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: Silver Ridge Elementary

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Christy Wagner

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Christy Wagner (Admin)		Christi Hellewell (Instructional Coach)	
Nicole Palmer (2nd)		Amie White (Counselor)	
Cheryl Anderson (PBIS Tier 1 Lead)		Melissa Fox (SPED)	
Katie Arave (4th)		Mike Ivey (Admin Apprentice)	
Chelsi Burlison (5th)			

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)?	Silver Ridge has implemented literacy and math routines this past year, along with Tier 2 interventions in both subject areas. These practices provide meaningful support for our Students with disabilities and Hispanic students. We will continue to refine them. Through our review, we identified that not all grade levels were consistently using Reading Horizons as our Tier 1 phonics program. Moving forward, we will ensure full implementation across all grades, including the necessary training and support for teachers. Additionally, we will implement a targeted, evidence-based math intervention program this year.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	This past year, professional learning focused on our SSP plan and included ELL strategies, literacy routines, and math fluency and spiral review. We will continue to provide professional learning on literacy and math routines. To strengthen Tier 1 instruction this year, we will focus on standards-based unit planning with rigor and aligned common assessments. Unit plans will include support for students with disabilities and Hispanic students. All students who are not yet proficient as shown on common formative assessments will receive additional time and support.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	Our guiding coalition will be **meeting monthly** to review individual data for all students with disabilities and Hispanic students. We are adding a **paraprofessional** who will serve as an advocate for these student groups, with a focus on monitoring and supporting attendance given the high absenteeism rates observed in these groups. This role will also provide substitute coverage, preventing the need to pull intervention aides from their core responsibilities. Additionally, we are piloting a **math intervention program** to increase the targeting and effectiveness of our math interventions.
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?	Previously, our special education teacher coordinated individually with each grade level to schedule Tier 3 interventions for IEPs, which sometimes resulted in our students with disabilities and some of our hispanic students missing Tier 1 instruction. This year, we integrated the special education schedule into the master schedule first to accommodate all grade levels. Teachers will build Tier 1 time around this schedule. Additionally, schedules will include recommended instructional minutes for each subject, with designated times for instructional routines. These changes ensure that our hispanic and students with disabilities have access to all tiers of support,

	instructional routines, and the recommended minutes for Tier 1 instruction in each subject area, addressing previous inequities in access to core instruction.
What data is being collected to monitor student learning and how often is this data analyzed?	Acadience data will be monitored by grade-level teams at least monthly. Additionally, attendance for our students with disabilities and hispanic students will be tracked and monitored by our student advocate and Guiding Coalition monthly. Student progress toward grade-level standards will be tracked through formative assessments and CFAs administered as part of unit plans, along with RISE benchmarks. Students who do not demonstrate proficiency on unit assessments will receive targeted support on those standards.
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	Resources will include: Grade level analysis and monitoring of the LPSGs monthly, monitoring monthly of LPSGs by Guiding Coalition, Attendance incentives for LPSGs, Advocate to support LPSGs and cover for subs so that RtI groups can continue, Pilot of a targeted math intervention, Master schedule that includes access to all tiers, instructional minutes and scheduled times for routines.

Priority #1 - Literacy

Goal: **By Spring 2027, we will increase the percentage of students proficient in grades 3-6 on the RISE ELA assessment by 3% from the previous year and 55% of K-6 students will be Above Benchmark on the EOY Acadience Reading.**

- **3-6 grade Hispanic students will increase RISE proficiency by 3% from previous year.**
- **3-6 grade Students with disabilities will increase RISE proficiency by 3% from previous year.**

Strategy 1	IF collaborative teams implement evidence-based, high-impact instructional routines using explicit instruction, systematic phonics, repeated reading and cumulative review during the tier 1 literacy block with fidelity, THEN all students including Hispanic students and students with disabilities will receive access to grade-level content with appropriate scaffolds and rigor, engagement will increase through active participation structures, and learning outcomes will improve as measured by progress monitoring data aligned with individualized goals and RISE benchmark data.
Explain why/how the strategy is evidence-based for LPSGs.	Research emphasizes that high-quality Tier 1 instruction with fidelity reduces the need for more intensive interventions and gives students access to grade-level content. Routines also reduce the cognitive load and make learning more accessible.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Master schedule includes recommended ELA minutes, instructional routines, Tier 1, 2, and 3	**Master Schedule**	**Previous Schedule**	**100% of teachers will have a master schedule that includes Suggested minutes, Routines, Tier 1, 2, and 3**		**80% of classroom will be following master daily schedule for tier 1 routines**	
Teachers implement classroom routines with fidelity (MCW, FORI)	**Walkthrough and/or Observation Data**	**100% teachers using MCW/FORI 80% of the time**	**100% of teachers will achieve 80-89% consistency with components as per the**		**100% of teachers will achieve 90-100% consistency with components as per the**	

			walkthrough tool		**walkthrough tool**	
% of students above benchmark on Acadience Reading will increase	**Acadience Reading**	**BOY Data**	**Increase benchmark and above by 3% BOY to MOY**		**Increase benchmark and above by 3% BOY to EOY**	
Teachers reflect and refine their routines	**Peek on Peer or Personal Peek Reflections**	**Teachers have not done this previously 0%**	**At least 50% of teachers will complete a peek on a peer or record themselves and provide reflections**		**At least 80% of teachers will complete a peek on a peer or record themselves and provide reflections**	
Collaborative teams create and implement Unit plans that have rigor and are standards based and analyze their CFA data	**Collaborative team meeting notes-Units-Resources- CFA Data**	**60% of teams are looking at data and unit planning during their PLC**	**Each grade will have created and implemented 2 unit plans based on standards with CFAs**		**Each grade will have created and implemented a total of 4 unit plans based on standards with CFAs**	

Milestone 1: Implement high-impact instructional routines

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Create master schedule that includes Instructional Routines, Instructional Minutes for ELA, Designated time for TIer 1, 2, and 3	Christy Wagner	Aug 1, 2026	Master Schedule Master Schedule Check	
☑	Provide Initial and Spiral Review Training for Instructional Routines (Live and Video)	Christi Hellewell	September 2, 2026	Training Resources/ PLC Agendas/ Professional Development Plan	
☐	Create a content library for housing resources for literacy routines.	Mike Ivey	October 1, 2026	Content Library for Literacy Resources	
☑	Create schedule for Peek on a Peer and	Christi Hellewell	September 2,	Peek on Peer Schedule and	Trust Land

	reflection for Peek on a Peer or Personal Peek self evaluation		2026	Reflection forms	
☐	Create and implement at least one unit plan per quarter for ELA	Christi Hellewel	Quarterly	Grade Level Unit Plans/ CFA	Trust Land

Milestone 2: Evaluate the efficacy of high-impact instructional routines

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Complete Walkthrough Form with Informal Feedback for each teacher	Christy Wagner	November & February	Data	
☐	Analyzing Walkthrough Data (pre- & post-walkthrough data)	Christi Hellewell	December & March	Data	Trust Land

Strategy 2	IF collaborative teams systematically analyze and monitor multiple data sources (e.g., universal screening, diagnostic assessments, progress monitoring, CFA data, and benchmarks) during collaborative team meetings,THEN they will be able to provide targeted instruction that includes evidence-based interventions for students not meeting benchmarks and extensions for those exceeding them, resulting in improved outcomes for ALL students including Hispanic students and students with disabilities through data-driven instructional adjustments aligned with individualized goals.
Explain why/how the strategy is evidence-based for LPSGs.	Research emphasizes that students with disabilities and Hispanic students require multiple data points to make valid instructional decisions. Single data points can be misleading. Additionally, Research on data-based decision-making shows that when teachers adjust instruction based on data, students with disabilities and Hispanic students show greater growth than when instruction remains static.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Pathways of Progress Goals are set for each student. Parents and students will know their individual goals.	**Acadience Reading**	**Pathways have been set previously**	**100% of students will have a pathway goal. Students and parents will know their individual goal.**		**Goal progress will be shared with students and parents at February conference**	

Student individual Acadience growth is monitored monthly	**PLC Agendas/ GC Agenda and tracker**	**Previously this was done quarterly and occasionally but seldom on an individual level**	**Sept -Dec Agendas/ Data sheets**		**Sept -Dec Agendas? Data Sheets**	
RISE Benchmark assessments are administered and analyzed at least Quarterly	**Grade-level RISE Benchmark Data**	**Benchmarks were given but not analyzed and tracked**	**At least 3 benchmarks will be completed with data tracked and analyzed**		**A total of at least 6 benchmarks completed with data tracked and analyzed**	

Milestone 1: Monitor individual student progress

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Teacher Training on Pathways of Progress	Christi Hellewell	September 21st-25th	Acadience	
☐	Create Parent-friendly Goal Sheet	Christy Wagner	September 30 February 3	Grade level data template	Example Goal Sheets
☐	Assign at least one RISE Benchmark Monthly	Christi Hellewell	Monthly starting in October	Benchmark Data	
☐	Progress monitor all students at least monthly	Christi Hellewell	Monthly starting in October	Acadience data	TSSA & Trustland
☐	Guiding coalition monitors LPSG data monthly	Christy Wagner	Monthly starting in October	Agenda Data Sheets Unit plans by grade level	TSSA & Trustland

Milestone 2: Provide targeted instruction for Tier 2

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Ensure the Master Schedule has adequate RtI time	Christy Wagner	Jun 1, 2026	Master Schedule	

☑	Allocate Aides (Schedules) based on the Master Schedule RtI times	Christy Wagner	August 1, 2026	Aide Schedule	TSSA & Trustland
☑	Ensure all RtI team members are trained on Intervention Tools	Christi Hellewell	End of Quarter 1 Ongoing	Training Schedules	
☐	Analyze individual student data and adjust RtI and extension groups	Christi Hellewell	Monthly starting in October	Rti Group Sheets	

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	$73,152.04		
School LAND Trust	$53,720.00		

Priority #2 - Mathematics

Goal: **By Spring 2027, we will increase the number of K-6 students achieving benchmark or above on Acadience End Of Year Math Composite score by 3% (77%) based on previous end-of-year data.**

- **3-6 grade Hispanic students will increase RISE proficiency by 3% from previous year.**
- **3-6 grade Students with disabilities will increase RISE proficiency by 3% from previous year.**

Strategy 1	IF collaborative teams implement evidence-based, high-impact instructional routines using explicit instruction, gradual release, fluency practice, and spiral review during the tier 1 math block with fidelity, THEN all students including Hispanic students and students with disabilities will receive access to grade-level content with appropriate scaffolds and rigor, engagement will increase through active participation structures, and learning outcomes will improve as measured by progress monitoring data aligned with individualized goals and RISE benchmark data.
Explain why/how the strategy is evidence-based for LPSGs.	Research emphasizes that high-quality Tier 1 instruction with fidelity reduces the need for more intensive interventions and gives students access to grade-level content. Routines also reduce the cognitive load and make learning more accessible.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Master schedule includes recommended math minutes, fluency practice, and spiral review	**Master Schedule**	**Previous Schedule**	**100% of teachers will have a master schedule that includes Math Minutes, Fluency, Spiral review, Tier 1,2,and 3**	**Current Schedule**	**80% of classroom will be following master daily schedule for tier 1 routines**	**Current Schedule**
Teachers implement classroom routines with fidelity	**Walkthrough and/or Observation Data**	**There haven't been walkthroughs for math previously**	**Create and train on Walkthrough Tool for Fluency and Spiral Review. Establish baseline data.**		**Increase baseline data by at least 5%**	
% of students	**Acadience Math**	**BOY Data**	**Increase**		**Increase**	

benchmark and above on Acadience math will increase			**benchmark and above by 3% BOY to MOY**		**benchmark and above by 3% BOY to EOY**	
Collaborative teams create and implement Unit plans that have rigor and are standards based	**Collaborative team meeting notes- resources- CFA Data**		**Each grade will have created 2 unit plans based on standards with CFAs**		**Each grade will have created a total of 4 unit plans based on standards with CFAs**	

Milestone 1: Implement high-impact instructional routines

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Master schedule that includes Instructional Routines, Instructional Minutes for Math, time allocated for tier 1, 2, and 3	Christy Wagner	Aug 1, 2026	Master Schedule Master Schedule Check	
☐	Initial and Spiral Review Training for Instructional Routines (Live and Video)	Christi Hellewell	November 4, 2026	Training Resources/ PLC Agendas/ Professional Development Plan	
☐	Create walkthrough tool for math fluency and math spiral review	Christy Wagner	October 21, 2026	Fluency Walkthrough Tool Spiral Review Walk Through Tool	Walk ThroughTool
☐	Create a content library for housing Fluency and Spiral Review resources	Mike Ivey	October 21, 2026	Content Library/ Peek on Peer Schedule/ Reflections	
☐	Create and implement one unit quarter for math	Christi Hellewell	Quarterly	Grade Level Unit Plans/ CFA	Trust Land & TSSA

Milestone 2: Evaluate the efficacy of high-impact instructional routines

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Complete Walkthrough Form with Informal Feedback for each teacher November and February	IC/Admin	February 17, 2026	Data	

☐	Analyzing Walkthrough Data (pre- & post-walkthrough data)	Christi Hellewell	March 3, 2026	Data	Trust Land & TSSA

Strategy 2	IF collaborative teams systematically analyze and monitor multiple data sources (e.g., universal screening, diagnostic assessments, progress monitoring, CFA data, and benchmarks) during collaborative team meetings,THEN they will be able to provide targeted instruction that includes evidence-based interventions for students not meeting benchmarks and extensions for those exceeding them, resulting in improved outcomes for ALL students, including Hispanic students and students with disabilities, through data-driven instructional adjustments aligned with individualized goals.
Explain why/how the strategy is evidence-based for LPSGs.	Research emphasizes that students with disabilities and Hispanic students require multiple data points to make valid instructional decisions. Single data points can be misleading. Additionally, Research on data-based decision-making shows that when teachers adjust instruction based on data, students with disabilities and Hispanic students show greater growth than when instruction remains static.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Pathways of Progress Goals are set for each student. Parents and students will know their individual goals.	**Acadience Reading**	**Pathways have been set previously**	**100% of students will have a pathway goal. Students and parents will know their individual goal.**		**Goal progress will be shared with students and parents at February conference**	
Student individual growth is monitored monthly	**PLC Agendas/ GC Agenda and tracker**	**Previously this was done quarterly and occasionally but seldom on an individual level**	**Sept -Dec Agendas/ Data sheets**		**Sept -Dec Agendas? Data Sheets**	
RISE Benchmark assessments are administered at least Quarterly	**Grade-level RISE Benchmark Data**	**Benchmarks were given but not analyzed and tracked**	**At least 2 benchmarks completed with data**		**A total of at least 4 benchmarks completed with data**	

Milestone 1: Monitor Individual Student Progress

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teacher Training on Pathways of Progress	Christi Hellewell	September 30, 2026	Acadience	
☐	Create Parent-friendly Goal Sheet	Grade Level Team Lead	October 1, 2026	Goal Sheets October & February	
☐	Assign at least one RISE Benchmark Monthly	Christi Hellewell	Monthly starting in October	Benchmark Data	
☐	Progress monitor all students at least monthly	Christi Hellewell	Monthly starting in October	Progress monitoring Data	Trust Land & TSSA
☐	Guiding coalition monitors LPSG data monthly	Christy Wagner	Monthly Starting in October	Agendas	Trust Land & TSSA

Milestone 2: Provide targeted instruction for Tier 2

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Ensure the Master Schedule has adequate RtI time	Christy Wagner	Jun 1, 2026	Master Schedule	
☑	Allocate Aides (Schedules) based on the Master Schedule RtI times	Christy Wagner	August 1, 2026	Aide Schedule	Trust Land & TSSA
☐	Ensure all RtI team members are trained on Intervention Tools	Christi Hellewell	Prior to October 1 and ongoing		
☐	Analyze individual student data and adjust RtI and extension groups	Christy Hellewell	Monthly starting in October	Rti Group Sheets	Trust Land & TSSA

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

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

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$66,652.04	
School LAND Trust	$49,000.00	

Priority #3 - Positive Behavior Systems

Goal **Classrooms will reduce classroom disruptions by adhering to expected classroom behaviors through the consistent implementation of a classroom consequence hierarchy at 80% or better, and increasing classroom engagement.**

Strategy 1	**IF** discipline data (both classroom managed and office managed) accurately reflects reteaching and consequence, THEN school teams will be able to utilize the data to determine preventative and responsive measures to improve student behavior as well as determining patterns or inequities among all student groups including our students with disabilities or Hispanic students.
Explain why/how the strategy is evidence-based for LPSGs.	Accurate discipline data will allow us to identify if a student who needs different instructional approaches also needs different behavioral supports. Adhering to the hierarchy provides fair and consistent expectations for students. Documentation of reteaching efforts provides concrete evidence to share with families about how the school is supporting their child.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers Post Their Classroom Hierarchy	**TFI**	**100% are posted but may not include when to document and call home**	**80% of classrooms have hierarchy that includes when to document**		**100% of classrooms have hierarchy that includes when to document**	
Teachers document minor incidents in Panorama Utilizing their Classroom Hierarchy	**Panorama / TFI / Power school**	**15/26 (58%) of teachers recorded an incident in Panorama** **4/26 (15%) Recorded regularly meaning 4 or more incidents for multiple students**	**If a minor occurs 50% of teachers will document the incident in Panorama**		**If a minor occurs 70% of teachers will document the incident in Panorama**	

Milestone 1: Discipline Procedures

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Written documentation exists that has clear definitions of all behaviors and is utilized in determining major (office) vs minor (classroom) managed incidences.	Cheryl/Mike	Jul 30, 2026	Documentation	
☐	Teachers have established a clear behavior hierarchy and use it consistently.	Christi Hellewell	August 28, 2026	TFI Data	
☐	Training on Panorama documentation, consequence hierarchy and parent notification	Mike Ivey	August 18, 2026	PD Slides	

Milestone 2: Data is collected and analyzed

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Data is analyzed and put in format easy to understand and reviewed monthly during PBIS or BSST.	Cheryl Anderson	Monthly starting in October	PBIS Data Team Meeting notes	Trust Land & TSSA
☐	Data regarding school-wide behavior are shared with faculty monthly.	Cheryl Anderson	Monthly starting in October	Data sheets	

Strategy 2	If teachers implement the elements of the Basic 5 (positives to correctives, opportunities to respond, and engagement), then students will experience stronger relationships, higher engagement, increased academic confidence and higher academic outcomes.
Explain why/how the strategy is evidence-based for LPSGs.	Many students with disabilities have experienced repeated failure and correction. A deliberate focus on positives rebuilds their belief that they can succeed and reduces the defensiveness that often escalates into behavioral referrals. Without structured OTRs, Hispanic students and students with disabilities may passively sit through instruction without actively engaging, leading to gaps in learning. High OTRs ensure they're practicing, not just watching. The Basic 5 isn't just about behavior, it's about relationships, engagement, confidence, and outcomes. This holistic approach is particularly important for students who may face multiple barriers.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Positives to Correctives Interactions Increase	**Basic 5 data**	**Average 13:3** **52% of Teachers are at a 5:1**	**65% of our teachers will achieve a 5:1 ratio of positives to correctives**		**80% of our teachers will achieve a 5:1 ratio of positives to correctives**	
Teachers will reflect and refine their practice	**Reflection Sheet**	**0%**	**50% of teachers will record a personal video and reflect on their positives to corrective**		**80% of teachers will record a personal video and reflect on their positives to correctives or Opportunities to Respond**	
Opportunities to Respond Increase	**Basic 5 Data**	**Average 11 OTR per 10 minutes**	**NONE 2nd QTR Goal**		**50% of our teachers will achieve 20 OTRs in a 10 minute period**	

Milestone 1: Positives to correctives

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	PD on Positives to Correctives	Christi Hellewell	September 16	PD Presentation	
☐	Positive to Correctives: Teachers will participate in a Personal Peek Personal Video and Reflect Opportunity/or Coach admin observation with feedback	Christi Hellewell	October 1 to January 15	Observation Data Personal Reflections	
☐	Collect Data on LPSG for Positives to Correctives	Christy Wagner	October 1 to January 15	Observation Data	
☐	Provide opportunities to watch a peer and provide coaching as needed	Christi Hellewell	October 1 to January 15	Coaching Logs	Trust Land & TSSA

Milestone 2: Opportunities to respond

Action Steps	Person	Timeline	Linked Evidence & Resources	Funding Source

		Responsible			
☐	PD on Opportunities to Respond	Christi Hellewell	January 30, 2027	PD Presentation	
☐	Personal Peek and Reflect Opportunity/or Coach admin observation with feedback	Christy Hellewell	February 15 to May 1	Observation Data Personal Reflections	Trust Land & TSSA
☐	Collect Data on LPSG for Opportunities to Respond	Christy Wagner	February 15 to May 1	Observation Data	
☐	Provide opportunities to watch a peer and provide coaching as needed	Christi Hellewell	February 15 to May 1	Coaching Logs	Trust Land & 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		
School LAND Trust		
Positive Behavior Plan	$4,000.00	

Priority #4 - Parent Communication and Engagement

Goal: **We will increase communication and engagement by the following: 100% of teachers will communicate with parents at least monthly and send at least 2 positive messages to individual students at least monthly. The School Administrator will send at least 2 positive newsletters to families monthly highlighting the great things happening at the school. We will increase the number of opportunities and participation for parents to come to the school for activities, programs, and celebrations.**

Strategy 1	IF schools create opportunities for families to engage in community/family events, THEN families will demonstrate higher rates of engagement in their child's education.
Explain why/how the strategy is evidence-based for LPSGs.	Events build trust and connection, which research shows is foundational to ongoing engagement, especially for families who may feel marginalized.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Families participation in Engagement nights will increase	**Attendance data**	**Sep 2025 - 175 students March 2026 - 300 students.**	**September family activity attendance will increase by 10%.**		**March family activity attendance will maintain 300 students.**	
We will increase the number of opportunities for parents to come to the school.	**Parent Opportunities Data**	**Parent Opportunities & Data SOTM Tracker**	**Invite at least 40 families to monthly student of the month recognition**		**Invite parents to monthly student of the month recognition**	
Parents report positive experience with school activities and communication	**Survey results**	**No Previous Data**	**50% of survey responses will report positive experience at engagement night**		**50% of survey responses will report positive communication**	

Milestone 1: Family/Community nights

Action Steps	Person	Timeline	Linked Evidence & Resources	Funding Source

		Responsible			
☐	Plan Family Literacy Night	Christi Hellewell	October 1, 2026	Plan, Flyer	Trust Land
☐	Plan Family STEM Night	Christi Hellewell	February 28, 2026	Plan, Flyer	Trust Land
☐	Plan parent support night	Amie White	October 1, 2026	Plan, Flyer	Trust Land
☑	Schedule dates prior to school starting	Christi Hellewell	August 15, 2026	Newsletter- Website	
☐	Sign in for Teachers who attend for stipend $	Christy Wagner	October 1, 2026	Sign in sheet	Trust Land

Milestone 2: Parent input survey

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create End of Year Survey	Christy Wagner	April 1, 2027	Survey	
☐	Analyze Survey Data	Christy Wagner	April 15, 2027	Data	
☐	Create Plan from Data	Christy Wagner	May 15, 2027	Plan	
☐	Share data and plan with community council	Christy Wagner	May 30, 2027	Community Council Email	

Strategy 2	IF teachers and administration communicate regularly and positively with parents, THEN families will feel valued and informed, home-school collaboration will strengthen, and student outcomes will improve through consistent support across settings.
Explain why/how the strategy is evidence-based for LPSGs.	Communication builds trust, which research shows is the foundation of effective family-school partnerships especially for families who may have reason to distrust institutions. ● Families feel valued (affective) ● Families are informed (cognitive) ● Collaboration strengthens (relational) ● Student outcomes improve (academic/behavioral)

	Consistency across home and school is particularly important for students who may struggle with generalization — including many students with disabilities and Hispanic students.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers communicate with all parents regularly	**Communication Logs**	**NA**	**80% of teachers will communicate with families at least monthly**		**100% of teachers will communicate with families at least monthly**	
Admin communicates positive events, celebrations and activities with parents regularly	**Thrill Share Logs**	**NA**	**Admin will send Newsletter to all parents at least monthly**		**Admin will send Newsletter to all parents at least monthly**	
Students receive positive recognition from their teachers	**Student Recognition Log**	**NA**	**80% of teachers will send at least 2 positive notes to families monthly highlighting an individual student**		**100% of teachers will send at least 2 positive notes to families monthly highlighting an individual student**	
Students with 100% attendance are recognized monthly	**Panorama Attendance data**	**NA**	**Monthly awards are given for 100% attendance**		**Monthly awards are given for 100% attendance**	
Students are positively recognized in front of their families for their academics or behavior	**Student of the month Log**	**Previously parents were not invited. 26 Students were recognized monthly**	**80% of teachers will nominate 2 students monthly to be recognized in a celebration for families to attend**		**90% of teachers will nominate 2 students monthly to be recognized in a celebration for families to attend**	

Milestone 1: Parent communication

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Provide training with options for parent communication and tracking	Nicole Palmer	August 25, 2026	Training Materials	
☑	Create Parent communication tracking	Nicole Palmer	August 25, 2026	Communication Tracker	
☑	Provide and track Parent communication monthly	Nicole Palmer	August 25, 2026	Communication Tracker	
☑	Communicate attendance goals and attendance protocol to build partnership with parents	Christy Wagner	August 18, 2026	Parent newsletter	
☑	Create an attendance tracking system that communicates with and supports families of students who have excessive absences	Christy Wagner	August 18, 2026	Attendance tracker and protocol	
☐	Train teachers and office aide on attendance protocol	Christy Wagner	September 23, 2026	Agenda Slides	

Milestone 2: Student recognition

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Create Tracker for positive notes	Nicole Palmer	August 15	Tracker	
☑	Print Postcards with Labels and stamps	Christy Wagner			Trustlands
☐	Write and track 2 Positive notes monthly	Nicole Palmer	Sept 16 continuing Monthly	Tracker	Trustlands
☑	Create 100% attendance recognition	MIke Ivey	September 15	Attendance Recognition	
☐	Award 100% attendance monthly	Christy	Monthly starting October 1	Monthly Attendance Award List	

☑	Create New Student of the month certificates	Christi Hellewell	August 25	Certificates	
☑	Plan and schedule student of the month celebrations	Christy Wagner	August 25	SOTM Schedule SOTM Student Tracker	Trust Land

Priority #4 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		
School LAND Trust	$1,500.00	

Parent Communication Plan

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

This plan will be linked on our website and in a newsletter. We will share it with our Community Council and PTO members.

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

- We will increase our communication with families as outlined in our plan GOAL #4.
- We will communicate student individual goals and progress towards those goals.
- We will communicate behavior and include the reteaching that has occurred as part of addressing the behavior.
- We will celebrate student achievement with families.