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: North Ogden Elementary

Low Performing Student Group(s) (LPSGs):

- [x] 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: Ranel Cox

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Ranel Cox		Krista Burnett	
Lisa Anhder			
Tami Rich			
CJ Taylor			
Tayler Stowers			

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)?	North Ogden Elementary utilizes a data-driven approach to foundational literacy instruction and intervention. At the core of Tier 1 instruction, all K–3 educators—who are entirely LETRS trained—incorporate evidence-based programs including Reading Horizons, MCW and Heggerty. To support targeted student needs, our school operates a systematic Walk to Intervention model utilizing 95 Percent Group materials to systematically close phonics gaps. This framework is anchored by two dedicated reading aides who manage interventions, streamline testing, and track at-risk student progress. Additionally, teachers participate in weekly Professional Learning Communities (PLCs) to collaboratively examine student data, establish proficiency goals, and reflect on instructional methodologies
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Our professional development strategy prioritizes continuous growth in instructional design through ongoing Unit Planning training. Faculty members participate in targeted, grade-level professional learning within weekly Professional learning Communities (PLCs). To complement these collaborative efforts, our Instructional Coach provides individualized training and help for all educators, with a dedicated focus on onboarding and supporting newer teachers.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	We have 2 full time Mild/Moderate Special Education teachers. We have been provided with a part time EL aide. We also currently have 3 aides who run the PLC rotations. We also have an additional 5 part time aides to help with 95% Tier 2 groups. North Ogden Elementary also has a part time Student Advocate who also pulls individual students to work on skills. This year we are increasing the amount of aides supporting SWD. One of our literacy aides will be working one-on-one with identified students when that aide is not doing PLC rotations.
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 created to guarantee all students will receive uninterrupted Tier 1 instruction. We have built in uninterrupted Tier II intervention groups as well. We are continuing to work on ways to identify our students who need Tier III support. We have made sure on our Master Schedule our students who attend any type of Special Education services will also receive Tier II services.
What data is being collected to monitor student learning and how often is this data analyzed?	There are evaluations completed at the end of each 95% cycle in our Tier 2 groups. Progress Monitoring is done on a monthly basis, PSI is also collected along with grade level CFAs and any other additional classroom data. During our weekly PLCs, each team along with the support staff look at the DATA. identify

	holes in students' learning to keep our intervention groups fluid.
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	We will continue to strategically allocate financial resources to sustain and expand instructional aide time. This funding is strictly designated for direct student engagement, maximizing face-to-face support. These hours will be deployed to provide targeted, one-on-one interventions for students with disabilities, as well as to facilitate differentiated small-group instruction across classrooms.

Priority #1 - Literacy

Goal: **By the end of the 2026 - 2027 school year, 81% of kindergarten through 6th grade students will reach benchmark, make typical growth, above typical growth, or well above typical growth as measured by the Pathways of Progress on the end-of-year Acadience Reading Assessment.**
8% of SWD will reach benchmark, make typical growth, above typical growth, or well above typical growth as measured by the Pathways of Progress on the end -of-year Acadience Reading Assessment.

Strategy 1	If we strengthen our Tier I ELA instruction and increase opportunities to respond and student engagement, then all student including those with disabilities will improve their learning and be active participants in the classroom.
Explain why/how the strategy is evidence-based for LPSGs.	Research shows that strengthening Tier 1 instruction, increasing student engagement, and providing frequent opportunities to respond improves academic and behavioral outcomes for all students, including those with disabilities. High-quality core instruction reduces the need for intensive interventions, while active engagement

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Master Schedule will be completed with blocks of time equaling 120 minutes built in for each grade and followed by grade level teachers. Teachers will fill in their portion of the Master Schedule showing when their individual routines will be taught.	**Master Schedule with Teacher schedule built in Observation and checklist.**	**Completed by September 11, 2026**	**90% of teachers will be following the Master Schedule and individual schedule honoring the 120 minutes for literacy.**		**100% of teachers will be following the Master Schedule and individual schedule honoring the 120 minutes for literacy.**	
Growth in opportunities to respond and student engagement along with showing a 5:1	**Observation Data collected from class visits and walkthroughs.**	**Completed by September 11, 2026**	**75% of teacher observation data shows an increase in opportunities to respond.**		**90% of teacher observation data shows an increase in opportunities to respond.**	

ratio for positives to correctives.			**75% of teacher observation shows an increase in student engagement. 75% of teachers will show a 5:1 ratio for positives to correctives.**		**90% of teacher observation shows an increase in student engagement. 90% of teachers will show a 5:1 ratio for positives to correctives.**	

Milestone 1: Provide a Master Schedule with 120 minutes of Tier 1 ELA time and DATA.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Finish the Master Schedule making sure teachers have 120 minutes of Tier 1 ELA instruction with teachers filling in their routines.	Ranel	September 11, 2026	Instructional Minutes	N/A
☐	2. Complete a walkthrough for each teacher collecting baseline DATA for opportunities to respond, student engagement and positives to correctives.	Ranel Tami	September 11, 2026		N/A
☐	3. Create slides to show DATA during Professional Development sharing ideas from teachers who employed effective engagement strategies.	Ranel Tami	September 16, 2026		N/A

Milestone 2: Provide PLC time for teachers to review student data, engage in targeted training, and strengthen Tier 1 instruction.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. PLC aides will be provided to allow time for teachers to	Ranel Tami	September 8th and continue	Master Scheduled	TSSA money will cover the aide

	participate in weekly PLC meetings working with the instructional coach.		throughout the year.		salaries.
☐	2. Aides will be provided for Tier II intervention groups with any additional time provided for additional individual student support.	Ranel	September 21st and continue throughout the year		School Land Trust and TSSA money will cover aide salaries
☐	3. Students will be progress monitored monthly to provide DATA for intervention groups.	Tami Aides	October 5th and continue throughout the year.		School Land Trust and TSSA money will cover the aide salaries

Strategy 2	If we progress monitor every student on a monthly basis, then teachers will be able to identify students who need a more targeted instruction to raise their reading level, including the fluid Tier II groups.
Explain why/how the strategy is evidence-based for LPSGs.	By progress monitoring every student each month, (monthly, bi-weekly or weekly) teachers can more effectively identify those students' who need interventions and/or targeted instruction to help raise every student's reading level.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
BOY/MOY testing will be done to see students who need progress monitoring weekly, bi-weekly or monthly.	**Acadience Reading Assessment**	**TBD between August 31st and September 25th**			**TBD MOY between January 4th and January 29th**	

Milestone 1: Establish consistent progress monitoring practices

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Refresher training for teachers on	Ranel	August 27th		N/A

	progress monitoring, how, when and how often it should be done.	Tami Acadience District Support			
☐	2. Refresher training for reading aides and other sides who assist in progress monitoring.	Tami Tamra Acadienne District Support	August 27th		TSSA funds if needed for after hour training.
☐	3. Monthly progress monitoring of every student	Tamra, Additional aides	October 1st and ongoing monthly throughout the year		School Land Trust and TSSA funds.

Milestone 2: Utilize progress monitoring data on a consistent basis in PLCs in identifying students who need targeted instruction.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Teams will look at BOY testing during PLCs	Tami, Tamra, individual grade level teams	September 28th (When testing is finished and PLCs start)		N/A
☐	2. Teams will place students in appropriate testing schedules. (Monthly, bi-weekly, weekly)	Tamra, Tami	September 28th or whenever BOY testing is completed.		N/A
☐	3. Teams will look at data from Acadience, PSI, and CFAs and place students in appropriate Tier 2 intervention groups.	Tamra, Tami, Grade level Teams	September 28th or whenever BOY testing is completed.		N/A

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	$88,300.00	
School LAND Trust	$66,000.00	

Priority #2 - Mathematics

Goal: **By the end of the 2026 - 2027 school year, 78% of kindergarten through 6th grade students will reach benchmark, make typical growth, above typical growth, or well above typical growth as measured by the Pathways of Progress on the end-of-year Acadience math Assessment.**
8% of SWD will reach benchmark, make typical growth, above typical growth, or well above typical growth as measured by the Pathways of Progress on the end -of-year Acadience Reading Assessment.

Strategy 1	If we strengthen out Tier 1 Math instruction and teachers implement active engagement strategies during their lesson, then students' proficiency will increase.
Explain why/how the strategy is evidence-based for LPSGs.	Research has shown classrooms where teachers actively engage all students produce stronger skills.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
MasterSchedule completed with solid Tier 1 math time and an additional time for Math Tier II	**Master Schedule with Teacher schedule built in Observation and checklist.**	**Completed by September 11, 2026**	**90% of teachers will be following the Master Schedule and individual schedule honoring the 120 minutes for literacy.**		**100% of teachers will be following the Master Schedule and individual schedule honoring the 120 minutes for literacy.**	
Growth in student engagement during math Tier 1	**Observations data collected from observation and walkthroughs**	**Completed by September 11th**	**75% of teachers will show an increase in student engagement data**		**90% of teachers will show an increase in student engagement data**	

Milestone 1: Provide a Master Schedule with solid Tier 1 math time.

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source

☐	1. Finish the Master Schedule check to make sure each grade has their grade specific Tier I math instruction.	Ranel, Classroom Teachers	Completed by September 11th	Instructional Minutes	N/A
☐	2. Use WSD form to collect DATA for student engagement and conduct observations and walkthroughs	Ranel Tami	2026 - 2027 school year	DATA Form	N/A
☐	3. Prepare a way to show teachers the DATA during a Professional Development meeting.	Ranel Tami	September 16th		N/A

Milestone 2: Provide PLC time for teachers to review DATA, and strengthen Tier 1 math instruction.

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐ 1. Teachers will participate in weekly PLC meetings working with the instructional coach	Ranel Tami	Starting September 8th and continuing throughout the 2026 - 2027 school year.	Master Schedule	TSSA for PLC Aides
☐ 2. Teachers will participate in weekly PLC meetings monitoring student DATA and working to develop CFAs.	Ranel Tami Team Teachers			TSSA for PLC Aides
☐ 3. Students will be progress monitored to provide DATA to teachers.	Aides	October 5th and continuing throughout the 2026 - 2027 school year		School Land Trust and TSSA money will cover the aide salaries

Strategy 2	If we monitor the progress students are making on a consistent basis, then teachers will be able to identify students who need a more targeted instruction in math to raise their math levels.
Explain why/how the strategy is evidence-based for LPSGs.	Acadience Math aligns with Utah state standards to track student progress, enabling teachers to effectively identify who needs targeted, direct instruction.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
BOY/MOY testing will be done to identify baseline for students	**Acadience Math Assessment**	**TBD between August 31st and September 25th**			**TBD MOY between January 4th and January 29th**	

Milestone 1: Establish consistent monitoring of math skills using IXL.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Teachers will meet as grade level teams to align the IXL skills to the Acadience Math	Tami Grade Level Teams	September 11th		School Land Trust to purchase IXL
☐	2. Teachers will meet as teams to develop CFAs using data from IXL.	Grade Level Teams	On going through the 2026 - 2027 school year.		
☐	4. Monthly progress monitoring of every student (Acadience)	Teachers Aides	October 1st and ongoing monthly throughout the year		School Land Trust and TSSA Funds

Milestone 2: Utilize progress monitoring data consistently during PLCs helping to identify students who are struggling and need a more targeted instruction.

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source

☐	1. Teams will look at BOY testing during PLCs	Ranel Tami Grade Level Teams	September 28th (When testing is finished and PLCs start)		N/A
☐	2. Teams will look at data from Acadience and CFAs and determine students needing a more targeted Tier II instruction	Grade level teams	September 28th or whenever BOY testing is completed.		N/A
☐					

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	$6,600.00	
School LAND Trust		

Priority #3 - Positive Behavior Systems

Goal: **By May 2027, North Ogden Elementary will implement our Positive Behavior Interventions and Supports (PBIS) System at 93% and will show a 13% annual improvement as measured by Tiered Fidelity Inventory (TFI).**

Strategy 1	If we implement Positive Behavioral Intervention Supports (PBIS) to promote a positive school system, then positive student behavior will increase.
Explain why/how the strategy is evidence-based for LPSGs.	Positive Behavioral Interventions Supports (PBIS) has shown to create positive, predictable and safe learning environments benefiting all students at all levels.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
School wide PBIS walkthrough will be completed to take DATA teacher expectation	**NOE TFI Fidelity DATA and Implementation Score**	**TFI is 73% Implementation score is 67%**	**TFI is an annual measure**		**TFI 80% Implementation will increase 13%**	
Percent of teachers consistently documenting student behavior in Panorama	**Panorama behavior logs**	**We will look at the number of teachers as well as the number of documentations done in 2025 - 2026**	**Goals will be based on BOY DATA.**		**Goal will be based on MOY DATA**	
Improve student identification of school rules and students receiving reinforcement	**School Wide Walkthrough tool**	**40% of students know the school expectations** **Walkthrough 3/19/2026**	**80% of students will know and be able to repeat the school expectations when asked.**		**100% of students will know and be able to repeat the school expectations when asked.**	

Milestone 1: Students will be trained on PBIS procedures and implement them.

Action Steps	Person	Timeline	Linked Evidence & Resources	Funding Source

		Responsible			
☐	1. Students will be trained on school wide procedures, rules and reinforcement reminders	Ranel, Tami Lisa Aides Teachers	A school wide training will be August 27th and a second school wide training will be January 4th	PBIS Plan Reinforcement System	School Land Trust TSSA
☐	2. Second Step lessons will be taught in each class by the Counselor combining Monthly Character Strong themes.	Lisa Anhder	2026 - 2027 School Year	Monthly Themes	TSSA
☐	3. Students will receive SOAR tickets when they are following procedures and will be able to trade them for items in a SOAR Store done once a week.	School Staff and Faculty	SOAR tickets start Aigist 25 and the SOAR store will begin September 9th		TSSA

Milestone 2: Teachers will use Panorama to document student behaviors.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Teachers will fill out yellow slips and put student behavior in Panorama.	Classroom Teachers Lisa Anhder Ranel	August 31st and will continue throughout the year	Panorama	TSSA
☐	2. Students will participate in the Student Climate Survey twice a year with the Guiding Coalition and PBIS team review the DATA.	Lisa Anhder	Fall 2026 and again Spring 2027	Panorama Climate data will determine appropriate counselor lesson	TSSA
☐	3. PBIS Team will meet and go over DATA from the Panorama Survey	Ranel Lisa Anhder	Fall 2026 and again Spring 2027	Panorama	TSSA

Strategy 2	If schools teach positive character and work on creating a positive climate in the school, then all students will benefit and academics will increase.
Explain why/how the strategy is evidence-based for LPSGs.	Implementing a strong, evidence-based program that teaches positive character attributes will increase a positive climate in the school and benefit all students and staff.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Office referral data	**Panorama data, Powerschool data and office referrals**	**Will be determined by September 18th**	**Goals will be determined using baseline data**		**Goals will be determined using BOY data**	
SOAR Ticket Data (SOAR ticket data will be more targeted to specific students starting this year 2026 - 2027)	**SOAR Ticket data**	**Will be determined by September 11th**	**Goals will be determined using baseline data**		**Goals will be determined using BOY data**	

Milestone 1: Staff will implement office referral tracking system

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. System developed to track office referrals	Ranel Lisa District support as needed	September 11th		
☐	2. Review with teacher class behavior vs. office behavior.	Ranel Lisa Rebecca Becker as needed.	September 11th		
☐	3. Review Panorama and logging behaviors	Lisa Rebecca Becker as needed	September 18th		

Milestone 2: SOAR tickets will be utilized full school

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Review of SOAR Tickets and procedures	Ranel Lisa	September 18th		
☐	2. System to record SOAR Tickets	Ranel Lisa	September 11th	2025-2026 SOAR TICKETS	
☐	3. Schedule Procedure Day for Students to walk through school procedures.	Ranel Aides Office Staff Custodian Child Nutrition Manager	September 4th		
	4. Each Wednesday, the SOAR Store will have items for the students to spend their SOAR tickets at.	Ranel	September 16th		TSSA

Priority #3 Funding Sources: Coordination and Integration of Services and Resources

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

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$40,247.00	
School LAND Trust		
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.

- SSP Plan will be posted on School Website
- Parents will receive a written letter in the Back to School Folder
- Plan will be gone over with Community Council
- Teachers will send Classroom expectations home including the school wide expectations and consequences

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

- Family Literacy Night (TBD)
- Introduce our new school wide expectations
- Continue working with our police department attending special activities
- Teachers will use Rooms and emails to communicate with parents/guardians
- Weekly email from the school will go home to parents
- Invite parents to volunteer in classrooms or PTA sponsored activities.