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
- [x] Targeted Support & Improvement (TSI)
- [x] Additional Targeted Support & Improvement (ATSI)
- [ ] Comprehensive Support & Improvement (CSI)
- [ ] More Rigorous Intervention (MRI)

School Name: Roy Jr. High

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Melinda Stimpson

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Carolyn DeHoff		Jaxson Schrek	
Nash Nelson		Kelli Figgins	
Amanda Hayes		Maria Georgiou	
Lena Wood		Jonathan Cook	
Jeff Moore		Jessica Farnsworth	
Jacee Sessions		Ryan Boden	

Dustin Flores		Reuben Bennett	
Michelle Butterfield			

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)?	Co- taught Classes- 7th english, 9th english, 8th math, 9th math. EL Classes grouped in levels, PLC's, Reading classes, math advocate, Instructional Coaches, MTSS- Tier 2 and Tier 3 targeted interventions. Culturally Responsive Teaching Explicit Instruction and scaffolding
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	HRS Institute for Leadership team. PD's RTI- Training (MTSS) Co-Taught Professional Development August PBIS Training HRS Conference June 2026 and January 2027
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	EL Aide, Math advocate, SPED Paraprofessionals, 2 Instructional Coaches, Counselors, MHT, Co-Taught Classes, Flashlight (EL), IXL Math, Delta Math,Amplify Math, PLC time, CFA Days, SPED Support days, PD Tiered supports

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?	• Co Taught classes available for math, reading skills, and english.
	• Double Blocked Math classes for all 7th grade students
	• EL- schedule students in cohorts- placed in ESL endorsed teachers classrooms.
	  ○ Math and english
	• Advisory period- Literacy initiative.
	  ○ Literacy focus 4 days a week for 35 minutes schoolwide.
	• Strategic Teacher student assignment.
	  ○ EL students and SPED students placed in ESL endorsed teacher classrooms for English and for Literacy Period (Razors Read)
	  ○ SPED students will be intermingled with peers but in an endorsed teacher's classroom.
	• Reading class targeting incoming 7th graders who score well below benchmark.

What data is being collected to monitor student learning and how often is this data analyzed?	PLC Data- CFA's (weekly), Benchmarks (monthly), Rise and UA+ (end of level- yearly)
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	Roar Grant Advocate, Iron Razorback- School within a School Program, CFA Days for SPED and EL Classroom teachers,

Priority #1 - Academic

Goal: **Roy Jr. High will increase the percentage of students proficient in English Language Arts (ELA) by 3% by the end of the 2026-27 school year, as measured by state end-of-level assessments.**

Strategy 1	If we implement schoolwide literacy strategies embedded across all content areas, then students will show increased levels of academic achievement in English Language Arts.
Explain why/how the strategy is evidence-based for LPSGs.	Implementing schoolwide literacy strategies across all content areas provides equitable access to reading, writing, speaking, listening, and vocabulary development for all students, particularly those who have historically performed below proficiency levels. By embedding literacy instruction in every classroom, students receive multiple opportunities throughout the day to strengthen comprehension, academic language, and critical thinking skills rather than relying solely on English Language Arts classes. This strategy specifically supports low-performing student groups, including students with disabilities, multilingual learners, economically disadvantaged students, and students performing below grade level, by increasing exposure to grade-level content while providing targeted scaffolds and supports. Consistent literacy practices such as vocabulary instruction, close reading, annotation, academic discourse, fluency development, and writing across the curriculum help reduce learning gaps and improve access to rigorous instruction. Additionally, schoolwide literacy strategies create a common instructional framework, allowing staff to monitor student progress, identify learning needs early, and provide timely interventions. Through collaboration in PLCs, teachers can analyze literacy data, adjust instruction, and implement targeted supports that address the specific needs of struggling learners. This systematic approach ensures that all students, especially those in low-performing subgroups, receive the support necessary to improve achievement and increase proficiency in English Language Arts and other content areas.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Fluency Friday Reading	Fluency Friday Student Data	56% of students 80% or higher	70% of students 80% or higher		80% of students 80% or higher	
Comprehension Knowledge Check	Comprehension Check Monthly	BOY- 53% MOY-71% EOY- 85%	71% Proficient		85% Proficient	
Daily Reading- Razors Read	Daily Reading Logs	No baseline data	80% of students reading 1 hour per		90%	

			week			

Milestone 1: Implement Literacy (Razors Read) with intentional learning targets.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create Reading Logs with incentives.	Kara Wardleigh	August 20, 2026		Free
☐	Modify Comprehension Checks and Fluency Checks	Kara Wardleigh	August 20, 2026		TSSA
☐	Modify targeted curriculum in Razors Read Advisory Period.	Maria Georgiou	August 20, 2026		TSSA

Milestone 2: Target Low level Readers in LPSG's

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Identify and create a list of struggling readers	Jessica Farnsworth	October 31, 2027		
☐	Assess pre identified LPSG students one on one with UofU's Reading Level Assessment (RLA) and/or Acadiance twice a year	Maria Georgiou	October 31, 2027	RLA	
☐	Based on results, modify Razors Read curriculum based on student needs	Natalie Rasmussen	January 15, 2027		
	Procure classroom sets of books for teachers to use during Razors Read- traveling library	Jessica Farnsworth	January 20th, 2026		

Strategy 2	If we provide targeted instruction and data driven interventions, then students will show increased levels of academic achievement in English Language Arts.

Explain why/how the strategy is evidence-based for LPSGs.	This strategy is evidence-based because research shows that students who receive targeted instruction and data-driven interventions make greater academic gains than those who receive only core instruction. For Low Performing Student Groups (LPSGs), teachers use assessment data to identify specific learning gaps, provide differentiated support, and monitor progress over time. Through targeted interventions, progress monitoring, and PLC collaboration, students receive instruction aligned to their individual needs, increasing access to grade-level content and improving achievement in English Language Arts.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
RISE Benchmarks	RISE Benchmark Scores for each unit- 6 per year	Pretest Scores for Each Unit	2-3 Benchmarks given		4-6 Benchmarks given	
CommonLit Benchmark Tests	Benchmarks- CommonLit	25-26 Data CommonLit Proficiency-BOY (based on previous year's baseline data)- 7th- 18% 8th-18% 9th-21%	MOY-October CommonLit Proficient- 7th- 26% 8th-30% 9th- 31%		EOY- April-May 7th- 40% 8th-40% 9th-40%	
CFA's	CFA DATA-	25-26 CFA Results	Link Document to Targets 80% of students proficient on 80% of Priority Standards		80% of students proficient on 80% of Priority Standards	

Milestone 1: By February 2026, Roy Jr. High will implement targeted instruction in all content areas to address identified learning gaps

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Lower core class sizes with teacher buyouts	Stimpson			Trustlands

☐	Establish Co-taught English classes	Stimpson			Trustlands
☐	Group EL classes in learning levels and schedule students with ESL endorsed teachers in core classes	Anndee Hoskins			FREE
☐	Implement a Co-taught Reading class targeting students who score well below benchmark.	Principal Stimpson		Scheduling, TITE Trained teachers, reading specialists, Counselors, Registrar	Trustlands
☐	Core teachers will work with each student to set an individual growth goal based on assessment data.	DeHoff	January 20th, 2026	USBE Data	Free

Milestone 2: Roy Jr. High educators will participate in professional development utilizing Marzano's New Art and Science of Teaching.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	CLT Team will schedule professional development around the 3 Practices of Effective Daily Instruction chosen by the CLT Team.	CLT Team- ★ Jacee Sessions	June 17th	• Instruction is designed around a clear, standards-aligned learning objective and communicated to students. (Feedback) • Teachers strategically use direct instruction and opportunities for students to practice/deepen learning and/or apply their knowledge. (Content) • • Checks for understanding are planned and used throughout instruction. (Feedback)	TSSA
☐	Identifying and addressing learning gaps	Stimpson	Ongoing PLC's		FREE

			throughout the year.		
☐	CLT Team will attend an HRS Conference to support implementation of WSD's Model of Instruction	Stimpson	June 17, 2026 and January 2027		TSSA and Trustlands
☐	Community Literacy Night aligned with Roy Cone	Jessica Farnsworth	November 12, 2026		TSSA
☐	Selected teachers and students will participate in Cone-wide and Statewide literacy events.	Jessica Farnsworth	February 2026		TSSA
☐	Create 2 part time instructional coaches to support teachers in literacy initiatives.	Melinda Stimpson	June 2026		Trustlands

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	$43,000	
School LAND Trust	$140,500	

Priority #2 - Academic

Goal: **Roy Jr. High will increase the percentage of students proficient in Mathematics by 3% by the end of the 2026-2027 school year, as measured by state end-of-level assessments.**

Strategy 1	IF we implement data-driven instruction and scaffolded support focused on conceptual understanding and math fluency, THEN students will demonstrate increased levels of academic achievement in mathematics.
Explain why/how the strategy is evidence-based for LPSGs.	The math department will use benchmarks monthly, and data will be reviewed to determine student proficiency with supports for remediation. If benchmarks are taken monthly, students will be better prepared for end-of-level testing due to familiarity with the test and teacher intervention on missing skills.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
IXL Baseline Testing	IXL	Average EOY Score 7th: 531 8th: 633 9th: 693	7th: 544 8th: 648 9th: 710		7th: 557 8th: 664 9th: 727	
Math Department CFA's	Observation and Math CFA Dept Data	60% of students proficient on Priority Standards	80% of students proficient on Priority Standards (to date)		80% of students proficient on 80% of the Priority Standards	
RISE end of level Proficiency and Growth	Rise Benchmarks	2025-26 EOY 7th: 34% 8th: 18% 9th: 18%	Students have been given at least 4 Rise Benchmarks		Students have been given 7 total Rise Benchmarks. EOY Rise Test 7th: 34% 8th: 21% 9th: 21%	

Milestone 1: Core teachers will schedule and implement regular rise benchmarks to complete monthly, and align CFA's, Select borderline students for double block schedule.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Implement 1 class of 8th and 1 class of 9th grade double block; Keep 7th grade double blocked. Create math buyout for double blocked classes.	Melinda Stimpson	August 14, 2026	Math department selects students with highest need for double block Melinda will contact families Master schedule	TSSA/TL
☐	The Math Department will meet 2 times during the summer of 2026 to align curriculum with state standards and Rise assessments.	Carolyn Dehoff	August 14, 2026	Basic unit planning and CFA's	TSSA
☐	Math Department will meet in the middle of year to realign and check in on benchmarks.	Carolyn Dehoff	January 31st	CFA & Benchmark Data sheet (link it)	N/A
☐	Grade-level teams will determine which Benchmarks to administer	Carolyn Dehoff	August 14, 2026	Create a schedule of benchmark administration by topic for the 26-27 school year	N/A

Milestone 2: Personal Growth Goals set and communicated with students regularly!

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers will sit with each student and set a goal with each of them based on prior year scores.	Carolyn DeHoff	Completed by February 1st	USBE Data Goal sheet (link it) - include incentive	N/A
☐	Each teacher will track and communicate CFA data success to and with students.	Carolyn DeHoff		CFA/Data folder (link it)	N/A
	Incentivize student Math growth/goal $150 per Math teacher (9 total)	Carolyn DeHoff	February 1st	Budget Sheet (link it) Goal sheet (link it)	TSSA
☐	Teachers will provide remediation to students until 80% of students meet proficiency in each priority standard.	Carolyn DeHoff	Within 2 weeks of giving each CFA	CFA/Data folder	N/A

Strategy 2	IF the math department is unified in pacing and effectively utilizes PLC time and data, THEN teachers will be better equipped to remediate and reach 80% proficiency.
Explain why/how the strategy is evidence-based for LPSGs.	By effectively utilizing PLC time to analyze data, align instruction, and implement timely remediation, the math department increases its collective ability to support struggling learners and move students toward the goal of 80% proficiency.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
PLC Agenda with data analysis	PLC Agenda	CFA's reviewed and remediation discussed	CFA's reviewed and remediation discussed		CFA's reviewed and remediation discussed	N/A
CFA remediation data	CFA/Data folder	First CFA scores	80% proficiency on all given CFA's		80% proficiency on all given CFA's	N/A

Milestone 1: Increase the effectiveness of CFA and remediation data through the PLC process

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	All department members will implement timely CFA's and input data before each PLC meeting	Math dept.	Day before PLC's - Weekly	26-27 Unit Schedule Pacing Guide	N/A
☐	Time will be dedicated in each PLC meeting for data analysis and remediation strategies	Math dept.	Weekly	CFA/Data folder	N/A
☐	Implement pilot Amplify program for PLC's to run more effectively and purchase IXL licenses for each student.	Stimpson	June 2026	Amplify	TSSA

Milestone 2: Increase student proficiency through pacing and regular checks for understanding.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	All math teachers will use designated CFA's within 1 week of the unit Schedule	Math dept.		26-27 Unit Schedule Pacing Guide	N/A

	Pacing Guide				
☐	Teachers will implement at minimum weekly checks for understanding (mastery checks, bell ringers, exit tickets)	Math dept.		26-27 Unit Schedule Pacing Guide	N/A

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	$16,000	
School LAND Trust	$37,500	

Priority #3 - Positive Behavior Systems

Goal: **Roy Jr. will continue to implement the Positive Behavior Interventions and Supports (PBIS) system and demonstrate a 80% annual score, as measured by the Tiered Fidelity Inventory (TFI).**

Strategy 1	IF Roy Jr. implements the Positive Behavior Interventions and Supports (PBIS) system with fidelity, THEN the school will strengthen its behavioral supports and school climate, resulting in a 80% annual score as measured by the Tiered Fidelity Inventory (TFI)
Explain why/how the strategy is evidence-based for LPSGs.	Implementing PBIS with fidelity is evidence-based for low-performing student groups because it reduces behavioral disruptions and exclusionary discipline, creates a positive and predictable learning environment, and provides targeted support—helping students stay engaged and improve academically.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers Posting Their Individual Classroom Procedures (TFI 1.8)	Given a blank poster board so they have Autonomy to write individual procedures Walk through check off	Posted 85% Utilized 96%	90% of teachers will have Classroom Procedures posted and Utilized by Sept 1 2026		100% of teachers will have Classroom Procedures posted and utilized by January 1 2027	
Teachers adhering to their consequence Hierarchy will reduce problem behaviors (1.6/1.7)	Classroom Reductive Consequences (PBIS Walk through)	PBIS Classroom Walk Through EOY 25-26 Problem Behavior Observed 41% Hierarchy was consistently followed 64%	Problem Behavior Observed 35% Hierarchy was consistently followed 70%		Problem Behavior Observed 30% Hierarchy was consistently followed 75%	

Milestone 1: By the end of Q1 of the 2026-27 school year, 90% of teachers will have Procedures Posted and Utilized in the classroom.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	PBIS training on what we are being scored on, and what we are scoring low on in our PBIS classroom walkthroughs (Google Form)	Kelli Figgins	January 2027 (Monthly)	Classroom walkthrough data (form)	Free
☐	All Teachers will post and utilize classroom procedures	Nelson Nash	September 2026	Classroom walkthrough data (form) Signs/Posters Check off	TSSA
☐	Blank procedure posters will be produced	Nelson Nash Kelli Figgins	August 1st	Bell Photography	TSSA

Milestone 2: Classroom Reductive Consequences (PBIS Walk Through Tool Google Form) Problem Behavior Observed 30% Hierarchy was consistently followed 75% EOY

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	PD on the Classroom Walkthrough Google Form	Kelli Figgins	September 2026 1st week	Google Slide	N/A
☐	Faculty presentation- EOY 25 data in comparison to BOY 26 data for Classroom Reductive Consequences	Nelson Nash	October 2026	PBIS Team to present	N/A

Strategy 2	**If** teachers implement a Reinforcement system utilizing a classroom economy that reinforces both positive and corrective behaviors, **then** student engagement and participation in the PBIS framework will increase across all classrooms.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy supports students 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

Reinforcements posted in all classrooms (1.3)	Classroom Reductive Consequences (PBIS Walk through)	PBIS Classroom Walk Through EOY 25-26 Posted Reinforcement 96%	September 1st	Google Sheet check off (informal walkthrough)	EOY Posted reinforcement 100%	Roy Jr. EOY Classroom PBIS Walkthrough (Google Form)
Teachers will provide verbal reinforcements of classroom corrective consequences & positive reinforcements (1.3)	Classroom Reductive Consequences (PBIS Walk-through)	PBIS Classroom Walk Through EOY 25-26 Posted Reinforcement 85%	90% of teachers will provide verbal reinforcements of classroom corrective consequences & positive reinforcements	Roy Jr. BOY Classroom PBIS Walkthrough (Google Form)	100% of teachers will provide verbal reinforcements of classroom corrective consequences & positive reinforcements	Roy Jr. EOY Classroom PBIS Walkthrough (Google Form)
Teachers will use a tangible classroom economy system to reinforce corrective and positive consequences (1.3)	Classroom Reductive Consequences (PBIS Walk through)	PBIS Classroom Walk Through EOY 25-26 Posted Reinforcement 56%	75% of teachers will provide verbal reinforcements of classroom corrective consequences & positive reinforcements	Roy Jr. BOY Classroom PBIS Walkthrough (Google Form)	100% of teachers will provide verbal reinforcements of classroom corrective consequences & positive reinforcements	Roy Jr. EOY Classroom PBIS Walkthrough (Google Form)

Milestone 1: To provide a consistent, positive reinforcement and clear behavioral expectations system..

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	PD Training meeting to explain the Classroom Walkthrough Google Form	Kelli Figgins	September 2026 1st week	Google Slide	Free
☐	PD One Caring Adult Program (FCRS)	PBIS Team Nelson Nash	September 30, 2025	Force Choice Menu School-Wide document Connection to an adult role model in the building	

Milestone 2: Teachers will use a tangible classroom economy system to reinforce corrective and positive consequences

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	$100 PBIS allocation for each individual teacher to put towards rewards for the classroom economy	Nelson Nash	September 2026	PBIS team and Instructional coaches	TSSA
☐	Create a Google Form for teachers to report spending for classroom incentives.	Nelson Nash	September 2026	Google Form	Free

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

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

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$27,495	
School LAND Trust		
Positive Behavior Plan	$4,500	

Parent Communication Plan

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

- **Internal**: Faculty meetings, PLCs, email updates, staff bulletin board, Google Drive folder
- **Families**: School newsletter, email blasts, social media, school website, parent-teacher conferences

Timeframe	Audience	Communication Method	Key Content
August (Launch)	Staff	Faculty meeting presentation at Nuts and Bolts, shared digital copy	Overview of plan, school goals, action steps, staff responsibilities
	Families	Email newsletter, school website	Key priorities, how families can support, where to access full plan
	Community Stakeholders	District will share with outlying members and school board presentation	Plan highlights, alignment with district priorities
Quarterly Updates	All Audiences	Newsletter, website updates, social media posts	Progress toward goals, success stories, next steps
Mid-Year Review	Staff	PLC discussions, faculty meeting	Mid-year progress check, adjustments
	Families & Stakeholders	Newsletter, social media, community meeting	Mid-year highlights, areas for continued focus
End-of-Year Report	All Audiences	Annual report, celebration event	Goal outcomes, impact data, next year's priorities

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