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: Roy Elementary School

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Angela Snowden

School Leadership Team Members Responsible for this Plan:

Name & Role	Signature	Name & Role	Signature
Angela Snowden Principal		Nicole Watts Teacher	
Tiffanie Kinney Instructional Coach		Gilda Hansen Teacher	
Julie Rose Teacher		Fernando Rivera Parent	
Ryan Rounds		Breanna Halverson	

Title I Teacher Leader		Parent	
Kristen Bell Teacher		David Hales LEA	

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)?	To support our economically disadvantaged student population and ensure robust foundational literacy, the school implements a multi-tiered system of support (MTSS): • Tier I (Universal): All students in grades K–3 receive explicit, systematic phonics instruction utilizing the updated Reading Horizons curriculum. Additionally, evidence-based literacy routines are integrated across grade levels, including Most Common Word (MCW) in grades K–2 and Fluency-Oriented Reading Instruction (FORI) in grades 2–6. • Tier II (Targeted Intervention): Students in grades K–6 who require targeted phonics and phonemic awareness support receive interventions via the 95% Group program. For upper elementary students (grades 4–6), the REWARDS program is also utilized in small-group settings to target advanced decoding and fluency. • Tier III (Intense Intervention): Students with disabilities (SWD) and those requiring intensive support access Tier III interventions through a specialized pull-out model directed by the special education teacher. • Behavioral Support: School-wide Positive Behavioral Interventions and Supports (PBIS) are implemented to foster a predictable, positive learning environment that supports academic engagement. Identification of Needs: While foundational routines are established, data indicates a critical need to further support our economically disadvantaged subgroups by expanding and refining our current framework. Specifically, there is a need to: 1. Incorporate more evidence-based Tier I unit-level supports to scaffold grade-level core instruction. 2. Strengthen Tier II intervention resources specifically tailored to the diverse academic needs of upper-grade students. 3. Establish a highly structured, standardized routine for Tier III interventions to ensure alignment and maximum efficacy across all tiers.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	To effectively support our Economically Disadvantaged students and elevate tier-one instruction, professional learning for faculty and staff is currently focused on three core areas: • Standards-Based Instructional Design: Professional development is centered on unpacking state core standards, identifying essential learning standards, and translating them into student-friendly learning objectives to ensure clarity and alignment in daily instruction. • Evidence-Based Classroom Management & Engagement: Teachers are receiving targeted coaching on high-leverage engagement strategies, specifically maintaining a 5:1 positive-to-corrective feedback ratio and maximizing student Opportunities to Respond (OTR) to foster an inclusive, active learning environment. • Data-Driven Instruction: Faculty regularly participate in collaborative data analysis sessions to monitor student

	progress, identify learning gaps for LPSG subgroups, and adjust instructional pathways accordingly. While foundational work around standards and engagement is underway, current data and instructional trends indicate a need to expand and refine our professional learning framework. Future professional development must focus on: 1. Advanced Tier I Scaffolding: Moving beyond standard identification to deep-dive professional learning on how to actively scaffold essential standards for diverse learners within core instruction. 2. Targeted Intervention Strategies: Providing specialized professional learning on the implementation and progress-monitoring of newly adopted Tier II and Tier III intervention resources. 3. Sustainability of Positive Behavioral Systems: Deepening staff training on integrating academic engagement strategies (like OTR) with school-wide PBIS routines to ensure a seamless, predictable learning environment.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	TSSA, Title I and Landtrust funds will be allocated for increased aide time.
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?	To address inequities in student achievement, we intentionally structured our master schedule around a multi-tiered system of supports (MTSS) for language arts and math. Tier I Equity: All Economically Disadvantaged students receive core, grade-level Tier I instruction within the general education setting alongside their peers, protecting them from instructional loss. • Tier II & III Access: Dedicated intervention and enrichment blocks are built into the daily schedule. This allows educators to deploy targeted, data-driven Tier II and Tier III supports without compromising core learning time. This systematic approach directly tackles equity gaps by ensuring that a student's need for intervention never acts as a barrier to receiving high-quality, Tier I core instruction.
What data is being collected to monitor student learning and how often is this data analyzed?	To closely monitor student learning and ensure data-driven instructional adjustments, the following assessment cycle and analysis protocols have been established: 1. Benchmark & Progress Monitoring (Acadience) • Data Collected: Acadience Math and Acadience Reading. • Frequency: Standardized benchmark assessments are administered three times per year: BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year). • Ongoing Tracking: Consistent progress monitoring is conducted between benchmark windows to track growth and capture real-time student trajectories. • 2. Targeted Diagnostics & Skill-Based Grouping (PSI / 95% Group) • Data Collected: Phonics Screening Inventory (PSI) data via 95% Group diagnostic tools. • Frequency & Analysis: Assessments are administered on a three-week cycle. Data is analyzed immediately following each cycle to dynamically reform intervention groups based on each student's specific skill level and

	instructional needs. • 3. Formative Assessment & Collaborative Analysis (PLCs) • Data Collected: Common Formative Assessments (CFAs). • Frequency & Analysis: Teachers regularly review and analyze CFA data during weekly Professional Learning Communities (PLCs) to evaluate the effectiveness of Tier I instruction and plan immediate extensions or remediations. • 4. Student-Led Data Tracking • Data Collected: Individual student growth targets and proficiency goals. • Frequency & Analysis: Students actively engage with their own learning metrics using personalized data binders, fostering ownership and self-efficacy as they routinely monitor progress toward their learning goals. There is an opportunity to develop data systems that include when teachers will be analyzing data, what data will be used to analyze student learning, and how it will drive their instruction. A system needs to be in place for students to track their own individual data.
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	

Priority #1 - Literacy

Goal : **By the end of the 2027 school year, Acadience EOY Reading on Grade Level percentage will increase by 5% for K- 6th grade (from 46%-51%).**

Strategy 1	If teachers intentionally design instruction around a clear standard, write aligned learning objectives, and communicate those to students, then students will have a better understanding of what they are learning, why they are learning it, and how they will know if they learned it.
Explain why/how the strategy is evidence-based for LPSGs.	1. When lessons match educational standards perfectly, it gives economically disadvantaged students a clear roadmap for what they are going to learn. It takes away the guesswork and stops students from feeling overwhelmed by confusing directions, so they can focus entirely on learning the core material. 2. Learning objectives turn big, broad standards into clear, daily goals. Research by John Hattie shows that "teacher clarity"—meaning students know exactly what they are learning and why—is one of the most powerful tools for student growth. When economically disadvantaged students understand the goal of a lesson, they can easily connect new ideas to what they already know, which helps them remember and understand the material deeply. 3. Clear success criteria make sure economically disadvantaged students know exactly how their work and learning will be measured or graded before they even start. 4. When goals, objectives, and success criteria are open and honest, economically disadvantaged students take control of their own learning. Instead of just sitting back and listening, they learn to plan, watch, and evaluate their own progress. This builds self-regulation, turning them into independent learners who can look at their own work and accurately see how they are doing. 5. Predictable, clear expectations build student confidence and self-belief. When economically disadvantaged students see the purpose of their assignments and how they connect to the real world, their internal motivation goes up. This gives them the grit and determination to push through difficult academic challenges.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Grade level standards will be unpacked and used to create student friendly objectives and success criteria	**Unpacking the Standards Tool** https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_BBTCT/free-access/toolunpackingessentialstandards.pdf	**0 grade level teams have unpacked ELA standards along with student friendly objectives and success criteria.**	**By Jan. 7, 2027, each grade level team will unpack 2 ELA standards along with student friendly objectives and success criteria.**		**By May 20, 2027, each grade level team will unpack 2 additional ELA standards along with student friendly objectives and success criteria.**	
Students are able	**Student response**	**% if students**	**By Jan. 7, 2027,**		**By May 20, 2027,**	

to articulate success criteria from posted student friendly objectives.	**data to what, why, and how.**	**can state the what, why, and how.**	**20% of students will be able to answer what, why, and how.**		**60% of students will be able to answer "yes" on the walkthrough tool.**	

Milestone 1: Teachers will unpack grade-level ELA standards to design units of instruction

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Plan and develop a professional learning on how to unpack ELA standards	Tiffanie Kinney and Academic team	September 2, 2026		TSSA/LandTrust
☐	Team alignment of grade level priority standards.	Angie Snowden and Tiffanie Kinney	1- Oct. 22, 2026 2- Jan. 7, 2027 3- Mar. 19, 2027 4- May 20, 2027		TSSA/LandTrust
☐	Using the unpacked standards, teachers will intentionally design ELA instruction.	Angie Snowden	1- Oct. 22, 2026 2- Jan. 7, 2027 3- Mar. 19, 2027 4- May 20, 2027		TSSA/LandTrust

Milestone 2: Teachers will write student-friendly objectives from standards and communicate them to students.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Plan and develop a Professional Learning for writing student-friendly objectives and communicating them to students.	Tiffanie Kinney and the academic team	Sept. 16, 2026		TSSA/LandTrust
☐	Develop the protocol for posting student objectives in the classroom. This will be included in Sept. PL	Angie Snowden and Guiding Coalition	Sept. 15, 2026		
☐	Data will be collected using the walkthrough tool	Tiffanie Kinney and Guiding Coalition	1- Oct. 22, 2026 2- Jan. 7, 2027 3- Mar. 19, 2027 4- May 20, 2027	SSP Walk-Thru Tool.pdf	

Strategy 2	If teachers and students intentionally track, monitor and analyze Acadience and RISE benchmark ELA data, they will be able to target and respond to student needs resulting in higher levels of academic achievement.
Explain why/how the strategy is evidence-based for LPSGs.	1. When teachers use data to determine present levels of performance, set instructional goals, deliver instruction, and monitor progress, economically disadvantaged students show significantly improved outcomes. 2. When economically disadvantaged students participate in tracking their own progress toward learning goals, they develop stronger self-regulation skills and metacognitive awareness. 3. Student involvement in data analysis increases motivation and engagement, as economically disadvantaged learners can see their growth and understand specific areas needing improvement. 4. Formative assessment significantly improves economically disadvantaged student performance when teachers use results to adjust instruction, with strongest gains when feedback is specific and instructional changes follow quickly.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Student Data Sheets	**Student Data Binder Audit**	**% of teachers are tracking all measurable indicators of Acadience in student data binders**	**60% of teachers are tracking all measurable indicators of Acadience in student data binders**		**80% of teachers are tracking all measurable indicators of Acadience in student data binders**	
ALO Acadience Progress Monitoring Report and RISE Benchmark data (for 3-6) Teachers will complete the data protocol tool and analyze data.	**Data Protocol Tool** **ATLAS Data Protocol**	**Sept 28- Oct. 1**	**100% of teachers will have ~~4~~ 2 data protocols completed by January 7, 2027** **K-2 (2 Acadience)** **3-6 (1 RISE, 1 Acadience)**		**100% of teachers will have ~~4~~ 2 additional protocols completed by May 20, 2027.** **K-2 (2 Acadience)** **3-6 (1 RISE, 1 Acadience)**	

Milestone 1: Teachers will track and analyze the Acadience Progress Monitoring

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create a calendar for Acadience Progress Monitoring	Tiffanie Kinney	Aug. 20, 2026	Progress Monitoring Calendar	
☐	Create data sheets to track progress monitoring	Angie Snowden with guiding coalition	Sept. 16, 2026		
☐	Create a calendar for PLC data analysis	Tiffanie Kinney	Aug. 20, 2026	Data Analysis Calendar	
☐	Use the data protocol tool to analyze progress monitoring data monthly, ~~the first PLC of each month.~~	Angie Snowden	1- Oct. 22, 2026 2- Jan. 7, 2027 3- Mar. 19, 2027 4- May 20, 2027	PLC Data Dives ATLAS Data Protocol	TSSA/LandTrust

Milestone 2: Teachers will track and analyze RISE benchmarks

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create a calendar for RISE benchmarks	Tiffanie Kinney	Aug. 20, 2026		
☐	Create data sheets to track RISE benchmarks	Angie Snowden with guiding coalition	Sept. 1, 2026	3rd Grade Data Sheets 4th Grade Data Sheets 5th Grade Data Sheets 6th Grade Data Sheets	
☐	Create a calendar for PLC data analysis	Tiffanie Kinney and Angie Snowden	Aug. 20, 2026	Data Analysis Calendar	
☐	Use the data protocol tool to analyze RISE benchmarks data monthly, ~~the first PLC of each month.~~	Angie Snowden	1- Oct. 22, 2026 2- Jan. 7, 2027 3- Mar. 19, 2027 4- May 20, 2027	ATLAS Data Protocol	TSSA/LandTrust

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	$57,152.90	
School LAND Trust	$36,500.00	
Title 1	$1200.00	

Priority #2 - Mathematics

Goal: **By the end of the 2027 school year, Acadience EOY Mathematics on Grade Level percentage will increase by 5% for K- 6th grade (from 65%-70%).**

Strategy 1	If teachers intentionally design instruction around a clear standard, write aligned learning objectives, and communicate those to students, then students will have a better understanding of what they are learning, why they are learning it, and how they will know if they learned it.
Explain why/how the strategy is evidence-based for LPSGs.	1. When lessons match educational standards perfectly, it gives economically disadvantaged students a clear roadmap for what they are going to learn. It takes away the guesswork and stops students from feeling overwhelmed by confusing directions, so they can focus entirely on learning the core material. 2. Learning objectives turn big, broad standards into clear, daily goals. Research by John Hattie shows that "teacher clarity"—meaning students know exactly what they are learning and why—is one of the most powerful tools for student growth. When economically disadvantaged students understand the goal of a lesson, they can easily connect new ideas to what they already know, which helps them remember and understand the material deeply. 3. Clear success criteria make sure economically disadvantaged students know exactly how their work and learning will be measured or graded before they even start. 4. When goals, objectives, and success criteria are open and honest, economically disadvantaged students take control of their own learning. Instead of just sitting back and listening, they learn to plan, watch, and evaluate their own progress. This builds self-regulation, turning them into independent learners who can look at their own work and accurately see how they are doing. 5. Predictable, clear expectations build student confidence and self-belief. When economically disadvantaged students see the purpose of their assignments and how they connect to the real world, their internal motivation goes up. This gives them the grit and determination to push through difficult academic challenges.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Grade level Math standards will be unpacked and used to create student friendly objectives and success criteria	**Unpacking the Standards Tool** https://cloudfront-s3.solutiontree.com/pdfs/Reproducibles_BBTCT/free-access/toolunpackingessentialstandards.pdf	**0 grade level teams have unpacked Math standards along with student friendly objectives and success criteria.**	**By Jan. 7, 2027, each grade level team will unpack 2 Math standards along with student friendly objectives and success criteria.**		**By May 20, 2027, each grade level team will unpack 2 additional Math standards along with student friendly objectives and success criteria.**	
Students are able	**Student response**	**% if students**	**By Jan. 7, 2027,**		**By May 20, 2027,**	

to articulate success criteria from posted student friendly objectives.	**data to what, why, and how.**	**can state the what, why, and how.**	**20% of students will be able to answer what, why, and how.**		**60% of students will be able to answer "yes" on the walkthrough tool.**	

Milestone 1: Teachers will unpack grade-level Math standards to design units of instruction

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Plan and develop a professional learning on how to unpack Math standards	Tiffanie Kinney and Academic team	September 2, 2026		TSSA/LandTrust
☐	Team alignment of grade level priority standards.	Angie Snowden and Tiffanie Kinney	1- Oct. 22, 2026 2- Jan. 7, 2027 3- Mar. 19, 2027 4- May 20, 2027		TSSA/LandTrust
☐	Using the unpacked standards, teachers will intentionally design Math instruction.	Angie Snowden	1- Oct. 22, 2026 2- Jan. 7, 2027 3- Mar. 19, 2027 4- May 20, 2027		TSSA/LandTrust

Milestone 2: Teachers will write student-friendly objectives from standards and communicate them to students.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Plan and develop a Professional Learning for writing student-friendly objectives and communicating them to students.	Tiffanie Kinney and the academic team	Sept. 16, 2026		TSSA/LandTrust
☐	Develop the protocol for posting student objectives in the classroom. This will be included in Sept. PL	Angie Snowden and Guiding Coalition	Sept. 15, 2026		
☐	Data will be collected using the walkthrough tool and shared back to the teacher. Aggregated data will be shared monthly with the staff.	Tiffanie Kinney and Guiding Coalition	1- Oct. 22, 2026 2- Jan. 7, 2027 3- Mar. 19, 2027 4- May 20, 2027	SSP Walk Thru Tool	

Strategy 2	If teachers and students intentionally track, monitor and analyze Acadience and RISE benchmark Math data, they will be able to target and respond to student needs resulting in higher levels of academic achievement.
Explain why/how the strategy is evidence-based for LPSGs.	1. When teachers use data to determine present levels of performance, set instructional goals, deliver instruction, and monitor progress, economically disadvantaged students show significantly improved outcomes. 2. When economically disadvantaged students participate in tracking their own progress toward learning goals, they develop stronger self-regulation skills and metacognitive awareness. 3. Student involvement in data analysis increases motivation and engagement, as economically disadvantaged learners can see their growth and understand specific areas needing improvement. 4. Formative assessment significantly improves economically disadvantaged student performance when teachers use results to adjust instruction, with strongest gains when feedback is specific and instructional changes follow quickly.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Students will track their Acadience and RISE (3-6) data in their student data binders.	**Student Data Binder Audit**	**% of teachers are tracking all measurable indicators of Acadience in student data binders**	**60% of teachers are tracking all measurable indicators of Acadience in student data binders**		**80% of teachers are tracking all measurable indicators of Acadience in student data binders**	
Using the ALO Acadience Progress Monitoring Report and Rise Benchmark data (for 3-6) Teachers will complete the data protocol tool and analyze data.	**Acadience and RISE benchmark Data Protocol Tools** **ATLAS Data Protocol**	**Sept 28- Oct. 1 grade level teams will complete 1 data protocol.**	**100% of teachers will have ~~4~~ 2 data protocols completed by January 7, 2027** **K-2 (2 Acadience)** **3-6 (1 RISE, 1 Acadience**		**100% of teachers will have ~~4~~ 2 additional protocols completed by May 20, 2027.** **K-2 (2 Acadience)** **3-6 (1 RISE, 1 Acadience)**	

Milestone 1: Teachers will track and analyze the Acadience Progress Monitoring

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create a calendar for Acadience Progress Monitoring	Tiffanie Kinney	Aug. 20, 2026		
☐	Create data sheets to track progress monitoring	Angie Snowden with guiding coalition	Sept. 16, 2026		
☐	Create a calendar for PLC data analysis	Tiffanie Kinney	Aug. 20, 2026	Data Analysis Calendar	
☐	Use an Acadience data protocol tool to analyze progress monitoring data ~~the first PLC of each month.~~	Angie Snowden	1- Oct. 22, 2026 2- Jan. 7, 2027 3- Mar. 19, 2027 4- May 20, 2027	PLC Data Dives ATLAS Data Protocol	TSSA/LandTrust

Milestone 2: Teachers will track and analyze RISE benchmarks

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	~~Create a calendar for RISE benchmarks~~	Tiffanie Kinney	Aug. 20, 2026		
☐	Create data sheets to track RISE benchmarks	Angie Snowden with guiding coalition	Sept. 1, 2026	3rd Grade Data Sheets 4th Grade Data Sheets 5th Grade Data Sheets 6th Grade Data Sheets	
☐	Create a calendar for PLC data analysis	Tiffanie Kinney and Angie Snowden	Aug. 20, 2026	Data Analysis Calendar	
☐	Use the data protocol tool to analyze RISE benchmarks data monthly ~~the first PLC of every month~~	Angie Snowden	1- Oct. 22, 2026 2- Jan. 7, 2027 3- Mar. 19, 2027 4- May 20, 2027	PLC Data Dives ATLAS Data Protocol	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	$37,600.00	
School LAND Trust	$36,500.00	
Title 1		

Priority #3 - Positive Behavior Systems

Goal: **Our school will refine and implement our Positive Behavior Interventions and Supports (PBIS) System showing an 80% fidelity rate or will show a 10% annual improvement as measured by Tiered Fidelity Inventory (TFI).**

Strategy 1	If teachers consistently use the classroom consequence hierarchy to manage classroom behaviors then we will see a decrease in classroom behavior
Explain why/how the strategy is evidence-based for LPSGs.	1. Consistent and effective classroom management significantly increases academic achievement and decreases behavioral problems for economically disadvantaged students. By establishing a predictable structure, it minimizes disruptions and protects vital instructional time, helping to close the opportunity gap. 2. Economically disadvantaged students report stronger school connectedness and higher engagement when teachers provide clear, consistent expectations and responses. A structured environment fosters a sense of safety and belonging, which directly counters the external stressors often associated with economic hardship. 3. When schools implement clear policies and procedures for distinguishing between office-managed and classroom-managed behaviors, office referrals decrease. This clarity prevents the subjective escalation of minor infractions, ensuring that economically disadvantaged students remain in their learning environments rather than being disproportionately excluded. 4. Consistent adult responses to behavior problems create a sense of fairness and significantly reduce student resistance to correction. For economically disadvantaged students, predictable and unbiased boundaries build trust in the school system, ensuring that discipline is viewed as supportive rather than punitive.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom Consequence Hierarchy are posted with three included consequences listed and referred to when addressing behaviors in the classroom.	**Classroom observation data**	**Aug. 23, 2026 100% of classrooms will have Consequence Hierarchies posted with three included consequences listed**	**Jan. 7, 2027 60% of classroom teachers will refer to their classroom hierarchy when addressing student behavior in the classroom.**		**May 20, 2027 70% of classroom teachers will refer to their classroom hierarchy when addressing student behavior in the classroom.**	

Classroom teachers document student behavior into Panorama	**Panorama**	**Oct. 16, 2026 40% of teachers will document at least one incident in Panorama**	**Jan. 7, 2027 60% of teachers will document at least one incident in Panorama**		**May 20, 2027 70% of teachers will document at least one incident in Panorama**	

Milestone 1: Teachers post and refer to their classroom consequence hierarchy

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Include classroom hierarchies in Nuts and Bolts and by August 21, 2026	Angie Snowden Tiffanie Kinney	Aug. 21, 2026 Introduction completed.	https://docs.google.com/presentation/d/1vMAOL5rVFbBImO2vQifi4MG8uiTWOBVW/edit?slide=id.p1#slide=id.p1	
☐	Develop and share a classroom walkthrough tool for addressing classroom behavior	Angie Snowden Tiffanie Kinney	Aug. 21, 2026 completed		
☐	Create a calendar for classroom observations and conduct ongoing classroom observations, to see that they are posted with classroom consequences listed.	Angie Snowden Tiffanie Kinney	Aug. 21, 2026 calendar created. Ongoing data collection		
☐	Create a spreadsheet for data tracking and share data with staff members collecting data.	Angie Snowden Tiffanie Kinney	Aug. 21, 2026 Spreadsheet completed and shared		

Milestone 2: Teachers utilize the Panorama platform to document classroom minor behaviors.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop and implement a Professional Learning on how to document classroom behaviors into Panorama	Angie Snowden Kristen Bell Ryan Roungs	Sept. 30, 2026	https://sites.google.com/wsd.net/studentservices/home/pbis-implementation/pbis-tier-1-implementation	

☐	Coaching & reteaching	Angie Snowden Ryan Rounds	Ongoing		
☐	Reporting data to faculty on a quarterly basis (behaviors entered into Panorama)	Ryan Rounds	1- Oct. 22, 2026 2- Jan. 7, 2027 3- Mar. 19, 2027 4- May 20, 2027		

Strategy 2	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.	Implementing a 5:1 positive-to-corrective feedback ratio combined with active engagement strategies is a highly effective, evidence-based approach for supporting Economically Disadvantaged (ED) students. Research consistently demonstrates how this strategy addresses the specific academic and social-emotional risks often experienced by students from low-income backgrounds: 1. Building a Safe and Predictable Emotional Climate Students from economically disadvantaged backgrounds may experience higher levels of external stressors • A 5:1 ratio ensures that the vast majority of teacher-student interactions are supportive and encouraging. This high frequency of positive reinforcement creates psychological safety, lowers cortisol and anxiety levels, and builds strong, trusting relationships between teachers and students, making the classroom a safe haven for learning. 2. Breaking the Reactive Discipline Cycle ED students are historically disproportionately impacted by punitive or reactive disciplinary measures, which pull them away from instructional time. • Shifting to a 5:1 ratio acts as a powerful *antecedent intervention*. By intentionally catching students doing the right thing and publicly praising it, teachers reinforce prosocial and academic behaviors before disruptions occur. This drastically reduces attention-seeking or avoidance-based disruptions, keeping students in their seats and learning. 3. Elevating Academic Self- Efficacy and Motivation Due to systemic barriers, some ED students may enter classrooms with gaps in foundational skills, which can lead to low academic confidence and early disengagement. . • The Evidence: Frequent, behavior-specific positive feedback validates student effort and progress, not just perfect outcomes. This continuous encouragement builds a **growth mindset** and increases academic self-efficacy. When students believe they can succeed, their intrinsic motivation and willingness to tackle rigorous tasks increase

	significantly. 4. Maximizing Instructional Time Pairing the 5:1 ratio with active engagement strategies (like choral responses, response cards, or structured peer collaboration) ensures that the classroom environment is highly interactive. • Disruptions rarely happen when students are actively processing content. High engagement strategies provide continuous opportunities for students to respond, while the 5:1 feedback loop ensures they receive immediate affirmation or supportive course corrections. This combination eliminates passive listening traps and maximizes core instructional minutes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers will have a ratio of five positive acknowledgements for following expectations to one corrective.	**Basic 5 Observation Tool**	**October 1, 2026**	**January 7, 2027**	**60% of teachers will demonstrate a 5:1 ratio of positive to correctives for following expectations**		**80% of teachers will demonstrate a 5:1 ratio of positive to correctives for following expectations**
Teachers will increase on task student behavior in the classroom through the use of engagement strategies	**Basic 5 Observation Tool**	**October 1, 2026**	**January 7, 2026**	**60% of teachers will demonstrate 80% of their class as on task during instruction time**		**80% of teachers will demonstrate 80% of their students as on task during instruction time**

Milestone 1: Classroom teachers provide students opportunities to respond in the classroom in a variety of ways

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop and present a PL that focuses on how to implement five positive acknowledgements for following expectations to one corrective.	Tiffanie Kinney Angie Snowden	Sept. 30, 2026	Jana Heywood	

☐	Ongoing Coaching/Modeling	Angie Snowden Tiffanie Kinney	Sept. 30, , 206 - May 14, 2027		
☐	Collect and share data with individual teachers and aggregated data with staff monthly	Tiffanie Kinney Angie Snowden	Oct. 7- May 5 First Wed of every month.		

Milestone 2: Teachers utilize a variety of engagement strategies in the classroom

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop and plan a PL that focuses on engagement strategies in the classroom	Tiffanie Kinney Angie Snowden	Oct. 7, 2026		
☐	Ongoing coaching/modeling	Angie Snowden Tiffanie Kinney	Oct. 7, 206 - May 14, 2027		
☐	Collect and share data with individual teachers and aggregated data with staff monthly	Tiffanie Kinney Angie Snowden	Oct. 7- May 5 First Wed of every month		

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	$35,768.27	
School LAND Trust		
Positive Behavior Plan		
Title 1		

Parent Communication Plan

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

1. School Faculty & Staff
- Present the School Success Plan at the next faculty meeting. We'll go over the main goals, targets, and next steps so every teacher and department is on the same page. We will email digital copies right after the meeting so everyone has them for reference.

2. Community Council
- Share the plan with the Community Council at our next meeting. This keeps our processes transparent, allows us to gather feedback, and ensures our school goals match what our community cares about most.

3. Families & The Public (External Community)
- We will include the plan in our Title I slideshows during parent nights and community meetings.
    - **Online:** We will post the full plan on the school website under the Title I section so anyone can look at it anytime.
    - **In Print:** We will keep printed copies in the front office so parents and visitors can read it even if they don't have reliable internet access.

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

To foster robust partnerships and enhance student learning outcomes, the school will implement the following strategic family engagement initiatives for the 2026–2027 school year:

- Targeted Communication & Digital Resources: * Develop and maintain a dedicated Family Resource Page on the school website to provide accessible, educational tools and updates.
    - Utilize the Thrillshare application to streamline communication, distributing timely updates and targeted parent engagement messages directly to families.
- Collaborative Events & Partnerships:
    - Organize and host two school-level Title I Nights designed to equip parents with actionable strategies to support learning at home.
    - Actively promote and facilitate participation in the Weber School District Title I Family Engagement Night to connect families with broader district-level resources.
    - Maximize the impact of Parent-Teacher Conferences by intentionally fostering shared understanding, open dialogue, and collaborative academic goals.
- Shared Governance:
    - Partner continuously with the Community Council to ensure family perspectives are integrated into school improvement planning and decision-making processes.

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.