



Weber School District School Success Plan



Overview

School Approval Date: Aug 6, 2025

School Improvement Status:

- ☐ No School Improvement Status
- ☒ Targeted Support & Improvement (TSI)
- ☐ Additional Targeted Support & Improvement (ATSI)
- ☐ Comprehensive Support & Improvement (CSI)
- ☐ More Rigorous Intervention (MRI)

LEA Approval Date: Sep 3, 2025

School Name: Roy High School

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Brenda Hart

School Leadership Team Members Responsible for this Plan:

Name	Position	Name	Position
Brenda Hart	Principal	Brett Hadley	Parent
Madi Robins	Teacher	TLC Committee	Combination
Lindsey Opheikens	Teacher	PBIS Committee	Combination
Amanda Weaver	Teacher		

At a Glance

School Vision:	At Roy High, every student matters and every voice counts as we live our ONE values—Ownership, Nobility, and Excellence—by seeing the whole student, expecting our best, learning with purpose, and building a culture of kindness, connection, and pride, because together, We R ONE .		
Goal #1:	During the 2025-26 school year, students will demonstrate improved reading comprehension skills, evidenced by a 10% increase in standardized test scores and academic performance.		
Alignment to Elevate28	Focal Area	Focal Area #1 - Academic Excellence ▾	
	Priority	Priority 2: 7th-12th Grade Achievement	
	Goal	44% of 9th and 10th grade students will earn a predicted ACT score above 18 on the Utah Aspire Plus.	
Goal #2:	During the 2025-26 school year, Roy High will boost passing grades earned in all classes to an average of 87%.		
Alignment to Elevate28	Focal Area	Focal Area #1 - Academic Excellence ▾	
	Priority	Priority 2: 7th-12th Grade Achievement	
	Goal	44% of 9th and 10th grade students will earn a predicted ACT score above 18 on the Utah Aspire Plus.	
Goal #3:	At Roy High School, the focus will be to increase the sense of belonging as measured by Panorama from 38% to 45% from Spring 2025 to Spring 2026.		
Alignment to Elevate28	Focal Area	Focal Area #2 - Safe & Healthy Schools ▾	
	Priority	Priority 1: Culture of Caring and Connection	
	Goal	60% of students in grades 7-12 will report Sense of Belonging as a strength on the Spring Panorama Surveys.	

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)?	One key evidence-based practice we are implementing to support LPSGs is the use of co-taught English and Math classes. This model allows general education and special education teachers to work collaboratively in the same classroom, ensuring students receive targeted instruction, real-time support, and differentiated strategies aligned to their individual learning needs. Co-teaching has been shown to increase student engagement, improve academic outcomes, and create a more inclusive environment.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	To support LPSGs, we are providing ongoing professional learning centered around co-taught English and Math classes. This training focuses on effective co-teaching models, collaborative planning, differentiated instruction, and strategies to meet diverse learner needs within an inclusive setting. Our goal is to equip both general education and special education teachers with the tools and support needed for successful implementation.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	Funding is being allocated to directly support LPSGs through smaller class sizes in key areas and targeted professional development focused on co-teaching and inclusive practices. These resources allow for more individualized instruction and stronger teacher collaboration, which are essential to student success. At this time, we believe these allocations align well with our current goals. However, we will continue to evaluate the effectiveness of these supports and remain open to reallocating resources if additional needs emerge.
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?	Yes, we have adjusted our master schedule to include additional co-taught English and Math classes, ensuring that LPSGs receive high-quality Tier I instruction alongside their peers in inclusive settings. This structure promotes access to grade-level curriculum while providing embedded support from both general and special education teachers. In addition, the schedule includes designated times for Tier II and Tier III interventions, allowing students to receive targeted support without being removed from core instruction.
What data is being collected to monitor student learning and how often is this data analyzed?	We are collecting data aligned to the milestones established within our schoolwide goals, which include academic progress, engagement, and support indicators. This data includes classroom assessments, progress monitoring tools, grades, and attendance. We will be analyzing this data regularly throughout the year to evaluate student learning, identify trends, and make instructional adjustments as needed. These ongoing reviews will ensure we are meeting the needs of all students and staying aligned with our goals.

What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	To support LPSGs in exiting ATSI, CSI, or MRI status, we are allocating resources toward a testing initiative designed to help students manage testing anxiety and improve focus, ensuring they can perform to their full potential on assessments. Additionally, we have implemented a reading initiative aimed at strengthening literacy skills, which are foundational to success across all content areas. Together, these targeted supports provide both academic and emotional strategies to help students make meaningful progress and achieve growth goals.
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Priority #1 - Literacy

Goal: During the 2025-26 school year, students will demonstrate improved reading comprehension skills, evidenced by a 10% increase in standardized test scores and academic performance.

Strategy 1	If Roy High assesses and strengthens reading levels school-wide, then students' overall literacy skills and academic performance will improve.
Explain why/how the strategy is evidence-based for LPSGs.	Implementing regular, universal reading assessments: • Ensures equity of access to reading growth opportunities. • Provides data to individual supports for students with disabilities. • Helps educators comply with legal and instructional best practices. • Results in measurable growth, confidence, and improved literacy outcomes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Baseline Reading Level	ReadBasix	0% (no previous practice administered)	100% Students Reading Level Determined		NA	
80% students will take the beginning of year, mid year, and end of year CFA	CommonLit	0% (no previous practice administered)	40% of students will demonstrate growth on mid-year CFA		80% of students will demonstrate growth on end of year CFA	

Milestone 1: Implement universal screening using ReadBasix in the fall, winter, and spring.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. 100% of students complete the initial ReadBasix assessment to establish baseline reading levels.	Baseline data available for all students; tiered support groups are identified.	September 30, 2025	ReadBasix	Literacy Lead - Amanda Weaver	TL
2. All students complete the mid-year ReadBasix assessment to measure	Data used to refine instructional strategies and	January 30, 2026	ReadBasix	Literacy Lead - Amanda Weaver	TL

progress and adjust interventions.	celebrate mid-year growth.				
3. Final ReadBasix assessment administered to measure yearly growth and evaluate program effectiveness.	Growth reports shared with staff and leadership; results used to guide next year's reading plan.	May 30, 2026	ReadBasix	Literacy Lead - Amanda Weaver	TL

Milestone 2: Integrate reading strategies into all subject areas.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. All teachers attend professional development on embedding reading comprehension strategies (e.g., summarizing, inferencing, annotating) into their subject area.	Teachers leave with ready to use tools.	September 30, 2025	PD Presenters	Literacy Lead - Amanda Weaver	TSSA
2. Instructional coaches and admin complete walkthroughs focused on visible reading strategies.	School wide reading strategies.	November 30, 2025	CommonLit & ReadBasix	Brad Gathercole	TL
3. Teacher self-reflection on implementation of reading strategies in their classroom.	Mid-year snapshot of implementation success and areas of continued support.	February 25, 2026	Check in cards	Brad Gathercole	TSSA

Strategy 2	If Roy High builds a reading culture through weekly CommonLit in Homeroom and school-wide literacy engagement, then students' reading proficiency scores and overall literacy levels will increase.
Explain why/how the strategy is evidence-based for LPSGs.	Frequent, data-driven practices in reading improves outcomes for students with disabilities, especially when paired with scaffolds and feedback.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Family Participation	Literacy Night	0% (no previous practice administered)	30% participation from students and families		NA	

Milestone 1: School-wide implementation of CommonLit in Homeroom.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Provide teachers with a training on CommonLit - setup, lesson assigning, tracking, etc. Provide calendar with monthly reading focus.	100% of Homeroom teachers have active accounts and are ready to assign and support student engagement.	September 30, 2025	CommonLit Trainer Calendar Creator	Literacy Lead - Amanda Weaver	TSSA
2.Assign weekly CommonLit readings for Homeroom.	At least 90% of students complete the monthly CommonLit lessons.	October 1, 2025 - May 15, 2026	Homeroom Calendar CommonLit	Literacy Lead - Amanda Weaver	TSSA
3.Monthly check-ins. Celebrate and support those who need more support.	Visible student growth, consistent participation, and a fun, positive reading culture throughout the school year.	October 1, 2025 - May 15, 2026	Rewards	Literacy Lead - Amanda Weaver	TSSA

Milestone 2: Create a schoolwide environment that celebrates and values reading through engaging events.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.Literacy Night: Partner with feeder schools to invite families for a fun, themed evening of reading games, free books, and literacy	Increased family engagement and community connection around the importance of	October (Still finalizing date - depends on author availability)	Authors Advertising Rewards Books	Amy Hall Brenda Hart	TSSA

stations.	reading.				
2.Author Book Drop: Highlight a book and author each month. Invite one author to come address our students	Increased exposure to diverse voices and genres; more voluntary reading.	February - (finalizing date)	Author Books	Amy Hall	TSSA
3.Create fun, low-pressure competitions: Homeroom reading minutes, "Caught Reading" photos, book review battles, or class vs. class challenges.	Visible engagement with reading.	Last week of every quarter	Competitions Rewards	Literacy Lead - Amanda Weaver	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	\$79,000	
School LAND Trust	\$10,000	

Priority #2 - Mathematics

Goal: During the 2025-26 school year, Roy High will boost passing grades earned in all classes to an average of 87%.

Strategy 1	If we integrate numeracy using data-driven strategies at Roy High, then our students' overall math proficiency will increase.
Explain why/how the strategy is evidence-based for LPSGs.	Integrate Numeracy Across the Curriculum

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
80% students will take the beginning of year, mid year, and end of year CFA	Delta Math	0% (no previous practice administered)	25% of students will demonstrate growth on mid-year CFA		40% of students will demonstrate growth on end of year CFA	

Milestone 1: Data Collection

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. 100% of sophomore and junior class will complete the initial Delta Math assessment to establish baseline numeracy levels.	Baseline data available for all students.	September 30, 2025	Delta Math	Numeracy Lead - Pam Sakurada	TSSA
2. All students complete the mid-year Delta Math assessment to measure progress and adjust interventions.	Data used to refine instructional strategies and celebrate mid-year growth.	January 30, 2026	Delta Math	Numeracy Lead - Pam Sakurada	TSSA
3. Final Delta Math assessment administered to measure yearly growth and evaluate program	Growth reports shared with staff and leadership; results used to	May 15, 2026	Delta Math	Numeracy Lead - Pam Sakurada	TSSA

effectiveness.	guide next year's numeracy plan.				
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Milestone 2: Integrate numeracy strategies into all subject areas.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. All teachers attend professional development on embedding numeracy strategies into their subject area.	Teachers leave with ready to use tools.	January 30, 2026	Delta Math	Numeracy Lead - Pam Sakurada	TSSA
2. Instructional coaches and admin complete walkthroughs focused on visible numeracy strategies.	School wide reading strategies.	March 30, 2026	Delta Math	Numeracy Lead - Pam Sakurada	TSSA
3. Teacher self-reflection on implementation of numeracy strategies in their classroom.	Mid-year snapshot of implementation success and areas of continued support.	May 15, 2026	Math Lead	Numeracy Lead - Pam Sakurada	TSSA

Strategy 2	If Roy High creates a supportive and engaging math culture through targeted interventions and celebration of growth, then students' confidence and achievement in math will increase.
Explain why/how the strategy is evidence-based for LPSGs.	Make Numeracy Visible and Fun

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Positive Mindset around numeracy	Student Survey	0% (no previous practice administered)	40% students report positive mindset around numeracy		60% students report positive mindset around numeracy	

Milestone 1: Build a positive math culture.

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Provide teachers with a training on Delta Math - setup, lesson assigning, tracking, etc. Provide calendar with monthly numeracy focus.	100% of Homeroom teachers have active accounts and are ready to assign and support student engagement.	January 30, 2026	Delta Math Numeracy Lead Homeroom Calendar	Numeracy Lead - Pam Sakurada	TSSA
2.Assign weekly Delta Math activities for Homeroom.	At least 90% of students complete the monthly Delta Math lessons.	February 15, 2026	Homeroom Calendar Delta Math	Numeracy Lead - Pam Sakurada	TSSA
3.Monthly check-ins. Celebrate and support those who need more support.	Visible student growth, consistent participation, and a fun, positive numeracy culture throughout the school year.	January 15, 2026 - May 15, 2026	Rewards	Numeracy Lead - Pam Sakurada	TSSA

Milestone 2: Use Data to Drive Instruction and Engagement

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.Numeracy Formative Check-Ins	Weekly/monthly math check-ins in homeroom to monitor progress.	October 15, 2025 - May 15, 2026	Homeroom Lead Calendar Creation Formative Assessments Delta Math	Randi Dunyon	TSSA
2.Co-taught math classes	60% of students receiving Tier 2/3 supports demonstrate measurable growth by the end of year.	May 15, 2026	Smaller class sizes Big classrooms Co-Teaching Training	Brenda Hart	TSSA
3.Homeroom Math Boost	Focus on	October 15,	Homeroom Lead	Randi Dunyon	TSSA

Days	test-taking skills, calculator use, or targeted skill building.	2025 - May 15, 2026	Calendar Creation Delta Math		
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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	\$179,728	
School LAND Trust		

Priority #3 - Positive Behavior Systems

Goal: At Roy High School, the focus will be to increase the sense of belonging as measured by Panorama from 38% to 45% from Spring 2025 to Spring 2026.

Strategy 1	If our school establishes, teaches and reinforces three to five positively stated school wide expectations, then it will aid in establishing an environment that is a predictable, positive, effective and equitable teaching and learning environment.
Explain why/how the strategy is evidence-based for LPSGs.	Clear and consistent schoolwide expectations create a predictable, structured environment that is especially beneficial for students with disabilities, including those with learning, emotional, or behavioral challenges.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
TFI	TFI	70%	80% Fall		100% Spring	
PBIS Handbook	Handbook Completion	0%	50% completion Fall		100% completion Spring	
Classroom Rules Posted	Classroom Walkthrough Data	77%	95% September 30, 2025		100% Spring	

Milestone 1: Establish Clear and Consistent Schoolwide Expectations

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.Require 100% of teachers to post classroom expectations aligned with We R ONE.	Walkthroughs confirm 100% of classrooms have visible posted expectations.	September 30, 2026	Classroom Expectation Signs	Jake Shulz	TSSA
2. 3 positively stated school wide expectations are established	Students and teachers know what is expected.	September 2, 2025	School - Wide Expectations	Jake Shulz	TSSA
3. Quarterly class	Students know We	First Day of	Presentation	Jake Shulz	

assemblies reviewing our expectations (Ownership, Nobility, Excellence)	R ONE	Every Quarter	Student Survey Data		
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Milestone 2: Teaching Expectations and Rules

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.Lesson plans are developed for each of the common areas and delivered in Homeroom class.	Students and teachers will know the expectations.	September 30, 2025	Homeroom Lesson Calendar Lesson Plans for each area	Jake Shulz	TSSA
2.Formal schedule is developed to teach expected behaviors directly to students across classrooms.	All students will be taught the expectations.	September 30, 2025	Homeroom Calendar	Jake Shulz	TSSA
3.Teaching includes strategies to reinforce lessons with families and the community.	Roy High Community will know expectations.	Every Monday	Newsletters	Brenda Hart	TSSA

Strategy 2	If Roy High promotes a positive school culture through recognition, visibility, and engagement, then students and staff will feel more valued, connected, and proud to be part of the school community.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy supports students with disabilities by providing consistent positive reinforcement, adult visibility, and clear behavioral expectations, key elements of evidence-based PBIS practices, helping to increase engagement, build self-regulation, and foster a sense of belonging in a safe, inclusive school environment.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Sense of Belonging Data	Panorama	38%	41% Fall		45% Spring	
We R ONE Tickets Submitted (Student	Google Form	780 students	900 Nov. 1, 2025		1200 April 1, 2026	

Count)						
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Milestone 1: Recognize and Reinforce Positive Behavior through the We R ONE Ticket System

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Train staff on We R ONE ticket system procedures and expectations.	All staff and students are confident in how and when to give tickets. (Reinforce positive behavior)	August 13, 2025	Positive Reinforcement	Madi Robins	TSSA
2. Teach students the We R ONE ticket system in Homeroom and class assemblies.	Students will focus on positive behavior.	September 30, 2025	We R ONE Mission Statement	Jake Shulz	TSSA
3. Teachers will hand out We R ONE tickets for positive behavior.	Positive Behavior	September 2, 2025 - May 15, 2026	We R ONE Tickets	Madi Robins	TSSA

Milestone 2: Build Schoolwide Culture Through Visibility and Engagement

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Club/group advisor to organize monthly events.	Increase participation rate in clubs/groups.	September 2, 2025 - May 2, 2025	List of clubs/groups	Kelsey Hearrell	TSSA
2. Advertisement of clubs/groups.	Students are made aware of clubs/groups offered at Roy High.	August 14, 2025	School Website Template Newsletter Email Opening Assembly Agenda	Kelsey Hearrell	TSSA
3. Club/group Opening Carnival	Students can explore what fits their needs by visiting the carnival.	September 8, 2025	Food Trucks Booths	Kelsey Hearrell	TSSA

Priority #3 Funding Sources: Coordination and Integration of Services and Resources

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

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	\$123,000	
School LAND Trust		
Positive Behavior Plan		

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 our community through regular newsletters, principal messages, Community Council updates, visible progress displays, Back-to-School Night presentations, and ongoing social media highlights to keep everyone informed and engaged.

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

We will strengthen parent and family engagement by hosting events like Literacy Night and an annual Cone Night, encouraging our clubs and groups to plan monthly activities that include families, and empowering our teachers to build true partnerships with parents by inviting them into decision-making and supporting their student's progress as part of the Roy High team.

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.