Weber School District
School Success Plan

COverview

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: Plain City Elementary

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: Emily Mangum

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Teah Garner Counselor		Emily Mangum Principal	
Kaylene Wiser Instructional Coach			
Kadee Skeem Teacher			
Taylor Sant			

Updated: February 2026

Teacher			
Katie Maw Teacher			

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.**]**

Utah RISE - Percent Proficient											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
Grade 3	58.3%	52%	49%	**Grade 3**	66.3%	65%	67%	**Grade 3**	NA	NA	NA
Grade 4	49%	55%	50%	**Grade 4**	70%	64%	70%	**Grade 4**	50%	52%	59%
Grade 5	68%	58%	63%	**Grade 5**	74%	75%	77%	**Grade 5**	62%	64%	73%
Grade 6	65%	54%	68%	**Grade 6**	79%	69%	74%	**Grade 6**	78%	74%	78%
Overall	60%	54%	57.5%	**Overall**	72%	68%	72%	**Overall**	64%	62%	70%

Utah RISE - Median Growth Percentile (MGP)											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
Grade 4	46	59		**Grade 4**	57.5	70		**Grade 4**	NA	65.5	NA
Grade 5	67.5	69		**Grade 5**	86	74		**Grade 5**	60	69	
Grade 6	63	59		**Grade 6**	85	80		**Grade 6**	73	57	
Overall	61	55		**Overall**	75	69		**Overall**	64	62	

Acadience Composite Reading Score - Percent						
Grade	**Benchmark**	**Well Below Benchmark**	**Below Benchmark**	**On Benchmark**	**Above Benchmark (ROGL)**	**Percent Change ROGL**
Kindergarten	BOY (Fall 2025)	22%	22%	22%	34%	23%
	EOY (Spring 2026)	4%	10%	28%	57%	
Grade 1	BOY (Fall 2025)	14%	20%	19%	47%	1%
	EOY (Spring 2026)	20%	17%	15%	48%	
Grade 2	BOY (Fall 2025)	28%	8%	15%	49%	-1%
	EOY (Spring 2026)	20%	14%	17%	48%	
Grade 3	BOY (Fall 2025)	22%	14%	24%	40%	9%
	EOY (Spring 2026)	12%	9%	30%	49%	
Grade 4	BOY (Fall 2025)	17%	11%	19%	53%	3%
	EOY (Spring 2026)	13%	13%	19%	56%	
Grade 5	BOY (Fall 2025)	16%	29%	8%	47%	7%
	EOY (Spring 2026)	12%	21%	12%	54%	
Grade 6	BOY (Fall 2025)	3%	3%	40%	53%	5%
	EOY (Spring 2026)	8%	9%	35%	48%	

Panorama Student Climate & Well-Being Survey					
Category	**Grade Level**	**Fall 2025 Percentage**	**Spring 2026 Percentage**	**National Percentile**	**Change**
Teacher-Student Relationships	3rd - 6th	81%	81%	80th-99th perc…	0
Sense of Belonging	3rd - 6th	72%	73%	80th-99th perc…	1
Self Management	3rd - 6th	80%	81%	80th-99th perc…	1
Social Awareness	3rd - 6th	78%	78%	80th-99th perc…	0
Self Efficacy	3rd - 6th	72%	73%	80th-99th perc…	1
Grit	3rd - 6th	62%	62%	80th-99th perc…	0
Emotional Regulation	3rd - 6th	61%	58%	80th-99th perc…	-3
TOTAL	3rd-6th	72% (6% higher than dist. avg.)	72% (6% higher than dist. avg.)	80th-99th perc…	0

Tiered Fidelity Inventory (TFI)			
Category	**24SY**	**25SY**	**26SY**
Total Score	21%	57%	86%
Team	0%	75%	100%
Implementation	39%	33%	83%
Evaluation	25%	62%	87%

Qualitative Data	
Teacher Input Survey (CALL)	

Parent and Student Input Survey	
Staff Interviews	
Student Focus Groups	

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.
Our leadership team looked at test scores, survey results, and community feedback to get an overall picture of how we are doing. We analyzed our students' state test scores (Utah RISE) to see both their passing rates and how much progress they made during the year. We also looked at reading scores (Acadience) from the first day of school to the last day of school to see how our younger readers are growing. Finally, we looked at student survey feedback about their emotional well-being (Panorama Survey), tracked how well our school-wide positive behavior system is working, and listened to direct feedback from parents, teachers, and students. **Our Strengths and Weaknesses** The great news is that our school is incredibly welcoming, and our kids are absolutely thriving in Math and Science! Our overall math scores bounced back up to a strong 72% passing rate, and science scores jumped up significantly to 70%. Even better, our students say they feel a massive sense of belonging here—placing our school environment in the top 20% across the entire nation. We also did a fantastic job improving our school-wide behavior systems, ensuring our staff is highly organized and united in supporting positive behavior. However, reading and writing (Language Arts) stands out as the main area where our school needs to focus and improve, as our overall passing scores have hit a bit of a plateau at 57.5%. **Where We Need to Focus & Help Our Students** When we dig deeper into the data, we can see exactly which student groups and grade levels need extra resources and support: ● **Targeted Support Groups:** We need to provide more focused help for our students with disabilities, students facing economic hardships, and our students of color, as these groups are currently experiencing lower academic scores overall. ● **The 3rd Grade Reading Gap:** We noticed a concerning trend in 3rd grade. While our youngest children are doing amazing at learning the basics of sounding out words in Kindergarten, our 3rd graders are really struggling to transition into harder reading comprehension. Our 3rd-grade reading passing rates have steadily dropped from 58.3% down to 49% over the last three years. ● **6th Grade Reading Slidework:** Our 6th graders started the year strong, but their reading scores actually slipped backward by the end of the school year, with the number of struggling readers tripling from 6% to 17%. ● **Handling Stress:** Even though our kids love their teachers and feel like they belong at school, their self-reported ability to manage their own emotions and stress dropped down to 58%. This tells us that while the school feels safe, our kids need more direct, hands-on help

learning how to cope with frustration and academic pressure.

Our school plan moving forward will specifically target these reading gaps be consistently implementing research based Tier 1 routines including MCW and FORI. We will also provide extra emotional coping tools for our students though our counseling lessons and PBIS routines.

Priority #1 - Literacy

Goal: **By the end of the 2026-27 school year, 62% of students in grades 4-6 will be proficient on the RISE ELA assessment. 55% percent of K-3 students will be reading on grade level (blue) as measured by the Acadience assessment.**

Strategy 1	If educators set clear learning goals and success criteria, they will be able to measure student learning accurately and use the data to adjust instruction, then students will better understand expectations and take responsibility for their learning.
Explain why/how the strategy is evidence-based for LPSGs.	Research by **John Hattie** (Visible Learning) identifies *"teacher clarity"* and *"goals + success criteria"* as high-impact strategies, both with effect sizes well above the 0.4 “hinge point” (the average expected growth for a year). Specifically: • **Teacher clarity** (effect size: 0.75) • **Goals success criteria** (effect size: 0.77) This means that when teachers clearly articulate what students are expected to learn and how success will be measured, students are more likely to achieve at higher levels. Utah’s core standards (and similar frameworks nationwide) emphasize **clarity, transparency, and alignment** in instruction and assessment. By establishing clear goals and criteria, teachers align their instruction with grade-level expectations and proficiency scales, a practice backed by research from Marzano and others in standards-based grading and assessment.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers can define learning target (standards) vs essential skills vs	**Google Form Pre/Post**	**Google Form X% of teachers**	**60% of teachers**		**100% of teachers**	

success criteria						
Learning Target is added to the beginning and end of the lesson.	**Unit Plans: Monitoring the Work of Teams**	**0% of Unit Plans have clear learning targets**	**50% of all Unit Plans have clear learning targets**		**80% of all Unit Plans have clear learning targets**	

Milestone 1: Teachers will be able to define the difference between learning targets (standards), essential skills, and success criteria.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Have teachers fill out Google survey to determine prior knowledge of vocabulary.	Emily Mangum, Principal	Sept. 2, 2026	Link to Survey; Faculty Meeting Time	
☐	Provide initial professional learning to all teachers.	Emily Mangum, Principal	Sept. 30, 2026	PL Slides	
☐	Provide professional learning in PLCs as teachers identify learning targets, essential skills, and success criteria in lesson planning.	Kaylene Wiser, IC	Initial training Oct 5th and ongoing weekly		TSSA/SILTA

Milestone 2: Learning Target is added to the beginning and end of the lesson in each unit plan

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Unit Plans include learning target at beginning and end of lessons	Kaylene Wiser, IC	Sept. 23, 2027 and ongoing weekly		TSSA, LandTrust
☐	PLC: discussions on learning target breakdowns	Kaylene Wiser, IC	Sept. 23, 2027 and ongoing weekly		
☐	Process is developed for how learning targets will be posted/communicated in the classroom	Emily Mangum, Principal	Jan 15th, 2027		

Strategy 2	If collaborative teams identify and share high-impact instructional strategies to be used throughout the unit, then instruction will be more effective, student engagement will increase, and learning outcomes will improve.
Explain why/how the strategy is evidence-based for LPSGs.	MCW (K-2), FORI (1-6)

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
MCW Routine used consistently in K-2 classrooms	**Walkthrough Tool**	**TBD - By Sept 30th X% of teachers**	**TBD - By Sept 30th**		**TBD - By Sept 30th**	
FORI Routine used consistently in 1-6 classrooms	**Walkthrough Tool**	**TBD - By Sept 30th**	**TBD - By Sept 30th**		**TBD - By Sept 30th**	

Milestone 1: Teachers will feel confident in implementing FORI and MCW in the classroom.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Refresher Professional Development on MCW provided for K-2 teachers.	Kaylene Wiser, IC	Sept. 2, 2026		
☐	Refresher Professional Development on FORI provided for 1-6 teachers.	Kaylene Wiser, IC	Sept. 2, 2026		
☐	MCW and FORI Walkthrough Tools will be reviewed and provided as a checklist.	Kaylene Wiser, IC	Sept. 2, 2026		

Milestone 2: Teachers will implement Most Common Words (MCW) instruction in the classroom with consistency.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers will implement the MCW routine consistently (3 words per week).	Kaylene Wiser, IC	March 19, 2027		TSSA, LandTrust
☐	Teachers will implement the first step of the MCW routine (Review) accurately.	Kaylene Wiser, IC	Sept. 7, 2026 and ongoing weekly		
☐	Teachers will implement the second step of the MCW routine (State target and word introduction) accurately.	Kaylene Wiser, IC	Oct 5, 2026 and ongoing weekly		
☐	Teachers will implement the third indicator of the walkthrough tool of the MCW routine (Tap it-map it- graph it) accurately.	Kaylene Wiser, IC	Nov 2, 2026 and ongoing weekly		
☐	Teachers will implement the fourth indicator of the walkthrough tool of the MCW routine (repeated practice) accurately.	Kaylene Wiser, IC	Dec 7, 2026 and ongoing weekly		
☐	Teachers will implement the fifth step of the MCW routine (Writing practice) accurately.	Kaylene Wiser, IC	Jan 11, 2027. and ongoing weekly		
☐	Teachers will implement the sixth indicator of the walkthrough tool of the MCW routine (word hunt) accurately.	Kaylene Wiser, IC	Feb 8, 2027. and ongoing weekly		

Milestone 3: Teachers will implement Fluency Oriented Reading Instruction (FORI) Routine in the classroom with consistency.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers will implement the FORI routine consistently (4-5 days/week).	Kaylene Wiser, IC	March 19, 2027		TSSA, LandTrust
☐	Teachers will implement day one of the FORI model (introduction to text) accurately.	Kaylene Wiser, IC	Sept. 7, 2026 and ongoing weekly		

☐	Teachers will implement day two of the FORI model (echo read) accurately. .	Kaylene Wiser, IC	Oct 5, 2026 and ongoing weekly		
☐	Teachers will implement day three of the FORI model (choral reading) accurately.	Kaylene Wiser, IC	Nov 2, 2026 and ongoing weekly		
☐	Teachers will implement day four of the FORI model (partner read) accurately.	Kaylene Wiser, IC	Dec 7, 2026 and ongoing weekly		
☐	Teachers will implement day five of the FORI model (extension) accurately.	Kaylene Wiser, IC	Feb 8, 2027. and ongoing weekly		

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	$73000	
School LAND Trust	$52439.44	

Priority #2 - Mathematics

Goal: **By the end of the 2026-27 school year, 74% of students in grades 4-6 will be proficient on the RISE Math assessment. Above 80% of K-3 students will be on grade level (green and blue) as measured by the Math Acadience assessment.**

Strategy 1	If educators set clear learning goals and success criteria, then they will be able to measure student learning accurately and use the data to adjust instruction. As a result, students will better understand expectations and take responsibility for their learning.
Explain why/how the strategy is evidence-based for LPSGs.	Research by **John Hattie** (Visible Learning) identifies *"teacher clarity"* and *"goals + success criteria"* as high-impact strategies, both with effect sizes well above the 0.4 "hinge point" (the average expected growth for a year). Specifically: • **Teacher clarity** (effect size: 0.75) • **Goals success criteria** (effect size: 0.77) This means that when teachers clearly articulate what students are expected to learn and how success will be measured, students are more likely to achieve at higher levels. Utah's core standards (and similar frameworks nationwide) emphasize **clarity, transparency, and alignment** in instruction and assessment. By establishing clear goals and criteria, teachers align their instruction with grade-level expectations and proficiency scales, a practice backed by research from Marzano and others in standards-based grading and assessment.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Define learning target (standards) vs essential skills vs success criteria	**Google Survey**	**Google Form X% of teachers**	**60% of teachers**		**100% of teachers**	
Learning Target is added to the beginning and end of the lesson.	**Unit Plans: Monitoring the Work of Teams**	**0% of Unit Plans have clear learning targets**	**50% of all Unit Plans have clear learning targets**		**80% of all Unit Plans have clear learning targets**	

Milestone 1:Teachers will be able to define the difference between learning targets (standards), essential skills, and success criteria.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Have teachers fill out Google survey to determine prior knowledge of vocabulary.	Emily Mangum, Principal	Sept. 2, 2026	Google Survey	
☐	Provide initial professional learning to all teachers.	Emily Mangum, Principal	Sept. 30, 2026		
☐	Provide professional learning in PLCs as teachers identify learning targets, essential skills, and success criteria in lesson planning.	Kaylene Wiser, IC	Initial training Oct 5th and ongoing weekly		

Milestone 2: Learning Target is added to the beginning and end of the lesson.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Unit Plans include learning target at beginning and end of lessons	Kaylene Wiser, IC	Sept. 23, 2026 and ongoing weekly		
☐	PLC: discussions on learning target breakdowns	Kaylene Wiser, IC	Sept. 23, 2026 and ongoing weekly		
☐	Process is developed for how learning targets will be posted/communicated in the classroom	Emily Mangum, Principal	Jan 15th, 2027		

Strategy 2	If collaborative teams create and implement short, weekly common formative assessments (CFAs) to measure student progress toward each learning target, then teachers will be able to track student learning in real time, adjust instruction as needed, and ensure all students move toward mastery.
Explain why/how the strategy is evidence-based for LPSGs.	**Tracking Progress in Real Time Supports Equity and Mastery** ● **Marzano (2006)** found that using data from frequent assessments to adjust instruction leads to more equitable learning outcomes and **increased student achievement**. ● **Fisher & Frey (2007)** argue that when teachers clearly define learning targets and track progress through formative checks, **students become partners in learning** and more likely to meet mastery. **Collaborative Assessment Practices Strengthen Instruction** ● **DuFour, DuFour, Eaker, & Many (2016)** emphasize that **PLC teams should collaboratively create and analyze CFAs** to: ○ Identify effective instructional practices ○ Share responsibility for all students' success ○ Build teacher efficacy and alignment

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Unit Plans	**Unit Plan Template**	**TBD by Sept 30, 2026; Number of unit plans created**	**TBD From baseline**		**TBD from baseline**	
CFAs	**Unit Plans, PLC Agenda Documentation**	**TBD by Sept 30, 2026; Number of unit plans created**	**1 Math CFA given monthly**		**2 Math CFAs given monthly**	

Milestone 1: Develop and align Unit Plans with embedded CFAs

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Complete PLC Tight Document: Evidence of the Work that includes CFAs within each Unit Plan	Kaylene Wiser, IC	Sept 30, 2026		TSSA, LandTrust
☐	Review for clarity of standard within	Emily Mangum,	Initial Oct 5th		TSSA, LandTrust

	school teams (PLCs)	Principal	and ongoing weekly		
☐	Ensure Unit Plan include elements from the Unit Plan template	Kaylene Wiser, IC	Initial Oct 5th and ongoing weekly		TSSA, LandTrust

Milestone 2: Develop and align CFAs

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	PLC Professional Development for grade levels as determined on PLC assessment.	Kaylene Wiser, IC	Initial Oct 5th and ongoing weekly		TSSA, LandTrust
☐	Plan CFA with grade level team (PLC)	Kaylene Wiser, IC	Initial Oct 5th and ongoing weekly		TSSA, LandTrust
☐	Analyze CFA data to see levels of performance	Kaylene Wiser, IC	Initial Oct 19th and ongoing weekly		TSSA, LandTrust
☐	Plan reteaching/interventions based on CFA data	Kaylene Wiser, IC	Initial Oct 19th and ongoing weekly		TSSA, LandTrust

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	$68,500.00	
School LAND Trust	$52,439.44	

Priority #3 - Positive Behavior Systems

Goal: **By the end of the 26-27SY, Plain City will implement Positive Behavior Interventions and Supports (PBIS) System at an 80% fidelity rate as measured by the Tier 1 TFI.**

Strategy 1	If classrooms have strong implementation of classroom instructional strategies, then schools will see a decrease in classroom disruption and an increase in classroom engagement which will aid in improved academic outcomes.
Explain why/how the strategy is evidence-based for LPSGs.	Cook et al. (2017) found that when teachers increased their ratio of positive-to-negative interactions, students demonstrated higher levels of engagement and fewer disruptive behaviors. This supports the strategy as evidence-based because frequent positive feedback reinforces expected behaviors, strengthens teacher-student relationships, and increases the likelihood that students will remain academically and behaviorally engaged.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Positive to Corrective Ratio	**Basic 5 Observation tool**	**TBD by Sept 30, 2026**	**TBD by Sept 30, 2026**		**TBD by Sept 30, 2026**	

Milestone 1: Teachers will understand the reason why having a 5:1 ratio of positives to correctives is essential in student relationships/behavior.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review the Basic 5 Tool and the research behind why Positive to Corrective ratio is important	Emily Mangum, Principal	August (Nuts and Bolts)	Basic 5 Tool Positive to Corrective Tracker	
☐	Review PAWS ticket Data	Teah Garner, Counselor	August (Nuts and Bolts)		

Milestone 2: Teachers will implement a 5:1 ratio of positive to correctives in their direct instruction.

Action Steps	Person	Timeline	Linked Evidence & Resources	Funding Source

		Responsible			
☐	Gather baseline data for each teacher on the ratio of interactions.	Emily Mangum, Principal	September 30, 2026		
☐	Use Basic 5 observation tool to gather data on the ratio of interactions quarterly.	Kaylene Wiser, IC	Begin October 5th and ongoing weekly		
☐	Share quarterly observation data with teachers.	Emily Mangum, Principal	Begin October 5th and ongoing weekly		
☐	Teachers will implement the consequence hierarchy with fidelity when having to make a behavior correction.	Kaylene Wiser, IC	Begin October 5th and ongoing weekly		

Strategy 2	If counselors, in collaboration with classroom teachers, have strong implementation of social skills, character education, mindsets and behaviors, and Portrait of a Graduate competencies based on identified school needs,then schools will see an increase in student skill development demonstrated through a decrease in behaviors and an increase in student reporting for self-management, social awareness, sense of belonging, self-efficacy, grit and emotion regulation.
Explain why/how the strategy is evidence-based for LPSGs.	Horner, Sugai, & Anderson (2010) found that schools using systematic behavior data collection and analysis were more effective in improving student behavior outcomes and preventing escalation of problem behaviors. This supports documenting minor classroom behavior incidents in Panorama as an evidence-based strategy because consistent documentation helps schools identify patterns early, monitor student needs proactively, increase consistency across classrooms, and make data-informed decisions about interventions and supports.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Percent of teachers consistently entering Behavior Minors Entered	**Panorama**	**TBD by Oct 23, 2026**	**TBD by Oct 23, 2026**		**TBD by Oct 23, 2026**	

Is there a 4 to 1 of minors to office referrals		**TBD by Oct 23, 2026**	**TBD by Oct 23, 2026**		**TBD by Oct 23, 2026**	

Milestone 1: Refresher Professional Development and worktime on entering Panorama minor behavior data

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide refresher professional learning to all teachers on Panorama.	Teah Garner, Counselor	Aug 26, 2026		PBIS
☐	Gathering data on the number of incidents documented in Panorama	Teah Garner, Counselor	Oct 23, 2026 (end of 1st quarter)		TSSA
☐	Developing a schedule of reteaching for specific areas (e.g., hallways, bathrooms, etc) OR looking at specific times to reteach everything (e.g, after long breaks)	Teah Garner, Counselor	Oct 23, 2026 (end of 1st quarter)		

Milestone 2: Teachers will enter minor classroom behavior incidents into Panorama

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create a checklist for entering behaviors into Panorama	Teah Garner, Counselor	Sept 15, 2026		PBIS
☐	Review checklist with teachers	Teah Garner, Counselor	Sept 23, 2026 and ongoing		PBIS
☐	Enter information from checklist into Panorama	Teah Garner, Counselor	Oct 1, 2026 and ongoing daily		PBIS
☐	Behavior data is shared monthly with	Emily Mangum,	Oct 28, 2026		

	Faculty	Principal	and ongoing monthly		

Could combine those milestones and add a milestone around teaching of social skills in the classroom

- Develop a schedule of classes
- Utilize data to inform which classes are being taught to which grades
- Etc.

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	$27,977.50	
School LAND Trust		
Positive Behavior Plan	$1000.00	

Parent Communication Plan

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

We will share our School Success Plan with staff, families, and community members in multiple ways to ensure clear and consistent communication:

- The full plan will be posted on our school website in a family-friendly format.
- Key points will be shared in staff meetings.
- A summary will be presented at our Community Council meetings.

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

We will strengthen parent and family engagement to support student learning through the following strategies:

- Using Class Dojo, Rooms, Facebook and/or email to share learning goals, celebrations, and progress updates.
- Offering volunteer opportunities in the classroom and at school-wide events.
- Encouraging participation in School Community Council and PTA activities.
- Sharing and learning targets during P/T Conferences to help families understand how to support academic growth at home.