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: Orion 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: Scott Elliott

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Scott Elliott		Ashley Blaisdell	
Denise Gniot		Sarah Yearsley	
Sheila Rusch		Jacy Getz	
Julie Fendrick		Alexis Stokes	
Sarah Bullock			

Comprehensive Needs Assessment

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes. **[Note**: Current school year data may be raw data. All data will be updated upon USBE release.**]**

LPSG - Accountability Indicator Scores					
English Language Learners (ELL) ATSI			**Year**	**Score**	**There are 73.33% of the accountability points left on the table and to exit the school needs 6.19% more points.** **This equates to 9.28 points needed to exit.**
		Entry	2019	21.79%	
		Exit Target	2026	32.86%	
Indicator	**Points Earned**	**Points Possible**	**% contributing**	**% Left**	
Achievement Points (56pts)	5.11	56	3.41%	33.93%	
Growth Points (56pts)	19.2	56	12.80%	24.53%	
Growth of Lowest 25% (25pts)	12.8	25	8.53%	8.13%	
EL Progress Points (13pts)	2.9	13	1.93%	6.73%	
Total	**40.01**	**150**	**26.67%**	**73.33%**	
Students with Disabilities (SWD) ATSI			**Year**	**Score**	**There are 69.47% of the accountability points left on the table and to exit the school needs 6.51% more points.** **This equates to 9.76 points needed to exit.**
		Entry	2019	28.06%	
		Exit Target	2026	37.04%	
Achievement Points (56pts)	6.3	56	4.20%	33.13%	
Growth Points (56pts)	25	56	16.67%	20.67%	
Growth of Lowest 25% (25pts)	13.3	25	8.87%	7.80%	
EL Progress Points (13pts)	1.2	13	0.80%	7.87%	

Total	**45.8**	**150**	**30.53%**	**69.47%**	

LPSG - Accountability Indicator Scores					
Economically Disadvantaged (EDA) At-Risk of TSI			**Year**	**Score**	**There are 66.76% of the accountability points left on the table.**
		School Score	2025	33.24%	
		Cut Score	2026	33.87%	
Indicator	**Points Earned**	**Points Possible**	**% contributing**	**% Left**	
Achievement Points (56pts)	11.96	56	7.97%	29.36%	
Growth Points (56pts)	21.6	56	14.40%	22.93%	
Growth of Lowest 25% (25pts)	13.2	25	8.80%	7.87%	
EL Progress Points (13pts)	3.1	13	2.07%	6.60%	
Total	**49.86**	**150**	**33.24%**	**66.76%**	
Hispanic Students (HI7) At-Risk of TSI			**Year**	**Score**	**There are 67.74% of the accountability points left on the table.**
		School Score	2025	32.26%	
		Cut Score	2026	33.87%	
Achievement Points (56pts)	10.49	56	6.99%	30.34%	
Growth Points (56pts)	22.3	56	14.87%	22.47%	
Growth of Lowest 25% (25pts)	12.8	25	8.53%	8.13%	
EL Progress Points (13pts)	2.8	13	1.87%	6.80%	
Total	**48.39**	**150**	**32.26%**	**67.74%**	

LPSG - Accountability Indicator Scores					
Multiple Race Students (MU7) At-Risk of TSI			**Year**	**Score**	**There are 71.67% of the accountability points left on the table.**
		School Score	2025	28.33%	
		Cut Score	2026	33.87%	
Achievement Points (56pts)	14.71	56	10.74%	30.14%	
Growth Points (56pts)	18.3	56	13.36%	27.52%	
Growth of Lowest 25% (25pts)	5.8	25	4.23%	14.01%	***NULL value denotes n<10**
EL Progress Points (13pts)	NULL*	NULL*	NULL*	NULL*	
Total	**38.81**	**137**	**28.33%**	**71.67%**	

Utah RISE & UA+ - Percent Proficient											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
Grade 7	33.7	35%	34%	**Grade 7**	39.3%	40%	48%	**Grade 7**	36.1%	38%	36%
Grade 8	46.5%	38%	44%	**Grade 8**	38.8%	20%	27%	**Grade 8**	53.2%	41%	47%
Grade 9	46.5%	49%	50%	**Grade 9**	38.8%	48%	41%	**Grade 9**	53.2%	50%	54%
Overall	40.6%	40.6%	42.6%	**Overall**	39.1%	37.1%	38.6%	**Overall**	44.5%	42.6%	45.6%

Utah RISE & UA+ - Percent Proficient (LPSGs)											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
ELL	<10%	<5%	%	**ELL**	<5%	<5%	%	**ELL**	<5%	7.3%	%
SWD	8.4%	15.7%	%	**SWD**	4.7%	6.1%	%	**SWD**	6.1%	18.9%	%
EDA	19.6%	23.8%	%	**EDA**	21.6%	19.5%	%	**EDA**	19.5%	29.9%	%
HI7	19.4%	20.1%	%	**HI7**	16.8%	15.2%	%	**HI7**	17%	25.1%	%
MU7	<20%	20-29%	%	**MU7**	<20%	20-29%	%	**MU7**	30-39%	50%	%

Utah RISE & UA+ - Median Growth Percentile (MGP)											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
Grade 7	41	42		**Grade 7**	33	25		**Grade 7**	49	39.5	
Grade 8	53	51		**Grade 8**	39	34		**Grade 8**	56	42.5	
Grade 9	62	56		**Grade 9**	58	65		**Grade 9**	59.5	55	
Overall	52	51		**Overall**	43	39		**Overall**	55	46	

Utah RISE & UA+ - Median Growth Percentile (LPSGs)											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
ELL	42	51		**ELL**	36	34		**ELL**	46.5	14	
SWD	43	39.5		**SWD**	42.5	35		**SWD**	51	32	
EDA	41	52		**EDA**	35.6	26		**EDA**	50	32	
HI7	44	44		**HI7**	38	26		**HI7**	45	34	

MU7	32	39		**MU7**	27	16		**MU7**	47	23	

WIDA				
	23SY	**24SY**	**25SY**	**26SY**
Adequate Progress	42.9%	33.3%	22.5%	%
Reaching Proficiency	21.4%	13.9%	5.0%	%

Panorama Student Climate & Well-Being Survey					
Category	**Grade Level**	**Fall 2025 Percentage**	**Spring 2026 Percentage**	**National Percentile**	**Change**
Teacher-Student Relationships	7th - 9th	59%	59%	80th-99th perc…	=
Sense of Belonging	7th - 9th	50%	54%	80th-99th perc…	+4
Self Management	7th - 9th	77%	77%	80th-99th perc…	=
Social Awareness	7th - 9th	71%	74%	80th-99th perc…	+3
Grit	7th - 9th	55%	56%	80th-99th perc…	+1
Emotional Regulation	7th - 9th	58%	61%	80th-99th perc…	+3

Tiered Fidelity Inventory (TFI)			
Category	**24SY**	**25SY**	**26SY**
Total Score	50%	73%	87%

Team	75%	100%	100%
Implementation	50%	72%	78%
Evaluation	38%	62%	100%

Qualitative Data	
Teacher Input Survey (CALL) ??	Feedback and Input Surveys
Parent and Student Input Survey ??	Feedback and Input Surveys
Staff Interviews ??	Co-teaching Survey
Student Focus Groups ??	Panorama

Comprehensive Needs Assessment Summary

Provide a summary of the data(quantitative and qualitative) and include: how the data was analyzed, and the broad findings of the needs assessment. For schools in TSI, ATSI, CSI and MRI provide a summary analysis for the specific Low Performing Student Groups and any inequities that were identified.

Orion Junior High is in ASTI for students with disabilities and English language learners.

Key Finding and Takeaways from Data Analysis:

1. The panorama data indicates a rise of 4% in overall student sense of belonging from Fall 2025 to Spring 2026. That leaves 46% of our students not feeling a part of our school.
2. Initial end-of-level testing results indicate progress in overall students' proficiency levels are increasing while proficiency gaps for lowest performing students in many areas have stagnated or are expanding. This could indicate that there has not been sufficient attention and focus on end-of-level testing preparedness and potentially a lack of whole-class engagement and high-engagement instructional strategies in classrooms.

Observations:
The percentage of students proficient in math has increased as a total last year but still remains below Elevate 28 and school goals. MGP has also decreased over the same time period.
SWD percentage proficient in math and ELA has continually remained below the 20 percentile.
ELL math data has stayed less than 20% proficient in both RISE and ASPIRE+ for the past two years.
ELL students ASPIRE+ testing data shows a drop from in the last two years and RISE testing for ELL students has stayed under 20% proficient.

These patterns in the data need to be examined more thoroughly to determine root causes and students in the LPSG subsets need to be identified early in the year with planned targeted, specific support provided to these students from the beginning of the school year.

- School leadership will evaluate and monitor the work of the PLC teams to establish each PLC team's collaborative progress. Based on observations and reporting, a plan to continue/improve the PLC process will be developed first for all core teacher teams and then all other teams. Ensuring all teams are aligned and using CFA data to identify struggling students will help all students, but will help our most at-risk students to a greater degree.
- School leadership will evaluate and continue to support the PBIS development process by continuing to build and strengthen school-wide Tier 1 systems while also supporting teachers as they build strong classroom Tier 1 systems. Based on observations and reporting at the beginning of the year, the leadership team will develop a plan to train and reinforce classroom Tier 1 systems to boost student engagement as measured through the Basic 5 Observation tool. Students in LPSG subsets will benefit from improved Tier 1 engagement strategies.
- School leadership will target and focus on improving student well-being through improved student-teacher relationships and student connection to at least one school staff through a “One Caring Adult” initiative.
    - ELL students in LPSG subsets will be assigned an advocate at the beginning of the school year with the goal that these students will have a strong connection with more than one “caring adult” in the school.
    - SWD will be placed in Tier 1 Co-Taught classes.
- School leadership will focus on test preparedness by requiring core teachers conduct benchmark testing throughout the year. All teachers will be observed using a research based tool with the goal of improving instructional strategies in targeted teacher-specific ways.
    - Students in LPSG subsets will be identified, assigned an advocate with the goal of supporting student achievement and monitoring progress to ensure successes are being celebrated and interventions are presented when the student is struggling.

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)?	1) Orion Junior High will conduct a Tiered Fidelity Inventory to determine if basic Tier 1 expectations are clear and are being regularly taught and re-taught to students. Clear expectations for student behavior that minimizes disruptions in the classroom benefits all students, but will benefit low-performing students to a greater degree. 2) Orion will be using the Basic 5 Observation Tool, which is a research-based tool that has been shown to improve student engagement in all student groups, but is especially beneficial for low-performing students. 3) Panorama survey data shows that only 43% of ELL students at OJH indicated favorably about teacher-student relationships. Only 40% of ELL students and 54% of students with an IEP responded favorably to having a sense of belonging at the school. We believe that by using research-based teacher-student relationship activities, students will feel better-connected and more supported at school which will lead to better performance on academic assessments. 4) Teachers are conducting CFA's, are using RISE and ASIPRE + benchmarks and end-of-level proficiency and growth scores, as well as grade distribution to analyze student achievement data and to measure growth (or lack thereof) over time. School leaders will track all measures of student achievement and will report school-wide data at least twice per year (quarterly is preferred).
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Professional learning has been provided to support teachers' collaborative teams as they implement the PLC process. Additionally, as the school has implemented the Tier I PBIS plan, training and support has been provided to ensure a collective understanding of school-wide student behavior expectations. Teachers are provided PLC collaboration time every week. Teachers are expected to spend that time designing common formative assessments, analyzing class-wide and individual student performance data, planning and implementing interventions, and tracking student's responses to interventions. Ongoing training to faculty on improving this process has been and will continue to be provided. Teacher teams have been offered a stipend to work during the summer in preparation for the 2026/27 school year with the goal of ensuring the PLC process will be effective at the beginning of the school year. Ongoing training with staff on school-wide and classroom-level PBIS strategies will also be provided. At the beginning of the 2026/27 school year training will be provided for the Basic 5 Observation Tool. Administration and the Instructional Coach will conduct observations using the Basic 5 Observation Tool throughout the 2026/27 school year. Data gathered from the tool will be analyzed to determine a school-wide baseline, goals for improvement will be set on a school-wide as well as individual teacher basis. Professional development regarding school-wide data and tools for improving our overall Basic 5 Observation score will be provided based on the needs established when baseline measures have been identified. During the 2026/27 school year in-depth PBIS classroom management training will also be provided to all faculty. Ongoing school-wide PBIS training will also be scheduled throughout the school year for students, faculty and staff. The content of student PBIS training will be shared with parents and community members as applicable.

	School leadership will research and ensure that staff are able to attend professional learning conferences that will support the school improvement goals. Potential areas for professional learning conferences: PLC training (Solution Tree, HRS), PBIS (National PBIS conference, school visits), etc. Costs associated with the conferences, travel, substitutes, etc.are allocated in the TSSA plan. .
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	● Student Advocates to support our most at-risk students ● Latinos in Action Program ● School funded aide for ELL classes ● Co-Teaching implemented to provide LRE to students with disabilities ● ALEKS Math program ● Opportunities for teachers to attend training/conferences including the Solution Tree Conference, school PBIS implementation visit. Possible conference attendance for the 2025/26 school year = HRS, National PBIS conference. ● Double-blocked math for all incoming 7th grade students A full year course of LIA is offered to students that teaches leadership and provides opportunities for them to serve their communities and become engaged in the school climate. We also provide a student advocate to work with students in LIA. We have three sections of EL and provide an advocate in those classes as well. More resources have been directed towards a co-teaching model for students with special education needs, with a Special Education teacher and a General Education teacher working collaboratively. Students in SPED have more time and interactions with their General Education peers in Math and Language Arts courses. Additionally, we spend resources on adaptive programs to help bridge the learning gap in these courses.
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?	At Orion Junior High, we are committed to ensuring that all students, especially those in the LPSGs—Hispanic students, English Learners, and Students with Disabilities—receive high-quality education alongside their peers. To address this, we have made significant adjustments to our master schedule to provide equitable Tier I instruction and ensure access to Tier II and III supports. **Student Advocate:** Student advocates will work closely with counseling and administration to provide targeted and ongoing support to at-risk LPSG students. Advocates will: 1) gain the trust of students, by establishing a relationship with assigned students, 2) review students current achievement status, 3) set goals for future academic success, 4) collaborate with student parent regarding student current achievement status and goals, 5) track student progress and report to student, parent and admin/counseling 6) reward, reinforce student progress, 7) communicate lack of progress to PBIS team. **Co-Teaching Courses:** All of our students will receive Tier 1 instruction in a general education classroom. Our special education students will be taught in a co-teaching environment. Co-teaching allows these students to learn in an inclusive environment while receiving the necessary support from both general and special education teachers. This integration helps bridge learning gaps and fosters a more inclusive classroom culture. **Double-Blocking Math Classes:** To enhance our support for seventh-grade students, we have implemented a

	double-blocking schedule for math classes. This ensures that students have the opportunity to engage with their math teacher(s) on both A days and B days. The extended time allows for deeper understanding, personalized instruction, and additional practice, which is particularly beneficial for students who require more time to grasp mathematical concepts. **Expanded English Language (EL) Instruction:** Recognizing the need for more comprehensive language support, we have added an additional section of EL instruction, resulting in three full-year sections. This expansion provides English Learners with more opportunities to improve their language skills throughout the year, thereby supporting their academic success across all subjects. **FLEX Time:** We have introduced FLEX, an advisory period each day dedicated to providing students with additional time and assistance from teachers in subjects they find challenging. This daily advisory time is instrumental in offering targeted support and fostering academic growth, ensuring that no student is left behind. By implementing these strategic changes, Orion Junior High is actively working to eliminate inequities faced by our LPSG students. These efforts ensure that all students have equitable access to high-quality instruction and the necessary support to succeed academically and socially.
What data is being collected to monitor student learning and how often is this data analyzed?	Collected during the 2025/26 school year: ● Attendance ● Academic achievement (grade distribution, failing rates, grading scales and grading philosophy of teachers ● RISE and ASPIRE +testing proficiency rates ● RISE and ASPIRE + testing growth rates ● WIDA ● Flashlight 360 ● Panorama survey data ● CFA Data ● RISE and ASPIRE + benchmark ● Common Lit ● ALEKS ● Read 180 Additional data expected to be collected during the 2026/27 school year: ● Basic 5 Observation data for all faculty ● Student behavior data ○ Office referrals ○ Classroom behavioral data ○ Minor vs. Major behavior incidents ● Individual student growth and achievement on RISE, ASPIRE+ and WIDA Measures of data will be reported to stakeholders (faculty, staff, students, families and community members) at a minimum twice during the 2026/27 school year, with the goal of reporting data quarterly.

What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	Professional development facilitated by EL and SpEd teachers to support for our teachers working with LPSGs

Priority #1 - Academic

Goal: **45% of all students at Orion Junior High will be proficient on the end-of-year RISE assessments in ELA. Students With Disabilities proficiency scores will increase by 3% on the end-of-year RISE assessment in ELA. EL Student proficiency scores will increase by 4% on the end-of-year RISE assessment in ELA**

Strategy 1	If a general education teacher and a special education teacher deliver core instruction (along with specialized instruction, as needed) to a diverse group of students in a single space, then students have access to high-quality instruction and learning outcomes will improve.
Explain why/how the strategy is evidence-based for LPSGs.	If a general education teacher and a special education teacher deliver core instruction (along with specialized instruction, as The research shows that when we invest in planning time and training for co-teaching, students with disabilities achieve better outcomes than in pull-out settings — while staying in the general education classroom.) to a diverse group of students in a single space, then students have access to high-quality instruction and learning outcomes will improve.(Vembye et al. 2024)

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Professional Development Completion	**PD Attendance Sheet Agenda**	**0**	**2**		**4**	
Co-Teaching	**Co-teaching Survey for teachers**	**0**	**1**		**2**	

Milestone 1: Understand the culture and mindset that makes co-teaching an effective Instructional Strategy

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Build foundational knowledge of co-teaching: as a service delivery option that addresses the need for quality instruction provided by highly effective teachers to students with disabilities and those at risk of not succeeding.	Sheila Rusch	August 17, 2026	USBE Co-teaching Handbook	School Land Trust TSSA

☐	2.Consider the benefits of co-teaching that include: tiered levels of instruction within the classroom, access to a variety of instructional strategies supported by two highly qualified instructors, a supportive system for educators that addresses students' needs, opportunities for peer interactions, accommodations for students, reduced stigma for students with disabilities, exposure to positive academic and social role models	Ashley Blaisdell	August 19, 2026	USBE Co-teaching Handbook	School Land Trust TSSA
☐	3.Explore the attributes of co-teaching that include: Joint responsibility for planning, instruction delivery, and classroom management; a component of a continuum of services for students with disabilities; carefully matched educators to ensure success for ALL students; both educators teaching in the classroom daily; both educators planning lessons to meet the needs of ALL students; both educators responsible for ALL students	Sheila Rusch	August 21, 2026	Co Teaching Survey	NA

Milestone 2: Create structures to support co-teaching

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Preparation for implementation - Start the process before the school year begins by sharing with stakeholders, including parents, proposed program planning, vision, and professional development outcomes	Scott Elliott	July 2026	SSP Newsletter	NA
☐	2. Planning time - Identify and provide common planning time for co-teaching partners	Scott Elliott	June 2026	Master Schedule	Trust Lands TSSA
☐	3. Team selection - Plan team composition, compatibility, and schedules to ensure effective instruction.	Scott Elliott	June 2026	School Readiness Checklist	Trust Lands TSSA

	4. Professional Development - Identify and provide opportunities for ongoing and targeted professional development.	Ashley Blaisdell	August 19,2026	School PD	NA
	5. Class size - Set class size guidelines to enable numbers to be maintained at a reasonable level.	Scott Elliott	June 2026	Orion Class Calculator	Trust Lands TSSA
	6. Complete School Readiness Checklist	Scott Elliott	June 2026	School Readiness Checklist	

Milestone 3: Deepen understanding of co-teaching practices to promote implementation

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Review co-teacher roles and responsibilities	Sheila Rusch	August 17, 2026	USBE Co-teaching Handbook	
☐	2. Explore the opportunities and challenges of the six co-teaching models: Parallel; Rotation/ Station; Teaming; Alternative; One Teach, One Observe; One Teach, One Assist	Sheila Rusch	August 10, 2026	USBE Co-teaching Handbook	Trustlands TSSA

Milestone 4 : Continue support to create and maintain a supportive environment

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Evaluate and observe co-teaching programs to determine the effectiveness of the program and make decisions based on the outcome of the evaluation.	Sheila Rusch	August 21, 2026	Co Teaching Survey	NA

Strategy 2	If teachers model and guide students through close reading practices using text-dependent questions from CommonLit, then students will engage more deeply with complex texts, develop stronger analytical and inferential thinking skills, and consistently practice reading strategies aligned with state ELA standards.
Explain why/how the strategy is evidence-based for LPSGs.	CommonLit supports LPSG students based on the accessibility features and research. Scaffolded comprehension questions are structured with increasing complexity and built-in supports. CommonLit helps by breaking down complex texts into manageable chunks, provides multiple entry points for understanding, reduces cognitive overload by chunking information,

	and allows students to build confidence through incremental success.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
80 % of students scoring "proficient" or higher on CommonLit comprehension questions	**CommonLit assignments reports, benchmark assessment reports.**	**2025-2026 Results and Pre-Assessment results for the 2026-2027 year.**	**50% proficient or higher**		**75% proficient or higher**	

Milestone 1: Teachers consistently implement CommonLit text-dependent questions in weekly lessons

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Provide professional development on using Commonlit text-dependent questions effectively	Scott Elliott	August 25, 2026	PD facilitator, CommonLit teacher guide, PLC meeting time.	NA
☐	2. Develop a shared pacing calendar aligning weekly texts with ELA standards	Julie Fendrick	September 2, 2026	PLC meeting time, CommonLit teacher guide. Supplemental materials as needed.	Trustlands
☐	3. Conduct monthly PLCs to review assignment results and share instructional strategies |	Julie Fendrick	September 2, 2026 continuing throughout the year	PLC meeting time, CommonLit teacher guide. Supplemental materials as needed.	Trustlands
☐	4. Baseline data collected from pre-benchmarks or placement tests. Plan for target interventions.	Julie Fendrick	September 1-14	Chromebook, additional reading material.	Trustlands
☐	5. Bi-Weekly CommonLit assignments	Julie Fendrick	September 2 and ongoing throughout the year	Chromebook, additional reading material.	Trustlands
☐	6. Track % of students showing growth	Julie Fendrick	Tri-annually	Time.	Trustlands
☐	7. Spring benchmark administered.	Julie Fendrick	May 2027	Chromebook, additional reading material.	Trustlands

☐	8. Final Growth Analysis.	Julie Fendrick	June 2026	Chromebook, additional reading material.	

Strategy 3	If we support students with Student Advocate(Option) Aides, then we will see an increase in GPA and improved standardized assessment scores, as research shows that advocacy and mentoring programs improve academic achievement and standardized test performance.
Explain why/how the strategy is evidence-based for LPSGs.	Mentored individuals show significantly better outcomes across academic, social, and emotional domains compared to non-mentored peers.(DuBois et al. 2007).

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
# of students receiving direct help from aides	**SIP**	**15**	**20**		**25**	

Milestone 1: Students Advocates will monitor and support students to achieve student growth.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Aides will monitor student performance through ongoing grades and assessments. Mariana will work directly with ELL students	Danielle Humiston Barbara Mills Mariana Martinez Rowdy Stark	Weekly SST meetings	SIP	TSSA Trust Lands

Strategy 4	If our teachers receive instruction through collaboration and professional development with our EL teacher, EL students will have higher success rates on course and end of level assessments.
Explain why/how the strategy is evidence-based for LPSGs.	Studies from Institute of Educational Science(IES) and others show that when ESL specialists coach classroom teachers: Instruction becomes more intentional and targeted Language support is better integrated into content curriculum Student engagement and comprehension increase Learning environments become more inclusive and culturally responsive

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Professional Development Completion	**PD Attendance Sheet/ Faculty Meeting agenda**	**0**	**2**		**4**	

Milestone 1: Teachers will receive EL specific training.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	All teachers will receive professional development presented by EL teacher.	Sarah Bullock	September Quarterly		

Milestone 2: Teachers will collaborate directly with EL teachers to increase individual student success.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	All teachers will collaborate directly with EL teachers.	Sarah Bullock	September Ongoing		

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	$87,054	
School LAND Trust	$93,530	

Priority #2 - Academic

Goal: **41% of all Orion Junior High students will be proficient on the end-of-year RISE assessments in Math Students With Disabilities proficiency scores will increase by 3% on the end-of-year RISE assessment in Math. EL Student proficiency scores will increase by 3% on the end-of-year RISE assessment in Math**

Strategy 1	If a general education teacher and a special education teacher deliver core instruction (along with specialized instruction, as needed) to a diverse group of students in a single space, then students have access to high-quality instruction and learning outcomes will improve.
Explain why/how the strategy is evidence-based for LPSGs.	If a general education teacher and a special education teacher deliver core instruction (along with specialized instruction, as The research shows that when we invest in planning time and training for co-teaching, students with disabilities achieve better outcomes than in pull-out settings — while staying in the general education classroom.) to a diverse group of students in a single space, then students have access to high-quality instruction and learning outcomes will improve.(Vembye et al. 2024)

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
%of students showing growth on assessments/benchmarks	**CFA Data**	**% of students showed 1+ level of growth**	**50% of students show 1+ level of growth**		**60% of students show 1+ level of growth**	

Milestone 1: Understand the culture and mindset that makes co-teaching an effective Instructional Strategy

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Build foundational knowledge of co-teaching: as a service delivery option that addresses the need for quality instruction provided by highly effective teachers to students with disabilities and those at risk of not succeeding.	Sheila Rusch	August 17, 2026	USBE Co-teaching Handbook	School Land Trust
☐	2. Consider the benefits of co-teaching	Ashley Blaisdell	August 19, 2026	USBE Co-teaching Handbook	School Land Trust

	that include: tiered levels of instruction within the classroom, access to a variety of instructional strategies supported by two highly qualified instructors, a supportive system for educators that addresses students' needs, opportunities for peer interactions, accommodations for students, reduced stigma for students with disabilities, exposure to positive academic and social role models				
☐	3. Explore the attributes of co-teaching that include: Joint responsibility for planning, instruction delivery, and classroom management; a component of a continuum of services for students with disabilities; carefully matched educators to ensure success for ALL students; both educators teaching in the classroom daily; both educators planning lessons to meet the needs of ALL students; both educators responsible for ALL students	Sheila Rusch	August 21, 2026	Co Teaching Survey	NA

Milestone 2: Create structures to support co-teaching

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Preparation for implementation - Start the process before the school year begins by sharing with stakeholders, including parents, proposed program planning, vision, and professional development outcomes	Scott Elliott	July 2026	SSP Newsletter	NA
☑	2. Planning time - Identify and provide common planning time for co-teaching partners	Scott Elliott	June 2026	Master Schedule	Trust Lands
☑	3. Team selection - Plan team composition, compatibility, and schedules to ensure effective instruction.	Scott Elliott	June 2026	School Readiness Checklist	Trust Lands
☐	4. Professional Development - Identify	Ashley Blaisdell	August 19,2026	School PD	NA

	and provide opportunities for ongoing and targeted professional development.				
☑	5. Class size - Set class size guidelines to enable numbers to be maintained at a reasonable level.	Scott Elliott	June 2026	Orion Class Calculator	TSSA
☑	6. Complete School Readiness Checklist	Scott Elliott	June 2026	School Readiness Checklist	

Milestone 3: Deepen understanding of co-teaching practices to promote implementation

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Review co-teacher roles and responsibilities	Sheila Rusch	August 17, 2026	USBE Co-teaching Handbook	
☐	2. Explore the opportunities and challenges of the six co-teaching models: Parallel; Rotation/ Station; Teaming; Alternative; One Teach, One Observe; One Teach, One Assist	Sheila Rusch	August 10, 2026	USBE Co-teaching Handbook	Trustlands

Strategy 2	If teachers engage in ongoing instructional coaching, then they are more likely to use effective instructional strategies, leading to increased student proficiency on year-end assessments.
Explain why/how the strategy is evidence-based for LPSGs.	Instructional coaching improves student outcomes by: Ensuring evidence-based practices actually get used in classrooms Accelerating teacher effectiveness faster than experience alone Providing targeted support based on student data Creating sustained improvement rather than temporary changes (Reddy et al. 2022)

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Professional Development	**PD Attendance Sheet/ Faculty**	**0**	**3**		**6**	

Completion	**Meeting agenda**					

Milestone 1: Understand the culture and mindset that makes co-teaching an effective Instructional Strategy

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1.Instructional coaches will present Best Practice strategies at least twice quarterly.	Denise Gniot Sara Yearsley	August 2026 and ongoing throughout the year	Faculty Meeting Notes	TSSA
☐	2.Instructional Coaches will support teachers through the Big 5 Observation tool	Denise Gniot Sara Yearsley	August 2026 and ongoing throughout the year	Basic 5 tool	TSSA

Strategy 3	If our teachers receive instruction through collaboration and professional development with our EL teacher, EL students will have higher success rates on course and end of level assessments.
Explain why/how the strategy is evidence-based for LPSGs.	Studies from Institute of Educational Science(IES) and others show that when ESL specialists coach classroom teachers: Instruction becomes more intentional and targeted Language support is better integrated into content curriculum Student engagement and comprehension increase Learning environments become more inclusive and culturally responsive

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Professional Development Completion	**PD Attendance Sheet/ Faculty Meeting agenda**	**0**	**2**		**4**	

Milestone 1: Teachers will receive EL specific training.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	All teachers will receive professional	Sarah Bullock	September		

	development presented by EL teacher.		Quarterly		

Milestone 2: Teachers will collaborate directly with EL teachers to increase individual student success.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	All teachers will collaborate directly with EL teachers.	Sarah Bullock	September Ongoing		

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	$72,400	
School LAND Trust	$92,494	

Priority #3 - Positive Behavior Systems

Goal: **Orion will implement Positive Behavior Interventions and Supports (PBIS) System at 90% fidelity as measured by Tiered Fidelity Inventory (TFI).**

Strategy 1	If our school has an established Tier 1 and 2 Behavior Student Success Team (BSST), who meet at least twice a month, then our team will guide implementation of Targeted Intervention (Tier 2) through monthly action planning centered around increasing student skills to improve student behavior.
Explain why/how the strategy is evidence-based for LPSGs.	PBIS is considered evidence-based because it has been studied extensively through multiple research methodologies over decades. Tier 1 supports benefit all students, including those with disabilities. Clear expectations and consistent routines reduce anxiety and confusion. While positive reinforcement systems recognize incremental progress.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
TFI	**TFI**	**87%**	**88%**		**90%**	
PBIS Handbook	**Panorama**	**54%**	**55%**		**60%**	

Milestone 1: Established Tier 2 Behavior Student Success Team

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	School administrator has identified and invited critical team members, includes a tier 2 systems coordinator, a school administrator, a representative group of educators (Instructional Coach, Title 1 Teacher Leader) non-certified staff (behavior aid or student advocate), and individuals able to provide (a) applied behavioral expertise, Tier 1 Team has meeting roles and descriptions/responsibilities	Scott Elliott	August 18, 2026		TSSA
☐	Tier 2 BSST has meeting agendas and	Ashley Blaisdell		Agendas	NA

	regularly review of Tier 2 practices				
☐	BSST meeting includes team norms, defined meeting roles, two way data sharing and communication with Tier 1 and Tier 3 teams	Ashley Blaisdell	September 2 and ongoing	Agendas	NA
☐	BSST will have a current action plan (student intervention profile) up to date for each student on Tier 2 intervention and will be reviewed 4-6 weeks.	Alexis Stokes	September 2 and ongoing	SIP	NA
☐	Teams will evaluate meeting operating procedures twice annually using BSST meeting rubric.	Alexis Stokes Susan Roane	September 2 Weekly	Meeting Rubric	NA
☐	Tier 2 BSST is developmenting Tier 2 portion of staff PBIS handbook	Alexis Stokes	August 5	CLT Agenda	NA

Milestone 2: Implement decision rules for determining appropriate interventions

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Train BSST on decision rules for determining an aligned intervention. Decision rules contain: Multiple data sources Multiple informant options Multiple points in time Shared with Tier 1 team to inform modification of tier 1 practices.	Rebecca Becker	June 23	BSST Decision Rules Intervention Decision Flowchart PBIS Handbook	NA
☐	Train BSST on interventions - social skills, CICO,	Rebecca Becker	June 23	BSST Decision Rules Intervention Decision Flowchart PBIS Handbook	NA
☐	Train BSST on documentation of interventions	Rebecca Becker	June 23	BSST Decision Rules Intervention Decision Flowchart PBIS Handbook	NA
☐	Assign intervention according to decision	Rebecca Becker	June 23	BSST Decision Rules	NA

	rules			Intervention Decision Flowchart PBIS Handbook	

Strategy 2	If classrooms have strong implementation of behavior management and engagement procedures, schools will see an increase in staff/student relationships, sense of belonging, and positive academic outcomes.
Explain why/how the strategy is evidence-based for LPSGs.	PBIS is considered evidence-based because it has been studied extensively through multiple research methodologies over decades. Tier 1 supports benefit all students, including those with disabilities. Clear expectations and consistent routines reduce anxiety and confusion. While positive reinforcement systems recognize incremental progress.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom Walkthrough data	**Classroom Walkthroughs tool**	**0%**				
(Ratio of Interactions)	**Basic 5 Observation tool**	**0%**				

Milestone 1: Establishing Expectations and Rules

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Professional development is provided to faculty for establishing classroom rules	Scott Elliott	August 2026	Core Value Expectations	NA
☐	2. Rules are defined for each of the school-wide expectations and are posted in the classroom	Ashley Blaisdell	August 2026	Common Area Expectation Posters Classroom Expectation Posters	NA
☐	3. Fidelity check on classroom rules being posted.	Ashley Blaisdell	September 2026	Posted Posters	TSSA
☐	4. Professional development is provided to faculty for establishing routines and procedures	Guiding Coalition	September 2026 Throughout Year	Classroom Walkthrough	

☐	5. Classroom routines and procedures are explicitly identified for activities where problems often occur	Scott Elliott	September 2026	Classroom Procedure Checklist	
☐	6. Most frequently occurring procedures are posted for review and reference in the classroom	Denise Gniot Sara Yearsley	September 2026 Throughout Year	Classroom Walkthrough	
☐	7. Fidelity check on classroom procedures being posted and utilized	Scott Elliott Ashley Blaisdell	September 2026 Throughout Year	Classroom Walkthrough	

Milestone 2: Teaching Expectations and Rules

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1.Professional development is delivered to teachers for developing lesson plans for teaching classroom expectations and rules	Scott Elliott	August 2026	Lesson Plan Template Establishing Expectations Presentation	NA
☐	2.Lesson plans are developed for teaching classroom expectations and rules	Scott Elliott	August 2026	2026-27 Flex Core Value Schedule	NA
☐	3. Expectations and rules are explicitly taught	Michele Talbot	August 2026	Core Lessons	NA
☐	4. Establish a measure to ensure teachers are teaching classroom rules and expectations	Scott Elliott	September 2026 continuing throughout school year	Classroom Walkthrough	TSSA
☐	5. Professional development is delivered to teachers for developing lesson plans for teaching classroom procedures			Establishing Expectations Presentation	
☐	6. Lesson plans are developed for teaching classroom procedures			Lesson Plan Template	
☐	7. Classroom procedures and routines are explicitly taught			Classroom Walkthrough	

☐	8. Establish a measure to ensure teachers are teaching classroom rules and expectations			Classroom Walkthrough	

Milestone 3: Establishing classroom reinforcement/acknowledgement of students' adherence to rules and procedures

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Professional development is provided to faculty for establishing a classroom reinforcement system	Alexis Stokes	August 2026	Titan Tickets	TSSA
☐	2. Each teacher will create a formal classroom reward system for acknowledging student behavior	Alexis Stokes	August 2026	PBIS Handbook	NA
☐	3. Classroom teachers use immediate and specific praise	Scott Elliott	August 2026 throughout the year.	Weekly Drawings Assemblies	TSSA
☐	4. Rewards/reinforcement is provided for student behaviors that are aligned to rules/expectations	Scott Elliott	August 2026 throughout the year.	Classroom Incentives	TSSA
☐	5. Rewards are varied throughout the year and reflect student interest.	Scott Elliott	August 2026 throughout the year.	Classroom Incentives	TSSA
☐	6. Ratio of classroom reinforcement of positive behaviors to correction of behavior is high (5:1)	Scott Elliott	August 2026 throughout the year.	Opportunities to Respond	

Milestone 4: Establishing a Classroom System for Correcting Behavior

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Procedures exist for tracking classroom behavior problems	Alexis Stokes	August 2026	PBIS Handbook Panorama	TSSA

☐	2. Professional development is provided to faculty for establishing a classroom system for correcting behavior	Alexis Stokes	August 2026	PBIS Handbook	NA
☐	3. Classrooms have a range of consequences/interventions for problem behavior that are documented, posted and consistently delivered	Danielle Humiston	August 2026 throughout the year.	Level of Consequences for Classroom Managed Behavior	TSSA

Strategy 3	If discipline data (both classroom managed and office managed) accurately reflects reteaching and consequence, then school teams will be able to utilize the data to determine preventative and responsive measures to improve student behavior.
Explain why/how the strategy is evidence-based for LPSGs.	PBIS is considered evidence-based because it has been studied extensively through multiple research methodologies over decades. Tier 1 supports benefit all students, including those with disabilities. Clear expectations and consistent routines reduce anxiety and confusion. While positive reinforcement systems recognize incremental progress.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tiered Fidelity Inventory	**TFI**	**87%**	**88%**		**90%**	
Panorama Data	Panorama (SOB)	**54%**	**56%**		**58%**	

Milestone 1: Reinforce/Acknowledge Expectations and Rules

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Written documentation exists that has clear definitions of all behaviors and is utilized in determining major (office) vs minor (classroom) managed incidences.	Scott Elliott	August 2026	PBIS Handbook	NA
☐	2. Team has established clear written procedures that lay out the process for handling both major and minor discipline.	Alexis Stokes	August 2026	PBIS Handbook	NA
☐	3. Team has a documentation procedure to track both major and minor behavior	Alexis Stokes	August 2026	PBIS Handbook	TSSA

	incidents.				
☐	4. Team has an array of predetermined appropriate (restorative) responses to major behavior incidents.	Alexis Stokes	August 2026	PBIS Handbook	NA

Milestone 2: Behavior Data Collected and Analyzed

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Staff are trained to document behavior incidents in alignment with discipline procedures through data platform (Panorama)	Scott Elliott	August 2026	PBIS Handbook PD Panorama	TSSA
☐	2. Data system is used to collect and analyze Major (office) vs Minor (classroom) managed data.	Alexis Stokes	August 2026	PBIS Handbook	TSSA
☐	3. Data are printed, analyzed and put in format easy to understand and reviewed monthly	Danielle Humiston	August 2026 Weekly throughout the year	PBIS Handbook	TSSA
☐	4. Data regarding school-wide behavior are shared with faculty monthly.	Alexis Stokes	September 2026/monthly	PBIS Handbook	NA

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	$61,540	
School LAND Trust		
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. Monthly Newsletter

- Distributed to all stakeholders (parents, staff, community) via email and print.
- Includes:
    - Progress updates toward School Success Plan (SSP) goals.
    - Celebrations of student/staff achievements.
    - Upcoming events and ways to get involved.
    - Action steps for families to support learning at home.

2. School Website Updates

- Dedicated SSP Progress section, updated monthly.
- Archive of newsletters and progress reports.
- Clear contact information for questions/feedback.

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

Parent Engagement Strategies to Improve Student Learning

- PTSA (Parent Teacher Student Association)
    - Partner with PTSA to host workshops and family engagement events.
    - Encourage parent leadership in school initiatives.
    - Use PTSA meetings to share progress on academic goals and gather feedback.
- Community Council
    - Involve parents in school decision-making through the council.
    - Seek input on curriculum, safety, and resource allocation.
    - Share council meeting summaries and action steps with all families.

- Back to School Night
    - Offer classroom visits and presentations on learning expectations.
    - Provide resources for supporting students at home.
    - Build relationships between families and teachers.
- Parent Teacher Conferences
    - Focus on student progress and individualized learning goals.
    - Provide actionable strategies parents can use at home.
    - Schedule flexible conference times to maximize participation.
- School Website Resources
    - Regularly update with at-home learning strategies (reading tips, study skills, goal setting).
    - Share videos, guides, and translated materials.