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: Riverdale Elementary

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Jennifer Thomas

School Leadership Team Members Responsible for this Plan:

Name	Position	Signature	Name	Position	Signature
Jen Thomas	Principal		Debbie Stevens	Teacher	
Lyndsey Anderson	Instructional Coach		Brent Ludlow	Administrative Apprentice	
Shana Fannin	Special Education		Dave Hales	LEA	
Rachel Marchand	Title 1 Teacher Leader			Parent	
JeNae Clegg	Teacher			Parent	
Tenniel Smith	Teacher				

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)?	Riverdale Elementary is implementing the science of reading strategies and practices during ELA instruction and coteaching with the FORI model during ELA instruction. Fourth through sixth-grade teachers are completing the science of reading (LETRS) units 5-8. Professional development has been given on coteaching. We will continue to use the co-teaching model to ensure that special education and multilingual learners receive instruction that aligns with Tier 1 ELA standards being taught. Additionally, all staff will complete the ESL endorsement during the 2026-2027 school year.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Professional development will continue with the science of reading for grades 4th-6th grade. All teachers and paraprofessionals supporting EL students will get the ESL endorsement and incorporate strategies learned into tier 1, 2, and tier 3. Professional development will be given by an instructional coach on the 95% tier 1 phonics program for grades 1-5. Professional development will occur with a tier 2 math program.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	Keep the same number of paras to support co-teaching, allocate time for the district EL team to provide PD, have math mentors support interventions with bubble students or extensions, and provide stipends for teachers in grades 3-6 to preview the 95% tier 1 phonics program. Give paraprofessionals comp time at the beginning of the year to train on co-teaching and intervention groups.
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?	Coteaching has created a system in which all students have received consistent support with ELA and math standards. Have the counselor part of the PLC rotations so the EL aide can pull students during the previous counseling times.
What data is being collected to monitor student learning and how often is this data analyzed?	Data collected includes PASI, PSI, Acadience math/reading data, RISE benchmarks, pre/post assessments, skill checks, flashlight 360 benchmarks, CFAs, and exit tickets. These will be used to monitor student learning and reviewed during weekly PLCS.
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	I plan to allocate additional resources to LPSGs, including aide time, professional development for all teachers on the science of reading, the coteaching model for reading and math, professional development for aides, ESL endorsement training.

Priority #1 - Literacy

Goal: **By the end of the 2026-27 school year K-3 students will increase proficiency (green and blue) by 8% on Acadience Reading composite scores. Students in grades 4-6 will increase proficiency on the RISE ELA test by 4%.**

- **SWD - Will increase from 17% to 21% proficient**
- **HI7 - Will increase from 23% to 27% proficient**
- **ELL - Will increase from 6% to 10% proficient**

Strategy 1	If Riverdale Elementary continues to implement a protected 120-minute literacy instructional block for all students in grades K–6 with fidelity, then students will receive consistent, high-quality core literacy instruction, resulting in increased literacy proficiency and improved student achievement.
Explain why/how the strategy is evidence-based for LPSGs.	If students receive high-quality, research-based Tier I instruction daily for appropriate amounts of time, then students will achieve higher levels of proficiency.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
120- minute reading block	**Master Schedule/Observations**	**100%**	**100%**		**100%**	**TSSA**
Acadience/RISE Scores	**Acadience/RISE Benchmarks**	**K-3 Acadience 52% (blue) 4-6 RISE 44%**	**K-3 Acadience 72% 4-6 RISE 46%**		**K-3 Acadience 76% 4-6 RISE 48%**	**TSSA**

Milestone 1: Continue to monitor the Literacy block

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create a scope and sequence of literacy priority standards	Lyndsey Ander… Shana Fannin Joseph Stephens	8/17/26	Calendar	TSSA/Title 1

☐	Collect classroom observation data	Jennifer Thomas Brent Ludlow	9/2/26-Quarterly	Classroom observation form	TSSA
☐	Review classroom observation data	Lyndsey Ander…	9/2/26-Quarterly	Classroom observation form, Google suite	TSSA/Trustlands
☐	Provide support and professional development for teachers not meeting the 120-minute reading block	Lyndsey Ander…	9/2/26-Quarterly	Reading block template, Classroom data form, AI, targeted unit plans, CFAs/benchmarks	TSSA

Strategy 2	If staff receive professional development and complete a capstone project focused on writing, then they will earn an EL endorsement.
Explain why/how the strategy is evidence-based for LPSGs.	If teachers and staff participate in the EL endorsement courses and implement the specific strategies taught, then all students will benefit from more explicit, research-based language arts instruction.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers keep pace with the EL endorsement timeline	**EL Endorsement Completion via Canvas**	**0%**	**80% are on track to complete the endorsement**		**90% of teachers have completed the endorsement.**	

Milestone 1: Collaborate with EL team

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop a calendar with PD	Jennifer Thomas	8/21/26	EL Endorsement Timeline	TSSA
☐	Develop a timeline for coursework	Jennifer Thomas	9/2/26	EL Endorsement Timeline	TSSA
☐	Grade-level Capstone Project focused on writing	Lyndsey Anderson JeNae Clegg Tara Roberts	5/27	EL Writing Strategies tied to Can Do's	TSSA

Milestone 2: Continue to monitor Sped., ELL and HI7 data through ELA Skills Checks, RISE Benchmarks & Acadience.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	ELA skill checks administered and logged on spreadsheet	Lyndsey Ander… JeNae Clegg Brent Ludlow	9/2/26-Monthly	Google Sheet	TSSA
☐	RISE Benchmarks administered and logged on spreadsheet	Lyndsey Ander…	9/2/26-Monthly	Google Sheet	TSSA
☐	Acadience Progress monitoring tracked by students	Lyndsey Ander…	9/2/26-Monthly	Google Sheet	TSSA

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	$40,700.00	
School LAND Trust	$71,000.00	
Title I	$4,500.00	

Priority #2 - Mathematics

Goal: **By the end of the 2026-27 school year K-3 students will increase proficiency (green and blue) by 8% on Acadience Math composite scores. Students in grades 4-6 will increase proficiency on the RISE Math test by 4%.**

- **SWD - Will increase from 16% to 20% proficient**
- **HI7 - Will increase from 20% to 24% proficient**
- **ELL - Will increase from 8% to 12% proficient**

Strategy 1	If Riverdale Elementary continues to implement a protected 60-minute mathematics instructional block for all students in grades K–6 with fidelity, then students will receive consistent, high-quality core mathematics instruction, resulting in increased mathematical proficiency and improved student achievement.
Explain why/how the strategy is evidence-based for LPSGs.	If students receive high-quality, research-based Tier I instruction daily for appropriate amounts of time, then students will achieve higher levels of proficiency.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
60 minute math block	**Master Schedule/Observations**	**100%**	**100%**		**100%**	
Acadience/RISE Scores	**Acadience/RISE Benchmarks**	**K-3 Acadience 68% 4-6 RISE 44%**	**K-3 Acadience 72% 4-6 RISE 46%**		**K-3 Acadience 76% 4-6 RISE 48%**	

Milestone 1: Continue to monitor the Math block

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create a scope and sequence of math priority standards	Lyndsey Ander… Shana Fannin Joseph Stephens	8/17/26	Calendar	TSSA/Title 1

☐	Collect classroom observation data	Jennifer Thomas Brent Ludlow	9/2/26-Quarterly	Classroom observation form	TSSA
☐	Review classroom observation data	Lyndsey Ander…	9/2/26-Quarterly	Classroom observation form, Google suite	TSSA/Trustlands
☐	Provide support and professional development for teachers not meeting the 60-minute math block	Lyndsey Ander…	9/2/26-Quarterly	Math block template, Classroom data form, AI, targeted unit plans, CFAs/benchmarks	TSSA

Strategy 2	If Riverdale Elementary implements a Tier 2 math intervention program with fidelity, then students will receive targeted, evidence-based math instruction designed to address identified skill deficits and improve mathematical proficiency.
Explain why/how the strategy is evidence-based for LPSGs.	If an intentional program of Tier 2 math instruction is adopted and implemented (e.g., Kickstart Math, ALEKS), then specific student learning needs will be systematically identified and addressed using research-based practices.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tier 2 Diagnostic assessment	**Tier 2 intervention programs**					
Acadience Math/RISE Interim Assessment	**Progress monitoring**	**K-3 Acadience 68% 4-6 RISE 44%**	**K-3 Acadience 72% 4-6 RISE 46%**		**K-3 Acadience 76% 4-6 RISE 48%**	

Milestone 1: Monitor Math Data

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Weekly Exit Tickets/CFAs	Lyndsey Anderson JeNae Clegg	9/2/26-ongoing	Monitoring sheet	TSSA
☐	RISE Benchmarks/Acadience math progress monitoring tracked by teachers and students	Lyndsey Anderson JeNae Clegg	9/2/26-ongoing	Monitoring sheet	TSSA

Priority #2 Funding Sources: Coordination and Integration of Services and Resources

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

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$54,400.00	
School LAND Trust	0	

Priority #3 - Positive Behavior Systems

Goal: **During the 2026-2027 school year 95% of K-6 teachers will have the consequence hierarchy posted and utilized as evidenced through Panorama incident documentation.**

Strategy 1	.If staff implement and use consequence hierarchies consistently, then students will experience clear, predictable behavioral expectations, resulting in a decrease in maladaptive behaviors.
Explain why/how the strategy is evidence-based for LPSGs.	If classroom behavior expectations, procedures, and routines are consistently taught, practiced, and enforced, then the classroom environment will support high levels of student learning for all students.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Basic 5 data	**Observations**					

Milestone 1: Professional Learning on entering Panorama data after using the consequence hierarchy.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide professional learning on developing and using the consequence hierarchy with fidelity	Lyndsey Anderson Rachel Marchand	Nuts and Bolts meeting- 8/20/26	BSST Decision Rules Intervention Decision Flowchart PBIS Handbook	TSSA
☐	Teachers create a tool to help them document the use of the consequence hierarchy.	Lyndsey Ander… Rachel Marchand	Monthly during Guiding Coalition meetings	BSST Decision Rules Intervention Decision Flowchart PBIS Handbook	TSSA
☐	Fidelity checks with Panorama data and Tier 2 interventions	Jennifer Thomas Rachel Marchand Lyndsey Anderson	Every Tuesday starting 9/1/26	Panorama data Fidelity checks	TSSA/Title 1
☐	Coaching is provided if the consequence hierarchy is not utilized	Lyndsey Anderson Rachel Marchand	Monthly during Guiding Coalition meetings	BSST Decision Rules Intervention Decision Flowchart PBIS Handbook	TSSA/Trustlands

Strategy 2	If the Tier 2 Behavior Student Success Team meets at least twice each month to guide the implementation of Tier 2 targeted interventions through data-driven action planning, then students will receive timely, targeted behavioral supports that build social, emotional, and behavioral skills, resulting in improved student behavior and increased success within the Tier 1 environment.
Explain why/how the strategy is evidence-based for LPSGs.	If the Tier 2 Behavior Student Success Team meets regularly to review schoolwide and subgroup data, then specific areas of strengths and concerns for the school and subgroups will be identified, and action plans will be designed and implemented to address those needs.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
TFI	**TFI report**					
Panorama/ Powerschool Data	**Incident logs**	**Panorama: 464 Powerschool: 151**	**Panorama: 250 Powerschool: 68**		**Panorama: 500 Powerschool: 136**	

Milestone 1: Implement decision rules for determining appropriate interventions

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Train BSST on decisions 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.	Jennifer Thomas Rachel Marchand Lyndsey Anderson	Every Tuesday starting 9/1/26	BSST Decision Rules Intervention Decision Flowchart PBIS Handbook	TSSA/Title 1
☐	Train BSST on interventions - social skills, CICO,	Jennifer Thomas Rachel Marchand Lyndsey Anderson	Every Tuesday starting 9/1/26	BSST Decision Rules Intervention Decision Flowchart PBIS Handbook	TSSA/Title 1
☐	Train BSST on documentation of interventions	Jennifer Thomas Rachel Marchand Lyndsey Anderson	Every Tuesday starting 9/1/26	BSST Decision Rules Intervention Decision Flowchart	TSSA/Title 1

				PBIS Handbook	
☐	Assign intervention according to decision rules	Jennifer Thomas Rachel Marchand Lyndsey Anderson	Every Tuesday starting 9/1/26	BSST Decision Rules Intervention Decision Flowchart PBIS Handbook	TSSA/Title 1

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	$14,025.50	
School LAND Trust	0	
Positive Behavior Plan	$3,000	
Title 1	$1,000.00	

Parent Communication Plan

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

The School Success Plan was developed by the guiding coalition team and will be shared through multiple channels to ensure all stakeholders are informed and engaged. At the beginning of the school year, the guiding coalition will review the plan with staff during a Nuts and Bolts meeting to ensure a shared understanding and alignment. The plan will also be presented to the Riverdale Elementary Community Council at its first meeting for feedback and discussion. Additionally, the School Success Plan will be posted on the school website for ongoing access by families and community members and will be highlighted and discussed during parent and family engagement nights throughout the year.

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

Riverdale Elementary implements multiple parent and family engagement strategies to support and improve student learning. The school hosts annual STEM Night and Literacy Night, where families participate in hands-on activities that require students to apply their math and literacy skills in meaningful ways. During parent engagement nights, interactive activities are designed to actively involve both students and families in learning together. In addition, Riverdale Elementary offers parent learning sessions to equip families with practical strategies to support learning at home, including building healthy habits, practicing positive parenting, establishing nightly reading routines, and supporting students with math concepts and skills.

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.