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 High School

Low Performing Student Group(s) (LPSGs):

- [x] 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	Signature	Name	Signature
Brenda Hart		Pam Sakurada	
Madi Robins		Meagan Kaufman	
Lindsey Ophiekens		Jilien Jackson	
Amy Herrick		Brad Gathercole	
Amanda Weaver		Brett Hadley	

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.

Priority #1 - Academic

Goal: **During the 2026-27 school year, students will demonstrate a 10% increase in literacy and numeracy skills as measured by within-year growth on local benchmark screenings (BOY to EOY) and ACT predicted growth targets, while establishing a baseline proficiency rate on the new RISE assessment.**

Strategy 1	If Roy High assesses and strengthens literacy and numeracy levels school-wide, then students' overall literacy and numeracy skills and academic performance will improve.
Explain why/how the strategy is evidence-based for LPSGs.	Implementing regular, universal literacy and numeracy assessments: ● Ensures equity of access to literacy and numeracy 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 and numeracy outcomes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Literacy proficiency will improve by 10% from the beginning of the year benchmark to the end of year assessment.	Common Lit	10 grade - N/A 11th grade - N/A 12th grade - N/A	40% of students will demonstrate growth on mid-year CFA	10 grade - 11th grade - 12th grade -	80% of students will demonstrate growth on end of year CFA	10 grade - 11th grade - 12th grade -
Numeracy proficiency will improve by 10% from the beginning of the year benchmark to the end of year assessment.	Common Assessment	10 grade - N/A 11th grade - N/A 12th grade - N/A	40% of students will demonstrate growth on mid-year CFA	10 grade - 11th grade - 12th grade -	80% of students will demonstrate growth on end of year CFA	10 grade - 11th grade - 12th grade -

Milestone 1: School-wide implementation of CommonLit.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Students will complete the benchmark CommonLit assessment to establish baseline proficiency levels.	Amanda Weaver	September 7, 2026	CommonLit	TSSA
☐	Students will complete the mid-year CommonLit assessment to establish proficiency levels.	Amanda Weaver	January 22, 2027	CommonLit	TSSA
☐	Students will complete the end-of-year CommonLit assessment to establish proficiency levels.	Amanda Weaver	May 14, 2027	CommonLit	TSSA

Milestone 2: School-wide implementation of Numeracy.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Students will complete the benchmark Numeracy assessment to establish baseline proficiency levels.	Pam Sakurada	September 7, 2026	Common Assessment	TSSA
☐	Students will complete the mid-year Numeracy assessment to establish proficiency levels.	Pam Sakurada	January 22, 2027	Common Assessment	TSSA
☐	Students will complete the end-of-year Numeracy assessment to establish proficiency levels.	Pam Sakurada	May 14, 2027	Common Assessment	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
Literacy Night	**Family Participation**	**1102 participants attended in 25/26**	**30% growth for participation from students and families.**		**NA**	

Milestone 1: Create a schoolwide environment that celebrates and values reading through engaging events.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Literacy Night: Partner with feeder schools to invite families for a fun, themed evening of reading games, free books, and literacy stations.	Annette Corry	October	Authors Advertising Rewards Books	TSSA
☐	Author Book Drop: Highlight a book and author each month. Invite one author to come address our students	Annette Corry	March	Authors Books	TSSA
☐	Create fun, low-pressure competitions: Homeroom reading minutes, “Caught Reading” photos, book review battles, or class vs. class challenges.	Amanda Weaver	Oct. 19-23 Jan. 4-7 March 15-19 May 17-21	Rewards	TSSA

Milestone 2: Academic Success

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Co-taught English and math classes enhance learning outcomes for all students.	Brenda Hart	August - May	Quarterly data	Trustlands
☐	Literacy & Numeracy in Homeroom: Monday & Tuesday are set for Literacy & Numeracy lessons.	Amanda Weaver Pam Sakurada	October	Homeroom Calendar	TSSA
☐	Academic Olympiad Literacy & Numeracy	Pam Sakurada	March	Participation Rate	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.

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$52,400	
School LAND Trust	$171,000	

Priority #2 - Academic

Goal: **During the 2026-27 school year, Roy High will boost passing grades earned in all classes to an average of 89%.**

Strategy 1	If Tier II meetings systematically mobilize teachers to intervene with students who are within 15% of a passing grade, then Roy High will achieve an 89% average passing rate across all classes.
Explain why/how the strategy is evidence-based for LPSGs.	This Tier II intervention strategy is highly evidence-based for LPSGs (Low-Performing Student Groups) because it directly targets the "bubble students" those who are just a few focused adjustments away from proficiency preventing them from falling into chronic academic failure.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Academic Survey	HRS Level 2 Survey	N/A	50% Fall		90% Spring	
Pass Rate Data	Teacher Quarterly Data	N/A				

Milestone 1: Establish protocols and intervention infrastructure.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Tier 2 Weekly Meetings (Every Thursday) Establish agenda and purpose.	Taylor Allen	September 3, 2026 - May 22, 2027	Agendas	TSSA
☐	Center Tier II meetings around literacy. Create a structured workflow to spot and flag students struggling with foundational literacy skills.	Brenda Hart	January 7, 2027	Workflow	TSSA
☐	Design and finalize the "Tier II Intervention Menu" for literacy. Provide a list of 4 evidence-based, short-term literacy interventions that can be deployed quickly.	Amanda Weaver	January 7, 2027	Intervention Menu	TSSA

Milestone 2: Launch Mid-Quarter "Credit Rescue" Interventions

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers will run mid-quarter data check and flag students who are within 15% of failing	Brad Gathercole	Sept. 22, 2026 Nov. 24, 2026 Feb. 16, 2027 April 27, 2027	Mid-Term Pass Rate	TSSA
☐	Teachers will send home a proactive warning rather than a reactive recovery notice. Teachers will contact the parent and student immediately via email or phone.	Brad Gathercole	Sept. 22, 2026 Nov. 24, 2026 Feb. 16, 2027 April 27, 2027	Email Template	TSSA
☐	Two weeks prior to the end of the quarter, teachers will conduct 1-on-1 mini-conferences during class or intervention time with the flagged students to review progress on their missing tasks.	Brad Gathercole	Oct. 22, 2026 Jan. 7, 2026 March 19, 2027 May 28, 2027	Format for Discussions	TSSA

Strategy 2	**If** Roy High pairs our Model of Instruction with TFI-driven classroom visits to elevate engagement, **then** our student success will rise to an 89% average passing rate.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy relies on a Multi-Tiered System of Supports (MTSS) framework, focusing heavily on strengthening Tier I (core) instruction and student engagement, which research proves is the most effective way to close achievement gaps for LPSGs.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Student Engagement	Roy High's Academic TFI	N/A	70% Teachers score 5-6 January		100% Teachers score 5-6 May	
Classroom Visits	Teacher Visit Rate	10 Teachers	40 Teachers - January		70 Teachers - May	

Milestone 1: Model of Instruction Implementation

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Master the "I Can" statements so every student knows *what* they are learning and *why*.	Brenda Hart	October 22, 2026	I Can Statement TFI	TSSA
☐	Implement teachers chunking direct instruction so that no lecture exceeds 12 consecutive minutes before triggering a structured peer-to-peer processing strategy.	Brenda Hart	January 7, 2027	Active Engagement TFI	TSSA
☐	Implement at least two whole-class formative checks per class period and track a minimum of two exit tickets per week to log student data.	Brenda Hart	March 19, 2027	Feedback TFI	TSSA

Milestone 2: Peer Observation & Collaborative Classroom Process

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	**Hosting Peers:** Teachers will allow other teachers into their classrooms to observe. This final step establishes a positive, "open-door" culture at Roy High where teachers learn from teachers, and classrooms become shared spaces for professional growth.	Instructional Coaches	September 1, 2026 - May 24, 2027	Teacher Sign Up Sheet	TSSA
☐	**Volunteer Sign-Up:** Teachers are invited to volunteer to observe a colleague's classroom to see the Model of Instruction (MOI) in action. A sub will be provided.	Instructional Coaches	January 7, 2027	Teacher Sign Up Sheet	TSSA
☐	**Strategic Peer Visits:** Teachers will be matched with or asked to visit a specific peer's classroom to observe targeted strategies outlined in our MOI. A sub will be provided.	Instructional Coaches/Brenda Hart	May 24, 2027	Teacher Sign Up 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.

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$143,000	
School LAND Trust	$125,038	

Priority #3 - Positive Behavior Systems

Goal: **During the 2026-27 school year, Roy High will increase student Sense of Belonging scores by 5% from Spring 2026 to Spring 2027.**

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	67%	80% January		90% May	
PBIS Handbook	Handbook Completion	50%	75% January		90% May	
Classroom Reductive Consequences Posted	Classroom Walkthroughs	12%	50% January		90% May	

Milestone 1: Ratio of Interactions shows 5 acknowledgements for meeting expectations to 1 behavioral correction

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop a tool for collecting data around ratio of interaction	Taylor Allen	November 2, 2026	Data Tool	TSSA
☐	Collect school wide baseline for ratio of interaction	Taylor Allen	November 2, 2026	Agendas	TSSA

☐	Provide faculty training on ratio of interactions data	Taylor Allen	November 4, 2026	Team Norms	TSSA

Milestone 2: Establish Clear and Consistent Classroom Expectations

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Problem Behavior Definitions (Classroom/Office Flow Chart)	Madi Robins	September 30, 2026	Roy High Flow Chart	TSSA
	Discipline Policy (Hierarchy of consequences posted in classrooms) Procedures (hall pass, cell phone, hallway expectations)	Taylor Allen	August 21, 2026	Hierarchy of Consequences	TSSA
☐	Classroom Rules positively stated and visible.	Taylor Allen	September 30, 2026	Classroom Rules Template	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	47%	49% Fall Survey		52% Spring Survey	
We R ONE Tickets Submitted (Student Count)	Google Form	989 students	1100 January 30, 2027		1200 May 24, 2027	
One Caring Adult	One Caring Adult Proficiency Scale		November 2, 2026 Beginning		May 24, 2027 Applying	

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

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Train staff on We R ONE ticket system procedures and expectations.	Madi Robins	August 30, 2026	Positive Reinforcement	TSSA
☐	Teach students the We R ONE ticket system in Homeroom and class assemblies.	Taylor Allen	September 1, 2026	We R ONE Mission Statement	TSSA
☐	Teachers will hand out We R ONE tickets for positive behavior.	Taylor Allen	September 1, 2026 - May 24, 2027	We R ONE Tickets	TSSA

Milestone 2: Build Schoolwide Culture Through Visibility and Engagement

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source	
☐	Club/group advisor to organize monthly events.	Kelsey Hearrell	September 1, 2026 - May 24, 2027	List of clubs/groups	Kelsey Hearrell	TSSA
☐	Advertisement of clubs/groups.	Kelsey Hearrell	August 30, 2026	School Website Template Newsletter Email Opening Assembly Agenda	Kelsey Hearrell	TSSA
☐	Club/group Opening Carnivals	Kelsey Hearrell	Quarterly	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.

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$140,650	
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.