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 Junior High

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Nichole Warren-Doman

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Nichole Warren-Doman		Lisa Howell	
Niels Hansen		Matt Deamer	
Tiffany Ross		Addison Lane	
Amanda Dahl		Harry Short	
Malinda Nelson		Corey Craynor	

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)?	*Focus on Students with Disabilities (SWD): While ELL and Hispanic subgroups are thriving under current strategies, SWD proficiency has flatlined. Collaborative teams should review accommodation strategies and co-teaching models.* Target the 8th Grade Slump: Investigate why the current 8th-grade cohort (and incoming 8th graders) are dipping in proficiency and GPA. Targeted behavioral or academic interventions may be needed as students transition to higher stakes grading. *Attack the "Critical 15": The 15 LPSG students triggering both academic and attendance alerts should be the top priority for the 42 LPSG support plans being built for next year. Solving their attendance issues will likely solve a significant portion of the academic risk.* Close the "Engagement Gap" Accelerate Pacing to hit OTR Targets: To push OTR from 16.55 to the target of 20, implement low-stakes, high-frequency formative response tools. Increasing the OTR will naturally consume passive downtime, further driving down the remaining classroom disruptions. Address the Tier 2/Tier 3 Academic Buffer: While the 61% mastery rate on CFAs is strong, a combined 39% of students scoring below 70% indicates a heavy reliance on remediation. Shift from Passive to Active Learning: Address the 80% "listening" metric by training faculty to cut lecture times down and transition to interactive, hands-on learning models. Give students the in-class time to work that they are asking for. All faculty and staff use proven restorative practices and research-based practices to create welcoming, safe, supportive classroom environments where students experience a sense of belonging.

	Deploy available staff to monitor and use quick-data collection strategies to measure student behavior alignment to school expectations in shared/common spaces as well as classrooms Continue “One Caring Adult” Continue Student Focus Groups Continue Classroom Observation and Walkthrough: Basic 5 Observation+
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Since general engagement has reached the 90% milestone, **professional development** should pivot entirely toward *Active Engagement* strategies. Shift lessons away from lecture-heavy formats toward structured student-to-student discourse (e.g., Think-Pair-Share, reciprocal teaching) to pull the active engagement rate up toward the 75% goal. Collaborative teams will focus on proactive Tier 1 differentiation (preventative scaffolding during initial instruction) to reduce the volume of students requiring intensive 1:1 intervention post-assessment. Quarterly for Departmental Meetings & Guiding Coalition Meetings Classroom Management Bootcamp School-Wide and Departmental Professional Development for supporting and intervening w/ LPSG Faculty Training to improve overall instructional practices to increase the percentage of *students actively engaged* in the classroom. Conference and Specific Departmental Training
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	**HUMAN:** ● Employ three total student advocates to: (2 funded TSSA, 1 funded TL) ○ Track and support LPSG Critically At-Risk Students ○ Provide interventions as directed by counseling and/or admin ○ Provide direct in-class support for struggling students ● Provide Substitute Quarterly for Departmental Meetings & Guiding Coalition Meetings ○ Clear expectations and outcomes from team meetings will be provided

	○ Teams will turn documents and work-flow as evidence of task completion ● Full Time Options Aide ○ Incur cost of employing a full-time options aide in order to provide student support throughout the school day ○ Hold a “Homework Help” after school program at least 2 days a week ○ Provide support to LPSG students ○ Provide direct in-class support for struggling students ● Attendance Support: ○ Strengthen and/or develop attendance intervention protocol to support and encourage reluctant or non-attenders ○ Strengthen process by which students non-attendance is flagged early and intervention is quick **<u>TIME:</u>** ● Classroom Management Bootcamp ○ Week-long summer classroom management training: including cost of training and stipend for off-contract time. ● School-Wide and Departmental Professional Development for supporting and intervening w/ LPSG ○ Specifically our SWD and ELL students ● Departmental and Guiding Coalition Meetings Quarterly ○ Clear expectations and outcomes from team meetings will be provided ○ Teams will turn documents and work-flow as evidence of task completion ■ EX: Department: Priority Standards for upcoming QTR, CFA’s, Data sharing mechanism, Data Analysis process, Intervention flow-chart, etc. ■ EX: Guiding Coalition: Goals and data review and evaluation, systems evaluation, observations: classroom, hallway, lunches, etc. ● Faculty Training to improve overall instructional practices to increase the percentage of *students actively engaged* in the classroom. ○ Frequent training to whole faculty ○ Frequent checks for implementation ○ Individual training and support as needed ○ Colleague to Colleague observation and accountability ● Conference and Specific Departmental Training ○ Other conferences and trainings as requested and approved **<u>OTHER:</u>** ● Student Incentives for:

	○ Attendance - tardy and absences ○ LPSG - student goals ○ “Caught being good” - adherences to expectations ○ Connection and Sense of Belonging activities ○ Focus Group Lunches (monthly) ● Staff Incentives for: ○ Progress/Improvement toward SSP Goal ○ Strong or improved use of Panorama tracking tool ○ Exemplar of SSP goals ○ Peer Support and Staff Training ○ Leadership roles on G.C. incentive ○ Connection activities ● Science Lab Materials ○ Science can no longer collect fees - support student learning through labs by providing some money for labs.
How have you adjusted your master schedule to ensure LPSGs receive Tier I instruction with peers and have access to Tier II & III supports? Explain how this will address any inequities for LPSGs?	We offer co-taught SPED/Gen-ed classes to all students receiving special education services in order to provide support to meet the needs of students and to ensure students have a stepped transition to general education classrooms and curriculum. Our master schedule was created with the goal of maximizing the opportunities for students receiving services through special education and/or english language learners and students that are interested and able to participate in Latino’s in Action can also participate in their first choice elective classes. The NOJH “Options teacher”, which provides a study-hall, type class during the school day, is employed full-time in order to ensure we can provide that service to LPSG. In addition, the options teacher provides homework help, “homework haven” after school every day except Wednesday. All of our LPSG students have been identified and 42 “at-risk” students are going to begin the year with additional support in place based on their identified at-risk needs. All LPSG students will be monitored throughout the year. Schedules of individual LPSG students identified as “high-risk” will be reviewed prior to the school year to ensure the learning environment, including fellow classmates and teacher personalities, are optimal for the student’s success.
What data is being collected to monitor student learning and how often is this data analyzed?	End-of-Level Testing - Proficiency & MPG Benchmarks LPSG Achievement & At-Risk Tracking

	Attendance - Absences & Tardies Panorama- Student Surveys Panorama - At-Risk, Behavior and Intervention Tracking Pass/Fail rates PLC Team Reporting - CFA frequency, CFA score-trends, Response/Intervention trends, Tiered Fidelity Report One Caring Adult Initiative Student Focus Group Classroom Walkthrough Data: Basic 5 Observation+ Quick Data: common areas of compliance Parent Surveys Noble Knights Awarded Office Referrals from Classroom Office Referral from Common Areas
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	Priority in Options (study-hall) class placement Monitoring by SST team members according to students at-risk profile Contact and check-in's for "at-risk" students w/ advocates, teachers, counselors, and/or admin Priority selection for monthly student focus-group "Lunch Bunch" sessions.

Priority #1 - Academics

Goal: **The 2026/27 end-of-level testing will demonstrate that students' proficiency rates on the RISE increased by at least 2%. 25/26 scores: ELA: 40.6%, MATH: 40.4%, SCIENCE: 45.6%.**

Strategy 1	IF collaborative teams of tested subject areas increase the number of CFA's administered from the average of 2.14 per month in 25/26 to a minimum of one CFA per week in order to quickly identify gaps in learning and number of students failing to learn, THEN teachers will be equipped to more rapidly intervene with struggling learners which will in-turn increase student achievement scores on end-of-level testing.
	1. Providing one full work-day each quarter for tested subjects teachers to clearly identify essential learning targets for the upcoming quarter and teachers are required to collaboratively create a minimum of one CFA per week, provide their data collection, analysis and utilization tool, and their intervention steps based on CFA data will reduce teachers cognitive load during weekly PLC meetings in order for more meaningful time spent in PLC's to focus on student performance measures. 2. Frequent formative assessment intentionally aligned to essential standards, allows early identification of struggling learners early and timely response and intervention, which will result in a higher level of mastery for all students and aid in closing the learning gap for LPSG's.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
ELA, Math and Science teams will participate in beginning of the year training in order to set clear expectations regarding quarterly departmental work days, as well as weekly PLC meetings.	Required artifacts submitted from quarterly department work-days. • Essential standards for qtr • Weekly CFA's created • Data collection, analysis and utilization tool. • Calendar of CFA administration.	As of the end of the 25/26 school our PLC teams averaged 2.14 CFA's administered per month	Teachers will have participated in initial training, have completed 2 quarterly department-work days and will have artifacts and data to support the work already done.	Dept. Meetings: B/f school started dept. Meetings agenda QTR 1: ELA wrkdy: 9/25 Math wrkdy: 9/28 Scien wrkdy: 10/2 SPED wrkdy: 10/9 QTR 1 Checklist for PLC teams QTR PLC workday slides	Teachers will have participated in initial training, follow-up training (if needed) and will have completed 4 quarterly department work days and will have artifacts and data to support the work already done.	

1 CFA administered per week by each PLC.	Required data collection from weekly PLC meetings: ● Weekly review of new CFA data collected ● Identity of students not meeting minimum threshold ● Response to struggling learners. *(Review of intervention effectiveness is measured in Milestone 2)*	As of the end of the 25/26 school our PLC teams averaged 2.14 CFA's administered per month	By January 7th, PLC teams will have administered at least weekly CFA's beginning November 1st. For a total of 5 CFA's- (average one per week- Nov. & Dec.)		By May 14th, a minimum of 15 additional CFA's will have been administered.	

Milestone 1: Teachers will be given CFA frequency expectations for the year and receive training on effective practices during weekly PLC meeting time.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	The administrative team will train Academic Achievement and Accountability (one of the guiding coalition teams) team leads on expectations and reporting processes for the 26/27 school year so they can help support departments w/ implementation.	Nichole Warren-Doman, Niels Hansen, Malinda Nelson, Lisa Howell.	Completed by August 31st.	Agenda Training presentation info Meeting notes	**TSSA** -Stipend for professional development time outside of contract time for training and implementation.
☐	Teachers trained and expectations set for quarterly work-days, weekly PLC meetings including, administration of weekly CFA's (minimum of 1 CFA per week).	Nichole Warren-Doman, Niels Hansen,Malinda Nelson, Lisa Howell.	Completed by August 31st	Training presentation	**TSSA** - Offer 1-2 days in the summer for teams to get head start on PLC requirements. **TSSA** - Substitutes for Departmental PLC and Planning

					meetings - Quarterly
☐	Instructional Supplies provided to ensure students have access to needed instructional equipment to enrich and deepen learning	Malinda Nelson, Amanda Dahl, Abby Lane, Addy Lane, Daloy Harris	Completed by August 31st	Supply request forms	**TL & TSSA -**

Milestone 2: PLC teams will develop and implement CFA's consistently and submit weekly Intervention Effectiveness Review and Response forms.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers begin implementation during quarterly departmental meetings in September or October.	Each departmental team, Curriculum Specialist (as needed)	Departmental work-days scheduled in September or October.	Agenda	**TSSA -**Substitutes for Departmental PLC and Planning meetings - Quarterly
☐	Teachers submit all artifacts required for quarterly work days, as well as weekly PLC meetings.	Each departmental team, Curriculum Specialist (as needed)	Beginning Nov. 1st: Quarterly Weekly	Check-list of required artifacts. Examples of required artifacts.	**TSSA -**Substitutes for Departmental PLC and Planning meetings - Quarterly
☐	Incentives and celebrations provided to faculty for meeting progress targets on SSP Goal 1.	Nichole Warren-Doman, Niels Hansen	Monthly & Ongoing	Monthly celebration	**TSSA**

Strategy 2	IF PLC teams evaluate the effectiveness of interventions, THEN students will receive more targeted and effective support leading to increased levels of learning.
Explain why/how the strategy is evidence-based for LPSGs.	As a result of more frequent assessments paired with pre-planned intervention steps, teachers will focus on measuring the effectiveness of the interventions and selecting the interventions that have the greatest impact. All struggling learners will receive more timely and more targeted support for learning. This will give our LPSGs more intentional support, resulting in higher levels of learning.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers will be trained on how to	Training materials. Intervention	No training has been specifically	By January 7th, PLC teams will		By May 14th, PLC teams will evaluate	

evaluate the effectiveness of a given intervention and report using the Intervention Effectiveness Review and Response form.	Effectiveness Review and Response form.	outlined during the 25/26 school year. A pre-assessment will be administered at the first faculty meeting.	evaluate the effectiveness of at least 3 interventions.		the effectiveness of at least 12 interventions.	
Intervention Effectiveness Review and Response submitted by each PLC weekly	Required artifacts from quarterly team meetings. Intervention effectiveness and response data	CFA data and intervention submitted but not critically evaluated during the 25/26 school year. Baseline of data from 25/26:	By January 7th, PLC teams will have submitted at least 3 Intervention Effectiveness Review and Response forms.		By May 14th, PLC teams will have submitted at least 12 Intervention Effectiveness Review and Response forms.	

Milestone 1: Teachers will be trained to evaluate the effectiveness of an intervention.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	The administrative team will train Academic Achievement and Accountability (one of the guiding coalition teams) team leads on expectations and reporting processes for the 26/27 school year so they can help support departments w/ implementation.	Nichole Warren-Doman, Niels Hansen, Malinda Nelson, Lisa Howell.	Completed by August 31st.		**TSSA -**Stipend for professional development time outside of contract time for training and implementation.
☐	Teachers trained on Intervention Effectiveness Review and Response forms submitted weekly.	Nichole Warren-Doman, Niels Hansen, Curriculum Specialist for departments.	First training completed by August 31st, quarterly training w/ dept. Work days		**TSSA -**Substitutes for Departmental PLC and Planning meetings - Quarterly

Milestone 2: PLC teams will regularly submit Intervention Effectiveness Review and Response forms.

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source

☐	Teachers begin implementation during quarterly departmental meetings in September or October.	Departmental teams, Curriculum Specialist (as needed), Student Advocates, Options Aide	Departmental work-days scheduled in September or October.		**TSSA -**Substitutes for Departmental PLC and Planning meetings - Quarterly
☐	Teachers submit weekly Intervention Effectiveness Review and Response forms.	Departmental teams, Student Advocates, Options Aide	Beginning Nov. 1st: Quarterly Weekly		**TSSA -**Substitutes for Departmental PLC and Planning meetings - Quarterly

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 TSSA	$143K (training/PD, advocates, options aide, substitutes, instructional supplies, stipends)	
School LAND Trust TRUST LAND	$5K (instructional supplies)	

Priority #2 - Instructional [1]

Goal: **By the end of the 2026/27 school year, students' opportunities to respond (OTR) and student engagement (SE), as measured and active student engagement (ASE) in a 15 minute observation using the NOJH Walkthrough Tool: Basic 5 Observation +, will increase in the following areas: OTR: from 16.55 to 20, SE: from avg. 82%% to 90%, ASE to 75% across all classrooms.**

Strategy 1	IF training, data collection, and classroom observations are focused on identifying strong instructional practices as well as needed improvement in instructional practices, THEN the quality of instruction school-wide will improve which will result in higher levels of academic achievement for all students, but will be particularly beneficial to LPSGs.
Explain why/how the strategy is evidence-based for LPSGs.	1. Continual training, measurement, follow-up and accountability will create conditions for teachers' instructional practices in the classroom to strengthen, this will benefit all students and LPSG students will benefit from clearly defined and measured Effective Daily Instructional Practices 2. Building upon and celebrating the successes from the 2025/26 school year, will create the conditions for students and staff to feel motivated and to be engaged in the process of improvement. What we reward we increase.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Administration will train the Instructional Coach (IC) and the "Model of Instruction" Guiding Coalition (MoIGC) on the goals and focus for the upcoming school year.	**Training materials, data from 2025/26 school year shared and training on updated *NOJH Walkthrough Tool: Basic 5 Observation+* Agreed upon expectations for IC and MoIGC**	**Goals Met: Ratios of Interaction (83%), Disruptions (less than 2), Passive Engagement (90.6%) Progress but goal not met: Opportunities to Respond (16.55 goal 20), Active Engagement (62.7% goal 75%)**	**By the end of semester 1, the IC and the MoIGC will have assisted with and have conducted training for the whole faculty at least 2 times. In addition IC and MoIGC will have conducted walkthroughs for a minimum of 50% of teachers.**		**By the end of the 2026/27 school year, the IC and the MoIGC will have assisted with and have conducted training for the whole faculty at least 4 times. In addition IC and MoIGC will have conducted walkthroughs for a minimum of 50% of teachers each semester.**	

[1] Working with NOJHS and the School Improvement Team we have shifted this priority to instructional given the first Goal covers ELA, Math and Science

					IC and MoIGC will have reviewed the Needs Assessment Survey and planned PD accordingly.	
Teachers will participate in training to celebrate outcomes from last year and to incorporate 3 Effective Daily Instruction practices	**Training materials, data from 2025/26 school year shared and training on updated *NOJH Walkthrough Tool: Basic 5 Observation+***	**Goals Met: Ratios of Interaction (83%), Disruptions (less than 2), Passive Engagement (90.6%) Progress but goal not met: Opportunities to Respond (16.55 goal 20), Active Engagement (62.7% goal 75%)**	**By the end of semester 1, teachers will have been trained and will have had at least 2 walkthrough observations completed.**		**By the end of the 2026/27 school year training has been provided based on needs identified through walkthrough data collection. All teachers will have a minimum of 4 individual walkthroughs.**	

Milestone 1: Ongoing training and fidelity checks

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	The administrative team will train the Instructional Coach (IC) and the Model of Instruction Guiding Coalition team (MoIGC) team leads on the 3 Effective Daily Instruction practices to be implemented and measured during 2026/27 school year.	Nichole Warren-Doman, Niels Hansen, Amanda Dahl, Tiffany Ross	Completed by August 31st.		**TSSA-** Stipend for professional development time outside of contract time for training and implementation.
☐	Based on data collected during Semester 1, IC and MoIGC will design a “Needs Assessment Survey” to address perceived as well as concrete areas for improvement.	Nichole Warren-Doman, Niels Hansen, Amanda Dahl, Tiffany Ross	Completed by December 18th		**TSSA-** Substitutes provided for MoIGC team leads to review data, create surveys quarterly.
☐	Plan professional development to target identified areas for improvement and	Nichole Warren-Doman,	Completed by April 30th		**TSSA-** Substitutes provided for MoIGC

	teacher needs during semester 2.	Niels Hansen, Amanda Dahl, Tiffany Ross			team leads to review data, create surveys quarterly.

Milestone 2: Observation/Walkthroughs to ensure implementation

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers trained and expectations on improved instructional practices, by continuing with the practices begun in 25/26 using the Basic 5 Observation tool, strengthening the areas in which the goal was not met and introducing, incorporating and implementing the 3 Effective Daily Instruction practices.	Nichole Warren-Doman, Niels Hansen, Amanda Dahl, Tiffany Ross	Initial training completed by August 31st. Quarterly training and as needed.		**TSSA-** Offer 1-2 days in the summer for team leads to begin work.
☐	Celebrations of Successes of goals met and progress during 2025/26 school year.	Nichole Warren-Doman, Niels Hansen, Amanda Dahl, Tiffany Ross	Completed by August 31st.		**TSSA-** Offer 1-2 days in the summer for team leads to begin work.
☐	Quarterly review of walkthrough data. Areas of strengths and areas in need of improvement identified. Whole faculty or targeted training and support provided based on those needs.	Nichole Warren-Doman, Niels Hansen, Amanda Dahl, Tiffany Ross	Quarterly		**TSSA-** Substitutes provided for MoIGC team leads to review data, create surveys quarterly.

Strategy 2	IF training, data collection, and classroom observations are focused on identifying strong instructional practices as well as needed improvement in instructional practices in the 3 Effective Daily Instruction goals, THEN the quality of instruction school-wide will improve which will result in higher levels of academic achievement for all students, but will be particularly beneficial to LPSGs.
Explain why/how the strategy is evidence-based for LPSGs.	Teachers will continue to practice and progress begun during the 2025/26 school year with the Basic 5 Observation Tool, continuing to meet and/or exceed those goals through the 2026/26 school year. 1. Ratios of Interaction 2. Opportunities to Respond

	3. Disruptions 4. Engagement (passive measured) Effective Daily Instruction will begin with a focus on the following three practices that have proven effective to increase student learning for all students and is proven to improve outcomes from low-performing student groups to a greater degree. 1. Context: Active Processing/Engagement 2. Feedback: Clearly Defined Learning Targets 3. Content: Direct Instruction Strategies

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Walkthrough data will demonstrate that teachers are maintaining or exceeding goals from Basic 5 Observation tool. These skills are not yet fully embedded and will atrophy if measurement is not continued.	**Basic 5 Observation tool**	**Goals Met: Ratios of Interaction (83%), Disruptions (less than 2), Passive Engagement (90.6%) Progress but goal not met: Opportunities to Respond (16.55 goal 20), Active Engagement (62.7% goal 75%)**	**By the end of Semester 1, the B5O data will indicate that teachers have maintained or exceeded the B5O goals.**		**By the end of the 2026/27 school year, teachers will have maintained or exceeded the goals B5O goals.**	
Walkthrough data will demonstrate that teachers are implementing the 3 Effective Daily Instructional practices in their daily lessons.	**NOJH Walkthrough Tool: Basic 5 Observation+**	**No baseline data yet.**	**By the end of Semester 1, baseline data with at least 2 data points will be collected.**		**By the end of 2026/27 school year at least 4 data points will be collected.**	

Milestone 1:Teachers will maintain and/or improve scores on the B5O tool used last school year, specifically students opportunities to respond.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review B5O data from 2025/26 school year - discuss goals met and goals not met	Nichole Warren-Doman, Niels Hansen,	Completed by August 31st.		**TSSA-** Stipend for professional development time

		Amanda Dahl, Tiffany Ross			outside of contract time for training and implementation.
☐	Begin walkthrough observations w/ Basic 5 Observation tool	Nichole Warren-Doman, Niels Hansen, Amanda Dahl, Tiffany Ross	Until teacher is meeting all B5O goals -		**TSSA-** Substitutes provided for MoIGC team leads to review data, conduct observations quarterly
☐	Celebrate success w/ individual teachers as well as whole faculty	Nichole Warren-Doman, Niels Hansen, Amanda Dahl, Tiffany Ross .	Quarterly		**TSSA-**

Milestone 2: Teachers will improve scores on the NOJH Walkthrough Tool: B5O+ tool, specifically student active engagement.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Clearly define expectations and share updated NOJH Walkthrough Tool: Basic 5 Observation+	Nichole Warren-Doman, Niels Hansen, IC and MoIGC team leads.	Beginning of the year faculty meeting		**TSSA-** Stipend for professional development time outside of contract time for training and implementation.
☐	Begin walkthrough observations using NOJH Walkthrough Tool:	Nichole Warren-Doman, Niels Hansen, IC and MoIGC team leads.	Until teacher is meeting all B5O goals -		**TSSA-** Substitutes provided for MoIGC team leads to review data, conduct observations quarterly
☐	Celebrate success w/ individual teachers as well as whole faculty	Nichole Warren-Doman, Niels Hansen, IC and MoIGC team leads.	At least quarterly		**TSSA-**

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 TSSA	$8K (substitutes, stipends, celebration)	
School LAND Trust TRUST LAND	$33K (instructional coach, training/PD)	

Priority #3 - Positive Behavior Systems

Goal: **By May 2027, NOJH will increase its Tier I average score from 54% to 74% as measured by the Tiered Fidelity Inventory (TFI) 3.0, through consistent implementation of identified actions steps.**

Strategy 1	IF each classroom at North Ogden Junior High establishes, teaches, enforces and reinforces 3-5 positively stated expectations, THEN students will be able to learn in an environment that is predictable, positive, effective, and equitable.
Explain why/how the strategy is evidence-based for LPSGs.	Clear classroom-level behavior expectations that are taught and re-taught throughout the school year creates a positive, safe and predictable school environment for all students. Struggling students have historically benefited from school-wide behavioral expectations to a higher degree.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
2026/27 Tiered Fidelity Inventory Scored reports (Tier II)	**Tiered Fidelity Inventory (TFI) 3.0**	**32%**	**42%**		**52%**	
Areas of improvement identified	**Tiered Fidelity Inventory (TFI) 3.0**	**Implementation and Evaluation**	**Overall from 32% to 52%**			
Classroom Walkthrough Data	**Classroom Walkthrough Spreadsheet**	**Reductive Hierarchy consistently followed 25%**	**35%**		**45%**	

Milestone 1: Teaching Classroom-Level Expectations and Rules

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers establish positively stated expectations in each classroom and publish in disclosure statements and physically in classrooms.	Matthew Deamer Addison Lane	Before the first week of school	Disclosure Statements Walk-Through Observations	TSSA
☐	Teachers create lesson plans that teach	Matthew Deamer	Before the first	Lesson Plans	TSSA

	behavioral expectations to students and submit those plans to the school PBIS team.	Addison Lane	week of school		
☐	Teachers re-teach classroom expectations at mid-year and as needed.	Matthew Deamer Addison Lane	January 11-12, and as needed	Lesson Plans	TSSA

Milestone 2: Reinforce/Acknowledge Classroom Expectations and Rules

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers trained on methods to establish classroom reinforcement systems.	Matthew Deamer Addison Lane	September 2026		TSSA
☐	Teachers create classroom-level reinforcement systems.	Matthew Deamer Addison Lane	October 2026		TSSA
☐	Teachers implement and report on the effectiveness of classroom-level reinforcement systems.	Matthew Deamer Addison Lane	Monthly Faculty Meeting spotlights		TSSA

Milestone 3: Implement consequence hierarchy in each classroom.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers trained on methods to establish reductive consequence hierarchy.	Matthew Deamer Addison Lane	September 2026		TSSA
☐	Teachers create classroom-level reductive consequence hierarchy.	Matthew Deamer Addison Lane	October 2026		TSSA
☐	Teachers consistently follow classroom-level reductive consequence hierarchy.	Matthew Deamer Addison Lane	Monthly Faculty Meeting spotlights		TSSA

Strategy 2	**Based on our root cause analysis, we believe that students' sense of belonging and their relationships with teachers is a factor in our downward trend in literacy proficiency data. If we will implement a student-to-staff connection plan that includes "One Caring Adult," wherein our goal is to ensure that every student in our building has a positive connection with at least one adult and train our staff on connection activities with students, we believe academic proficiency data will improve by at least 2%**
Explain why/how the strategy is evidence-based for LPSGs.	Panorama survey data shows that only 45% of Hispanic students at NOJH indicated favorably about teacher-student relationships. Only 13% of ELL students, 44% of Hispanic students and 42% of students with an IEP responded favorably to having a sense of belonging at the school. We believe that by using research-based connection activities, students will feel better-connected at school which will lead to better performance on academic assessments.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Student Sense of Belonging and Teacher-Student Relationships survey results	**Panorama Survey**	**25/26 Data - Sense of Belonging: 50% (Spring) 51% (Fall) Teacher-Student Relationships: 55% (Spring) 60% (Fall)**	**26/27Fall Survey - Sense of Belonging: 53% Teacher-Student Relationships: 62%**		**26/27 Spring Survey - Sense of Belonging: 53% Teacher-Student Relationships: 62%**	
One Caring Adult	**One Caring Adult**	**0% of Students**	**50% of Students**		**100% of Students**	
One Caring Adult Proficiency	**One Caring Adult Proficiency Scale**	**4 - Applying**	**Approaching 5 - Sustaining**		**5 - Sustaining**	

Milestone 1: Continuing and strengthening the "One Caring Adult" initiative improves students' sense of belonging and connection to the school.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Rollout	Corey Craynor Harry Short Jackie Muno	August 2026	2x10 60-second relate break Positive note home Student Advocate	Trust Land TSSA
☐	Ongoing Training, Share-out	Corey Craynor Harry Short Jackie Muno	Monthly, first Wednesday of the month	PBIS team student tracking Student Advocate tracking School-Wide Digital Tracker Conference/Training and associated	TSSA

				costs	
☐	Wrap-up/Celebrate	Corey Craynor Harry Short Jackie Muno	May 2027	PBIS team student tracking Student Advocate tracking School-Wide Digital Tracker Conference/Training and associated costs	TSSA

Milestone 2: Students' sense of belonging and connection to the school will be monitored and evaluated.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review data from previous year, schedule focus groups and surveys	Corey Craynor Harry Short Jackie Muno	August 2026	Panorama Survey Student Focus Group notes	Trust Land TSSA
☐	Review incoming data from 26/27 surveys and focus groups	Corey Craynor Harry Short Jackie Muno	November 2026 March 2027	Panorama Survey Student Focus Group notes	Trust Land TSSA Block Grant
☐	Compile all data and share w/ stakeholders Wrap-up/Celebrate	Corey Craynor Harry Short Jackie Muno	May 2027	Panorama Survey Student Focus Group notes	Trust Land TSSA Block Grant

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 TSSA	$40K (mental health therapist, training/PD, incentives, celebration)	
School LAND Trust TRUST LAND	$50K (student advocates)	
Positive Behavior Plan		

Parent Communication Plan

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

Communication Plan for School Success Plan Awareness

Objective: To ensure all stakeholders are informed and engaged with the School Success Plan, contributing to a unified effort towards achieving our educational goals.

Target Audience:

- Faculty/Staff
- Students
- Families
- Community Stakeholders

Communication Strategies:

1. **Staff Training**
    - **When:** Each semester
    - **What:** Conduct comprehensive training sessions for all staff members to familiarize them with the details and objectives of the School Success Plan and continuously report on progress and data indicators.
    - **Purpose:** Equip staff with the knowledge to effectively implement and communicate the plan within their roles with access to goals and progress that is updated quarterly.
2. **Online Accessibility**
    - **Action:** Post the School Success Plan on the school website.
    - **Purpose:** Ensure easy and continuous access for families and community members to review and understand the plan at their convenience and ensure updated progress is shared at least twice per school year.
3. **Community Newsletter/Student Email**
    - **When:** Post-August Training and report progress at least twice per school year.
    - **What:** Distribute a newsletter to the community and share information to students via school email that outlines key components and goals of the School Success Plan.
    - **Purpose:** Provide a succinct overview and encourage community and student engagement and support, seek feedback and update on progress towards goals at least twice per school year.

Follow-Up: Regular updates will be shared through these channels to keep all parties informed of progress and any adjustments to the plan.

By implementing this communication plan, North Ogden Junior High School aims to foster transparency and collaboration among faculty/staff,

students, families, and other stakeholders in support of our School Success Plan.

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

1. Build a Strong Foundation of Communication:

Regular and Effective Communication:
Establish clear, consistent, and positive communication channels with faculty/staff, students, parents, and community members. This could include newsletters, emails, phone calls, and online platforms.

Early and Frequent Contact:
Reach out to parents early in the school year, not just when there are problems, to build relationships and set expectations for involvement.

Two-Way Communication:
Encourage faculty/staff, students and parents to share their insights about their child's strengths, weaknesses, and learning styles.

Home Visits:
Consider making home visits a part of the school culture to strengthen the family-school partnership and build rapport.

2. Provide Resources and Support:

Learning Resources:
Provide parents with access to resources that can help them support their child's learning at home, such as online learning platforms, educational apps, or reading lists.

Support for Students with Learning Differences:
Offer specific resources and strategies for parents of students with learning differences or disabilities.

3. Create Opportunities for Meaningful Involvement:

Classroom Volunteering:
Invite parents to volunteer in the classroom, helping with activities, projects, or even tutoring.

School Events:

Encourage parents to attend school events, such as open houses, parent-teacher conferences, and school performances.

Decision-Making:

Involve faculty/staff, students, parents in school-level decision-making, such as curriculum development or school improvement planning.

Parent-Teacher Associations (PTAs):

Strengthen PTAs to facilitate parent involvement and communication.

Showcase Student Work:

Display student work in the school and online to highlight student achievements and involve parents in celebrating their children's success.

4. Foster a Welcoming Environment:

Welcoming Space:

Create a welcoming and accessible space for parents within the school, such as a parent resource room.

Open Door Policy:

Consider an open-door policy, allowing parents to visit the school with appropriate safety measures