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: North Park School

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Michel Strate

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Michel Strate		Whitney Casey	
Tiffany Jones		Belen Pulsipher	
Cami Nordmann		Peggy Pearson	
Shaylee Barfuss		Margaret Airhart	
Alexis Lynch		Mi Shell Nay	

Priority #1 - Literacy

Goal: **By 2027, North Park Elementary will increase the percentage of K-3 students at or above benchmark from 57% to 58% as measured by the Acadience reading composite scores, OR 65% of students will make typical or above typical growth on Acadience Reading Pathways Reading Composite Score.**

By 2027, North Park Elementary will increase the percentage of 3-6 grade level students on or above grade level from 32% to 35% as measured by ELA RISE summative assessment.

Strategy 1	If we systematically implement targeted fluency routines, then we will improve school-wide reading growth scores and achieve our RISE English Language Arts (ELA) proficiency goals.
Explain why/how the strategy is evidence-based for LPSGs.	LPSGs benefit significantly when teachers utilize explicit, structured instructional routines to systematically teach reading fluency. Providing this clear, predictable framework reduces cognitive overload, allowing vulnerable readers to bridge the gap between word recognition and authentic comprehension. This strategy will be implemented for grades K-2.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Fidelity to MCW Routine	MCW Walkthrough Tool	Baseline data gathered in September	80% implementation of MCW routine by end of 2nd quarter		100% implementation of MCW Routine	
MCW Growth	MCW Assessment	Baseline data gathered in September	7% growth on weekly MCW assessment		15% growth on weekly MCW assessment	

Milestone 1: MCW Routine Established

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	MCW Routine PD with K-2 teams	Michel Strate	August 21, 2026	District provided videos/slides PD Funding	TSSA/Title1/Land Trust
☑	Present teams with the materials needed for the routine and the walkthrough tool	Tiffany Jones	August 21, 2026	District provided tool & materials	TSSA/Title1/Land Trust

Milestone 2:MCW Routine Utilized in Classrooms

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Select time for MCW in daily schedule	Michel Strate	August 21, 2026	Master Schedule (Grade-Level Sheets)	TSSA/Title1/Land Trust
☐	Routine explicitly taught to students (Tell, Model, Practice, Feedback)	Tiffany Jones	~~August 31, 2026~~ Sept. 18th & weekly throughout year	Aspen Florence Classroom Management Procedure Planning Materials	TSSA
☐	Use of weekly assessments to track MCW growth and proficiency and to inform instruction	Tiffany Jones	~~September 8, 2026~~ Sept. 25th & weekly throughout year	USBE Calendar	TSSA/Title1/Land Trust
☐	Provide MCW routine support (coaching, co-teaching, observations, peer observations, etc.)	Tiffany Jones	First quarter and throughout the year as needed	Coaching cycles spreadsheet	TSSA
☐	MCW Walkthroughs	Michel Strate	~~September 28,~~ October 30th 2026, November 30, 2026 January 25, 2027 March 22, 2027	MCW Walkthrough Tool	TSSA/Title1

Strategy 2	If we systematically implement targeted fluency routines, then we will improve school-wide reading growth scores and achieve our RISE English Language Arts (ELA) proficiency goals.

Explain why/how the strategy is evidence-based for LPSGs.	LPSGs benefit significantly when teachers utilize explicit, structured instructional routines to systematically teach reading fluency. Providing this clear, predictable framework reduces cognitive overload, allowing vulnerable readers to bridge the gap between word recognition and authentic comprehension. This strategy will be implemented for grades 3-6.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Fidelity to FORI Routine	FORI Walkthrough Tool	Baseline data gathered in September	80% implementation of FORI routine by end of 2nd quarter		100% implementation of FORI routine of end of 4th quarter	
Fluency Progress Monitoring	Progress Monitoring Sheets	Baseline data gathered in September	7% increase in fluency by end of 2nd quarter		15% increase in fluency by end of the 4th quarter	
RISE ELA Benchmarks	Monthly RISE Benchmark Tracking Sheet	Baseline data gathered in September	80% of teams are using RISE benchmarks monthly by end of the 2nd quarter		100% of teams are using RISE benchmarks monthly by beginning of 4th quarter	

Milestone 1: Establishing FORI Routine in grades 3-6

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	FORI routine PD with 3-6 Teams	Michel Strate	August 21, 2026	District provided materials and slides	TSSA/Title1/Land Trust
☑	Present FORI Walkthrough tool to teams	Tiffany Jones	August 21, 2026	District provided walkthrough tool	TSSA/Title1/Land Trust
☐	Selection of materials to use with FORI routine	Shaylee Barfuss	Weekly starting ~~September 8~~, September 25th 2026	Read Naturally, science & social studies passages	TSSA/Title1/Land Trust

Milestone 2: Use of FORI Routine in classrooms

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Select time in daily schedule for FORI	Michel Strate	August 21, 2026	Master Schedule (Grade-Level Sheets)	TSSA/Title1/Land Trust
☐	Routine explicitly taught to students with student tracking included. (Tell, Model, Practice, Feedback)	Shaylee Barfuss	~~August 31~~, September 25th 2026	Aspen Florence Classroom Management Procedure Planning Materials	TSSA/Title1/Land Trust
☐	Use of fluency progress monitoring to track FORI growth	Tiffany Jones	PM at the recommended interval provided by USBE throughout the year.	USBE Calendar	TSSA/Title1/Land Trust
☐	Provide FORI routine support (coaching, co-teaching, peer observations, etc.)	Tiffany Jones	First quarter and as needed throughout the year	Coaching cycles spreadsheet	Land Trust
☐	FORI Walkthroughs	Michel Strate	~~September 29~~, October 30th 2026, December 1, 2026 January 26, 2027 March 23, 2027	FORI Walkthrough Tool	TSSA/Title1/Land Trust

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	$70,100.00	

School LAND Trust	$72,500.00	
Title 1	$5,000.00	

Priority #2 - Mathematics

Goal: **By 2027, North Park Elementary will increase the percentage of K-3 students at or above benchmark from 56% to 58% as measured by the Acadience math composite scores, OR 67% of students will make typical or above typical growth on Acadience math Pathways math Composite Score.**

By 2027, North Park Elementary will increase the percentage of 3-6 grade level students on or above grade level from 33% to 35% as measured by MATH RISE summative assessment.

Strategy 1	If we collaboratively design and implement Common Formative Assessments (CFAs), then we will improve school-wide mathematics growth and proficiency scores
Explain why/how the strategy is evidence-based for LPSGs.	Team-developed Common Formative Assessments (CFAs) ensure all students—especially low-performing groups—receive identical academic rigor, early skill diagnosis, and targeted interventions. By replacing classroom isolation with collective teacher expertise, CFAs eliminate disparities in instructional rigor and guarantee equitable, timely support before students fall behind.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
CFA collaboration	PLC Agendas	Data gathered in Sept.	80% of teams have PLC time set aside for CFA collaboration		100% of teams have PLC time set aside for CFA collaboration	
Creation of CFA's	North Park PLC Folders (CFAs & Unit Plans)	Data gathered in Sept.	80% of teams are creating weekly CFA's		100% of teams are creating weekly CFA's	

Milestone 1: Creation of CFA's

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review of ELT's for instructional units	Tiffany Jones	At the beginning of each unit- define success criteria and	North Park Grade-Level PLC Folders	TSSA/Title1/Land Trust

			add to Unit Plan		
☐	Creation of CFAs	Tiffany Jones	~~September 8~~, September 25th 2026 & weekly throughout year	North Park Grade-Level PLC Folders	TSSA/Title1/Land Trust
☐	Review instructional plan, adding CFAs & RISE Benchmarks	Cami Nordmann	Weekly throughout the year	Unit plans, RISE Benchmarks, North Park Grade-Level PLC Folders	TSSA/Title1/Land Trust

Milestone 2: CFA's /Benchmarks added to Unit Plans/North Park PLC grade-level team folders

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Unit Plan pacing established	Tiffany Jones	~~September 8~~, September 25th 2026	Unit plans, North Park PLC grade-level team folder	TSSA/Title1/Land Trust
☐	Documents/links created	Alexis Lynch	Weekly throughout the year.	Unit plans, CFA's, North Park grade-level PLC Folders	TSSA/Title1/Land Trust
☐	Add CFA's into North Park PLC Folders/RISE Benchmarks to unit plans	Shaylee Barfuss	Weekly throughout the year	Unit plans, CFA's, North Park grade-level PLC Folders	TSSA/Title1/Land Trust

Strategy 2	If collaborative teams analyze Common Formative Assessments (CFAs) and RISE Benchmark data, then we will improve school-wide mathematics growth and proficiency scores.
Explain why/how the strategy is evidence-based for LPSGs.	LSPGs benefit significantly when collaborative teams utilize a structured data-review protocol to analyze CFA results. This formalized process allows teachers to collectively isolate specific learning barriers, share high-yield instructional strategies, and immediately deploy the targeted support necessary to close achievement gaps.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Protocol Defined	PLC Agenda		80% of teams have established data protocol		100 % of teams have established a data protocol	
Tier 2 Grouping	Tier 2 Grouping Sheet		80% of teams are using CFA's for Tier 2 grouping		100% of teams are using CFA's for Tier 2 grouping	
CFA	Weekly CFAs		6% growth in proficiency on CFA's		12% growth in proficiency in CFA's	
FIdelity to use of RISE Benchmarks	Monthly RISE Benchmark Tracking Sheet		80% of teams are using RISE benchmarks monthly by end of the 2nd quarter		100% of teams are using RISE benchmarks monthly by beginning of 4th quarter	

Milestone 1: Creation of CFA Data Review Protocol

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide examples of CFA/RISE Benchmark data protocol	Cami Nordmann	~~September 8~~, September 25th 2026	Data protocol/CFA data sheet	TSSA/Title1/Land Trust
☐	Create norms for use CFA/RISE Benchmark data protocol	Cami Nordmann	~~September 15~~, September 25th 2026	Data protocol/norms	TSSA/Title1/Land Trust
☐	Share out data protocol	Tiffany Jones	~~September 22~~, September 25th 2026	Data protocol/norms	TSSA/Title1/Land Trust

Milestone 2: TIer 2 Instruction/ grouping based on CFA Data

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source

☐	Use of CFA/RISE Benchmark data review protocol	Tiffany Jones	Weekly throughout the year.	Data protocol	TSSA/Title1/Land Trust
☐	Instruction adjusted as needed	Tiffany Jones	Weekly/as needed.	Unit plans, CFA's	TSSA/Title1/Land Trust
☐	Create groups for Tier 2 instruction	Tiffany Jones	Weekly/as needed.	Unit Plans, Math Cycle sheet	

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	$38,000.00	
School LAND Trust	$18,275.00	
Title 1		

Priority #3 - Positive Behavior Systems

Goal: **By 2027, North Park Elementary will increase the overall TFI inventory from 77% to 80% through implementing tier 1 behavior team operating procedures using data based decision making.**

Strategy 1	If we implement Positive Behavior and Intervention Systems (PBIS) in the classroom, then positive student behaviors will increase and office referrals will decrease.
Explain why/how the strategy is evidence-based for LPSGs.	LPSG students benefit from a classroom environment that has PBIS systems in place for responding to behavior. For LPSG populations—including students with disabilities and those in high-poverty schools—PBIS reduces disciplinary disruptions while fostering higher on-task academic engagement and boosting reading and math proficiency rates. A study by Bradshaw, Reinke, Brown, Bevans, and Leaf (2008) showed that schools using PBIS saw a decrease in office discipline referrals, which correlates with increased instructional time and improved student outcomes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
TFI-Implementation	TFI Score Sheet	72%	75%		80%	
Panorama Data	Minor Incident Teacher Reports	50%	75%		90%	
Panorama	Student well-being survey (Self-Management)	69%	71%		75%	
PowerSchool Incident Data	Major Incident Admin Reports	320 (2025-2026 total incidents)	Decrease of 3% in incidents from BOY to MOY		Decrease of 6% in incidents from BOY to EOY	
PBIS Walkthrough Data-Positives to Correctives	Basic 5 Walkthrough Tool	68%	80%		90%	
PBIS Walkthrough Data-Opportunities to Respond	Basic 5 Walkthrough Tool	25%	50%		75%	
District PBIS Data	Reinforcement-Tangibles	58%	65%		75%	

District PBIS Data	Reductive Consequences- Hierarchy Followed	75%	80%		85%	

Milestone 1: Fidelity with data collection

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Summer Training on Classroom Management	Michel Strate	June 9-11, 2026 August	Aspen Florence Classroom Management	TSSA & Title 1
☑	Further trainings with Panorama (PD)	Michel Strate	Sept. 2, 2026	Panorama Digital Access Faculty Training Materials	TSSA
☑	Teacher input incidents in Panorama	Whitney Winsor	Daily throughout the 2026-2027 school year	Panorama Digital Access Faculty Training Materials District Materials	TSSA
☐	Panorama Data Collection	Whitney Winsor	Review in PBIS meeting on the second Tuesday of each month and share monthly in PD meetings on the second Wednesday	Panorama Digital Access Faculty Training Materials	TSSA

Milestone 2: Fidelity to use reductive consequences.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	PD presented on reductive consequences	Belen Pulsipher	August 27, 2026	Aspen Florence Training Materials	TSSA & Title I
☑	Follow-up on reductive consequence PD	Whitney Winsor	September 8,	Aspen Florence Training Materials	TSSA & Title I

	in PLCs		2026		
☐	Fidelity to use of reductive consequences	Cami Nordmann	Monthly throughout the year.	Adapted Basic 5 Walkthrough Form	TSSA & Title I

Strategy 2	If we provide timely interventions, foster positive relationships, and use data-informed decision-making to meet diverse student needs, then we will strengthen our systems and practices to effectively support the academic and social-emotional success of all students.
Explain why/how the strategy is evidence-based for LPSGs.	LPSGs students benefit from creating consistent systems to identify and respond to student needs early through timely interventions and data-informed decision-making. By using academic, behavioral, and social-emotional data to guide support, the school can better identify students who may be struggling and provide targeted interventions tailored to their individual needs.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Panorama Data	Intervention/Incident Reports on individual students	62%	Increase of 5% from BOY to MOY		Increase of 5% from BOY to EOY	
Character Strong Walkthroughs	Walkthrough Tool	Establish baseline in September	75% of Classrooms using Character Strong Curriculum		100% of Classrooms using Character Strong Curriculum	
Tiered Fidelity Inventory TFI (tool for monitoring fidelity of PBIS implementation)	TFI Overall Score	72%	77% at BOY District Walkthrough		82% at EOY DIstrict Walkthrough	
Counselor Classroom Lessons	Lesson Tracking Spreadsheet	Establish baseline in September	75% of Classroom lessons taught		80% of Classroom lessons taught	

Milestone 1: Establishing a school wide SST behavioral framework.

Action Steps	Person	Timeline	Linked Evidence & Resources	Funding Source

		Responsible			
☑	Establishing new behavior SST framework	Rebecca Becker	August 18, 2026	Extra Responsibility Stipends	TSSA/Title1/Land Trust
☑	Schedule weekly meetings	Michel Strate	August 21, 2026	School calendar	NA
☑	Establish Agenda	Michel Strate	August 21, 2026	SST Folder	NA
☑	Assign Roles	Michel Strate	August 21, 2026	SST Folder	NA

Milestone 2: Implement daily social skills lessons in the classroom.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Providing Daily Social Skills Lessons for teachers	Whitney Winsor	August 18, 2026	Character Strong Curriculum	TSSA
☐	Providing Weekly Social Skills Lessons for classrooms k-6	Whitney Winsor	August 18, 2026	Second Step Curriculum & supporting resources	TSSA
☑	Train Teachers on utilization of daily social skills lessons	Whitney Winsor	August 18, 2026	Character Strong Curriculum	TSSA
☐	Monthly fidelity check walk through tool-yes/no	Whitney Winsor	Implement in August, collect data throughout year	Character Strong Walkthrough Tool	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	$17,588.50	
School LAND Trust		
Title 1		
Positive Behavior Plan		

Priority #4 - Community Outreach

Goal: By the end of the school year, our school will build a comprehensive family-school partnership program by planning, executing, and documenting at least two community engagement events annually, supported by school newsletters and accessible at-home learning resources.

Strategy 1	If we align home and school environments through Family Engagement Nights and supporting Guiding Good Choices events, then we will accelerate academic and behavioral growth for all student groups.
Explain why/how the strategy is evidence-based for LPSGs.	LSPGs benefit from aligning home and school environments to accelerate academic and behavioral growth.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
GGC Meal Attendance	GGC Attendance Record					
Engagement Night Survey	Attendance record/Survey	2026-2027 will establish baseline	20% of families attended at least one session of November Engagement Night		25% of families attended the March Engagement Night	

Milestone 1: Academic Tools Presented

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Information provided to parents (Handout, QR code) in English & Spanish	Cami Nordmann	October 27, 2026	Engagement Night Plan	Title 1
☐	Modeling of academic skills	Cami Nordmann	October 27, 2026	Engagement Night Plan	Title 1

Milestone 2: Family Education Provided

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Work with Roy Communities That Care to provide Guiding Good Choices Classes in English & Spanish	Michel Strate	Set dates by September 1, 2026	Morgan/Weber Health Department Roy CTC	TSSA
☑	Provide meals for class participants	Michel Strate	Set dates by September 1, 2026	Local food sources	TSSA

Strategy 2	If we establish consistent, transparent communication with families through a school-wide newsletter, then we will strengthen the home-school partnership, thereby reinforcing academic and social-emotional development and facilitating measurable student growth.
Explain why/how the strategy is evidence-based for LPSGs.	A school newsletter benefits LPSG's by providing families with consistent, accessible communication and actionable at-home learning strategies that reinforce classroom instruction, build parent capacity to support learning, and ensure early access to resources and interventions. Over time this will help close achievement gaps and accelerate student growth.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Newsletter completion rate	Monthly Newsletters	3/10 Total for 2025-2026	3/10 by January, 2026		5/10 by May 2026	
Open/Read Rate	Digital analytics	57%	60%		62%	

Milestone 1: Establish Newsletter Team

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create the Culture Team	Whitney Winsor	~~August 18,~~ September 25th 2026	Team Framework	TSSA
☐	Gather members for the Newsletter Team	Ashlee Johnston & Michel	~~September 11th~~, September	Newsletter Team Agendas	TSSA

			25th 2026		
☐	Regular meetings scheduled	Michel Strate	~~September 11~~, September 25th 2026	School Calendar	TSSA
☐	Monthly newsletter created	Michel Strate	September 25, 2026 and 4th Friday of each month	Newsletters/Newsletter folder	TSSA

Milestone 2: Principal Message

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Important Events	Michel Strate	September 4, 2026 & first Friday of each month	School calendar, district information	NA
☐	Celebrations	Michel Strate	September 4, 2026 & first Friday of each month	School teams, grade-level teams	NA
☐	PBIS Information (Character Strong focus)	Whitney Winsor	August 17, 2026 & last Monday of each month	Character Strong Curriculum	TSSA

Priority #4 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	$1,000.00	
School LAND Trust		
Title 1	$5,000.00	

Parent Communication Plan

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

Details regarding North Park's School Success Plan will be communicated through several channels at the beginning of the school year. The plan will be presented during Back to School Night, and an informational document will be sent home with students. For ongoing reference, the plan will be published on the school website and reviewed with the North Park PTA and Community Council.

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

To support our school community, North Park Elementary will host two Title I Family Engagement events this year. In the fall, parents will be invited to an interactive learning night focused on academic support. In the spring, the school will bring families and community members together for a literacy night dedicated to promoting summer reading habits. Furthermore, North Park will continue its collaboration with Roy Communities That Care and local partners to expand educational resources and workshops for parents and students.

Staff Qualifications

All teachers and instructional paraprofessionals **must** meet State certification and licensure requirements. Documentation for school staff demonstrations the following:

☑	All teachers are state certified, (i.e., have a Professional license, Associate License, or LEA Specific License (Board Rule R277-301) and appear as USBE Qualified in CACTUS.
☑	All instructional paraprofessionals are highly qualified (i.e., a high school diploma/GED and one of the following: an associate degree (or higher); at least 48 semester hours at an accredited college or university, or a passing score on the ParaEducator Assessment.