schedule for Observation Instructional Rounds Data	TSSA (Sub Cost)
☐	4. Peer and PLC Coaching Cycles	Sheri Nebeker	October 28, 2026	Time, scheduling, and documentation form PLC Agenda Notes	TSSA (PLC Sub)
☐	5. Administrative walk-through	Matthew Patterson	October 15, 2026 and on going	Administrative walkthrough forms, instructional observation checklists Time and schedule, tracking document	None Needed

Milestone 2: Teachers monitor students' evaluation of how they self-assess.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Facilitate a short PLC discussion or coaching session on student ownership and using success criteria	Nick Reyes	September 15, 2026	PLC Agenda/Notes or Slides from Discussion PLC lead or coach, scheduled PLC time, sample success criteria, sub coverage if needed	TSSA (PLC Sub)
☐	2. Create a simple student self-evaluation tool aligned to success criteria	Sheri Nebeker	August 31, 2026	Student Self-Evaluation Tool Teacher/curriculum team, work time, templates or exemplars, optional stipend	TSSA (PLC Sub)
☐	3. Develop student-friendly rubrics to define what success looks like	Matthew Patterson	August 31, 2026	Student-Friendly Rubrics Teacher collaboration time, rubric models, possible PD or materials	TSSA (PLC Sub)

				funding	
☐	4. Have students complete self-evaluations after CFAs or key lessons	Matthew Patterson	October 31, 2026	Student Reflection Samples or Exit Tickets Teacher facilitation, class time, digital or printed reflection forms, basic supplies	TSSA (PLC Sub)
☐	5. Compare self-evaluations with CFA data to identify gaps	Matthew Patterson	November 15, 2026	Alignment Notes or Charts (CFA vs. perception) PLC collaboration time, data tools or templates (e.g., spreadsheets), sub time if needed	TSSA (PLC Sub)
☐	6. Use results to plan small-group instruction or reteaching	Sheri Nebeker	November 15, 2026	Targeted Intervention Plans or Grouping Lists Teacher/interventionist support, planning time, instructional materials, and intervention funding	TSSA (PLC Sub)

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	$3,000	
School LAND Trust	$45,000	

Priority #3 - Positive Behavior Systems

Goal: **By May 2027, Mountain View JHS will increase the consistency of Tier 1 behavioral supports in the form of reinforcements (Posters, Verbal Praise, and Tangibles) to a 90% implementation rate to ensure a high-reliability environment for all students.**

Strategy 1	If staff increase the visibility and frequency of behavioral reinforcements (Posters, Verbal, and Tangible), then students will experience a more predictable and supportive environment, leading to increased self-regulation and academic focus.
Explain why/how the strategy is evidence-based for LPSGs.	Aligning these three pillars ensures that students in low-performing groups receive the explicit clarity and frequent validation necessary to bridge achievement gaps. This builds: • Environmental Clarity (Addressing the 25% Posted): Visual cues serve as a "permanent prompt," reducing anxiety and behavioral errors for students who struggle with executive functioning or transitions. • Relational Trust (Addressing the 36% Verbal): High-frequency verbal (5 to 1) praise shifts the teacher-student dynamic from "policing" to "coaching," which is essential for students who may have historically negative views of school authority. • Incentive Equity (Addressing the 14% Tangible): Providing concrete rewards ensures that "doing the right thing" has a visible, immediate value, preventing students from feeling that their efforts go unnoticed in a large secondary setting. • It also aligns with PBIS Tier I supports by ensuring the "Universal" layer is robust enough to support 80% of the student population without additional intervention.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
90% of teachers implement Tier 1 behavioral reinforcement posted	Building walkthroughs (Walk-Through Evaluation Tool)	25% TFI Report	45% On walk-through data		90% on TFI Report	
80% of students will qualify for Quarterly PBIS-related incentives	PBIS (Mav Buck) Incentive Data	70% School Data	70% Students Qualified for each Q1-Q2 Incentive Data		85% Students Qualified for each Q3-Q4 Incentive Data	
Targeted interventions for students who are not	Identify student as needing	25% TFI Report	70% of 2x10 students		90% of 2x10 students accounted	

receiving rewards	targeted intervention (2x10, student advocate support)		accounted for		for	

Milestone 1: Teachers implement and increase visibility of environmental reinforcements.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Design and post visual behavior prompts/posters in all classrooms.	Sheri Nebeker	August 1, 2026	Classroom posters, Classroom Contract Forms Poster templates examples	TSSA
☐	2. Professional Development on 5:1 verbal praise ratio and "coaching" mindset.	Sheri Nebeker	August 18, 2026	PD slides, and training Staff Canvas Module with strategies and resources	None Needed
☐	3. Establish a "Classroom" or tangible reward distribution schedule.	Sheri Nebeker	August 18, 2026	PBIS Classroom reward system Examples and templates of low-to no-cost Classroom PBIS systems	TSSA
☐	4. Administrative walkthroughs to verify visual prompt presence	Nick Reyes	September 15th, 2026	Walkthrough template Feedback Email template	None Needed

Milestone 2: Staff monitors and adjusts the equity of recognition and frequency of verbal praise

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Review classroom data to ensure LPSGs and quieter students are receiving recognition.	Sheri Nebeker	October 31, 2026 on going	Tracking form Data indicating fidelity in the classroom	None Needed
☐	2. Conduct peer-peer observations, instructional coach observation, or a self-reflection	Sheri Nebeker	October 31, 2026 on going	Feedback template Evidence of discussion reflection	None Needed

	video focusing on verbal praise frequency.			feedback	
☐	3. Adjust the tangible reward system based on student feedback and engagement data.	Amie Doepking	October 31, 2026 on going	Student evidence data Tracking students participating in the Classroom PBIS System	TSSA

Strategy 2	If the school implements a structured peer-coaching and administrative feedback cycle focused on the three pillars of reinforcement, then teachers will achieve higher fidelity in Tier 1 supports, leading to a high-reliability environment for all students.
Explain why/how the strategy is evidence-based for LPSGs.	Peer coaching and feedback loops reduce "implementation drift," ensuring that high-frequency praise and visual clarity remain consistent for students who rely on high-structure environments ● **Accountability:** Peer coaching logs and administrative walkthroughs provide the data necessary to ensure 90% implementation is a reality in every classroom, not just a goal. ● **Instructional Delivery:** Aligning with HRS Level 2, this focuses on effective instructional and behavioral delivery through collaborative feedback. ● **Reduction of Ambiguity:** Consistency across all classrooms ensures that students in low-performing groups experience the same expectations and rewards regardless of the teacher.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
100% of teachers will participate in Instructional Rounds	School Model of Instruction Data Collection	80%	90%		100%	
90% Classroom 5:1 Reinforcement Rate	Walk-through data	36%	50%		90%	
90% of teachers will utilize the school-wide hierarchy of addressing student behaviors.	Walk-through data	60%	75%		90%	
100 students will receive a positive email home each	School data collection	0	50		100	

quarter						

Milestone 1: Establish Peer-Coaching Cycles for Reinforcement Fidelity

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Establish Peer Coaching Partners and an observation schedule.	Sheri Nebeker	August 1, 2026	Instructional Coaching Resources, Schedule, and Staff Canvas Course	
☐	2. Create an observation checklist specifically for the 3 pillars (Posters, Verbal, Tangible).	Sheri Nebeker	August 1, 2026	Classroom Walkthroughs Data tracking form	
☐	3. Conduct quarterly PLC reviews to evaluate Classroom PBIS effectiveness	Amie Doepking	October 31, 2026 on going	Survey	

Milestone 2: Administrative Feedback and Systematic Verification

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Perform administrative walkthroughs focused on implementation.	Matthew Patterson	October 31, 2026, on going	Walk-through template and data tracking system	TSSA (Incentive Funds)
☐	2. Share out "Bright Spots" (exemplary examples) of posters and tangible reward systems.	David Sowby	October 31, 2026, on going	Walk-through data Examples of rewards systems	TSSA (Incentive Funds)
☐	3. Use walkthrough data to provide individual coaching to staff below reinforcement targets.	Sheri Nebeker	October 31, 2026, on going	Walk-through data	TSSA (Incentive Funds)

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	$184,970	
School LAND Trust	$0	
Positive Behavior Plan	$3,000	

Parent Communication Plan

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

1. Staff Communication

- Initial Rollout Meeting: Present the plan at a staff meeting; highlight key goals and roles.
- Follow-up Email: Share a digital copy and summary of the plan with staff; provide a feedback form.
- Ongoing Updates: Monthly briefings and progress updates during staff meetings; highlight successes and next steps.
- Collaboration: Use PLCs (Professional Learning Communities) for deeper discussion and input.

2. Families Communication

- Launch Letter/Email: Send a clear, jargon-free summary of the plan to all families.
- School Website: Post the full plan and FAQs on the school website; keep it updated.
- Family Night/Meeting: Host an in-person or virtual session to explain the plan, answer questions, and gather input.
- Regular Updates: Include progress highlights and opportunities for involvement in monthly newsletters.
- School-wide class projects, community members are invited to participate in showcases throughout the year.

3. Other Stakeholders (Community Partners, Board, Local Agencies)

- Direct Outreach: Email or mail summaries to key partners, inviting collaboration.
- Website/Media: Share key elements and progress via local media, social media, and the school website.
- Feedback Loop: Provide a contact form or survey for ongoing stakeholder input.

4. Feedback and Continuous Improvement

- Surveys: Gather feedback from all groups after rollout and at key milestones.
- Open Door Policy: Invite ongoing questions and suggestions via email, meetings, or suggestion boxes.

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

We will strengthen parent and family engagement through consistent communication, inclusive events, and collaborative support systems. Strategies include regular updates on student progress, family access to learning resources, workshops to support academic success at home, and involvement in schoolwide initiatives such as PBIS and student recognition. Our goal is to build strong school-home partnerships that reinforce learning, increase accountability, and create a shared commitment to student growth.

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.

Resources

5 Why Template (Utah Education Policy Center)

Asking Powerful Questions

5 Whys Worksheet

Define the Problem:

Why is it happening?

1. Why is that?
2. Why is that?
3. Why is that?
4. Why is that?
5.

Caution:
- ✓ If your last answer is something you can't control, go back up to the previous answer on one reason
- ✓ Final answer cannot be because of a person

Reminder:
- ✓ You don't want to list 5 different reasons; you want to go deep on one reason.

Identified Root Cause: