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: Sand Ridge Jr. High School

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Skylar Kendell

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Skylar Kendell		Shylo Wheeler	
Marc Welch			
Jennifer Graviet			
Amy Kendell			
Michelle Medina			

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)?	There is a critical need to adjust and expand these evidence-based practices. While school-wide 7th-grade metrics improved, 8th-grade core proficiencies fell across the board (Math dropped to 16%, ELA to 25%, and Science to 30%). More importantly, absolute achievement indicators for ATSI student groups are in the single digits: English Language Learners scored **5.7/56**, Students with Disabilities scored **5.31/56**, and Hispanic students scored **6.94/56** for academic achievement. This data indicates that generalized Tier I instruction is not effectively reaching these groups. The school needs to introduce specific language-acquisition and scaffolded literacy frameworks (such as SIOP or integrated ELD models) to push the ELL group past its current 30.13% accountability score to meet the state's 32.34% exit baseline.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	While behavioral coaching is expanding (evidenced by the school's TFI score increasing from 20% to 40%), there is an immediate need for different professional learning focused on *academic differentiation*. Because Students with Disabilities (SWD) missed their state accountability target by 3.63% and show exceptionally low absolute proficiency, teachers require professional learning focused on high-leverage co-teaching models and specialized core modifications. Furthermore, structural professional learning on vocabulary acquisition and scaffolded sentence-stems is needed across all departments to address the needs of the Hispanic and ELL groups. The school will seek PD resources through WSD's Student Access department.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	The resource profile must be realigned to address systemic communication and accessibility barriers. Qualitative diagnostics from the Guiding Coalition revealed that a heavy reliance on digital tracking tools (Canvas/PowerSchool) acts as an inequitable barrier for vulnerable families. Fiscal resources should be partially redirected from generalized software platforms to fund physical tracking tools and to provide paid hours for bilingual community liaisons. This will ensure that families of Hispanic and ELL students can co-author academic goals during Parent-Teacher Conferences.
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?	**Schedule Adjustments:** The master schedule has been constructed to prioritize and protect core Tier I instructional blocks, ensuring that ATSI and At-Risk student groups remain integrated with their general education peers. Rather than removing students from foundational core instruction for interventions, Tier II and Tier III academic and behavioral supports are built directly into designated school-wide enrichment/advisory periods or scheduled as co-taught support sections. **Data Context:** This structural protection directly responds to the single-digit achievement metrics of our subgroups. By guaranteeing that ELL and SWD students receive uninterrupted access to standard-aligned Tier I core instruction alongside peers, the school prevents further learning gaps while utilizing embedded flex blocks to deliver targeted remediation. Historically, relying on technology-dependent tracking and out-of-class intervention models inadvertently widened equity gaps for At-Risk student groups, such as Economically Disadvantaged students (who scored **33.10%**, landing below the state cut score of 33.87%). By modifying the master schedule to embed interventions within the school day, supplying physical planning media, and reinforcing Tier I instruction with scaffolded literacy strategies, Sand Ridge

	actively eliminates structural barriers. This directly tackles the trend of leaving "accountability points on the table" by ensuring that our most vulnerable student groups receive the necessary academic supports without sacrificing essential core classroom instruction.
What data is being collected to monitor student learning and how often is this data analyzed?	*Summative/Benchmark Data:* Annual state RISE assessment scores (Grades 7–8) and 9th-grade UA+ / ADAM platform metrics are analyzed annually during fall data-dive sessions and leadership planning meetings. *Language Data:* WIDA composite and progress scores are tracked annually to monitor linguistic growth trajectories for English learners. Additionally, Flashlight 360 is a tool we use to collect benchmark/predictive data prior to WIDA test administration. *Formative/Behavioral Data:* Classroom removal metrics and office discipline referral data are systematically cross-referenced against teacher walkthrough metrics **at least once monthly** by Michelle Medina and the administration. This allows the school to identify classrooms with high disruption rates and deploy quick coaching interventions.
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	**Planned Resource Allocation:** To secure a definitive exit from ATSI and At-Risk status, Sand Ridge JHS plans to strategically target TSSA and School LAND Trust funds to support the following initiatives: 1. Funding translation resources and bilingual support staff to assist during student-led goal-setting conferences. 2. Providing funding for extended-day tutoring or targeted intervention academies led by certified core educators. 3. Acquiring specialized, high-interest multi-lingual library materials and cross-curricular literacy resources to support reading growth in our Hispanic and ELL student groups.

Priority #1 - Academic

Goal: **55% of students tested will show value added growth based on the RISE summative assessment that matches the sliding scale scores based on each content area's cut score.**

Strategy 1	IF we implement school-wide cross-curricular strategies with a focus on literacy, THEN student comprehension in all subjects will improve.
Explain why/how the strategy is evidence-based for LPSGs.	Low Performing Student Groups, particularly English Language Learners (ELL) and Students with Disabilities (SWD), face significant barriers when encountering dense academic language across differing disciplines. This is reflected in Sand Ridge's low core achievement scores (5.7/56 points for ELL and 5.31/56 points for SWD). Literacy is not isolated to English classes; it directly impacts a student's ability to decode complex math word problems and comprehend technical informational texts in science, along with all other courses offered at Sand Ridge. However, math and science are areas where Sand Ridge's 8th graders experienced proficiency drops (falling to 16% in Math and 30% in Science). Research demonstrates that explicit, school-wide cross-curricular literacy frameworks (such as direct vocabulary instruction) embed cognitive scaffolding directly into Tier I instruction. For ELLs, this provides vital "comprehensible input" across all subjects, while for SWDs, it provides predictable, structural processing support. When every department utilizes unified literacy strategies to make student thinking visible, vulnerable student populations are spared the cognitive load of navigating different instructional styles, resulting in direct gains in conceptual comprehension.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Implementation Fidelity (Percentage of core and elective teachers demonstrating active literacy scaffolding)	Instructional Literacy Walkthrough Form / Target Three Walkthrough Form data	1st quarter we will conduct walkthroughs to collect a baseline on how teachers are using the monthly word to integrate.	80% of teachers will be using the monthly vocabulary word each week		100% of teachers will be using the monthly vocabulary word each week	
Student Performance (Percentage of students achieving "Adequate Growth" on standard-aligned benchmarks)	English, Math, Science Benchmark Scores	In the 1st quarter we will have all core teachers give a benchmark test to show students where they are starting. We will also be	80% of students who completed RISE testing in 2026 will know and understand their scores, and will set a goal in writing with their		100% of students who completed RISE testing in 2026 will know and understand their scores, and will set a goal in writing with their	

		using CommonLit Pre/Mid/Post scores throughout the year and the IXL Diagnostic scores	respective teachers (Math, English and Science) for 2027.		respective teachers (Math, English and Science) for 2027.	
Subgroup Equity	Flashlight 360 benchmarks, WIDA scores	Given that we have a new EL teacher starting, our baseline data will be an increase from individual EL students scores	80% of students who completed WIDA testing in 2026 will know and understand their scores, and will set a goal in writing with their teacher for 2027.		100% of students who completed WIDA testing in 2026 will know and understand their scores, and will set a goal in writing with their teacher for 2027.	

Milestone 1: We will have a monthly academic word that teachers will incorporate into their curriculum.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Select nine words that appear in most classroom settings and on end-of-level tests.	Amy Kendell	Monthly on the first from September - May		N/A
☐	Introduce the word to the staff for them to use	Amy Kendell	First faculty meeting of each month		N/A
☐	Implement each word into teachers' curriculum	Jenny Graviet	First faculty meeting of each month		N/A

Milestone 2: Every student will have a book in their backpack

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Send a letter home to guardians about the importance of literacy and reading	Amy Kendell	August 10th		TSSA
☑	Introduce the "book in a backpack" to the faculty	Amy Kendell	August 19th		TSSA

☐	Introduce the “book in a backpack” to the students in their English Classes	Amy Kendell	August 28th		N/A

Strategy 2	IF students and guardians are educated about and aware of performance indicators, THEN student performance will improve.
Explain why/how the strategy is evidence-based for LPSGs.	Educational research heavily supports the link between student self-regulation, visible performance targets, and academic achievement. For historically underperforming or marginalized student groups (such as Sand Ridge’s Hispanic population and students At-Risk for TSI status), explicit clarity regarding learning objectives and state proficiency rubrics (RISE/UA+) directly shifts their internal locus of control. When students are taught to track their own performance data, they transition from passive participants to active owners of their learning path. This directly addresses the Guiding Coalition's focus on developing **"ownership of learning."** Furthermore, explicitly educating guardians about specific mastery benchmarks—rather than just overall letter grades—demystifies the educational system. When families understand exactly which performance indicators dictate proficiency, they can provide targeted reinforcement at home, effectively bridging the equity gap for student groups who are currently missing state accountability targets by narrow margins (such as the Economically Disadvantaged group, which scored 33.10% against the 33.87% state cut score).

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
School Culture Alignment Growth on student climate survey indicators regarding student clarity of academic expectations and personal learning targets	Panorama survey results - Fall ‘26 / Spring ‘27	**Grit - 52%** **Self-management - 69%**	**Grit - 54%** **Self-management - 71%**		**Grit - 57%** **Self-management - 74%**	
Parent Engagement Percentage of families attending parent teacher conferences (PTC) or individual meetings with admin/counselors to	Attendance sign-in logs and feedback cards from PTC. PCCRs (8th grade) Appointments with admin and/or counselors.	**No existing baseline data as this will be a new measure.**	**The parents of 25% of our students will have a discussion with either a teacher, admin, or counselor about their students’ proficiency by the**		**The parents of 50% of our students will have a discussion with either a teacher, admin, or counselor about their students’ proficiency by the**	

review and understand end of level proficiency scores for each of their students			**end of first semester.**		**end of first semester.**	

Milestone 1: We plan to use the Parent Teacher Conference to educate stakeholders on performance indicators.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Make sure all core teachers understand how to interpret the performance indicators from the Rise test.	Skylar Kendell	September 9th		N/A
☐	All core teachers will be provided with student Rise scores from the previous year	Skylar Kendell	September 9th	Tableau Data Tool	TSSA
☐	Communication will go out to all guardians ahead of PTC, inviting them to learn about their student's performance indicators (Rise, CommonLit, CFAs, goals)	Skylar Kendell	September 9th		TSSA
	Teachers will review performance indicators with students and guardians. Teachers will track who attended PTC so that administration and counselors can follow up with those who did not attend. (invite guardians to come in, if not, mail out to them)	Marc Welch	October 2nd		TSSA

Milestone 2: Our faculty will engage in the PLC process and track common formative assessment data using a faculty-wide reporting tool

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Our guiding coalition will work with Jaymee Barrowes to create a common reporting tool to allow our PLC teams to track their CFA data in one place.	Skylar Kendell	August 15th		N/A

☑	The school's academic leadership team will determine a PD framework around PLCs	Skylar Kendell	August 30th	Leadership Team Stipend	TSSA
☐	The academic team will train the staff on the PLC reporting tool.	Jenny Graviet	October 15th	Leadership Team Stipend	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	$49,000 - partially fund instructional coach; stipends for multilingual community liaisons; leadership team stipends	
School LAND Trust	$32,000 - fund testing aide position	

Priority #2 - Academic

Goal: **70% of students will earn credit for all enrolled classes by the end of the 2027 school year.**

Strategy 1	IF we partner with guardians and students through proactive communication about student progress, THEN we will experience a higher level of passing grades.
Explain why/how the strategy is evidence-based for LPSGs.	The Sand Ridge Guiding Coalition diagnosed a critical systemic root cause: an over-reliance on digital-only communication channels (like Canvas and PowerSchool) creates an unintended inequitable barrier for at-risk families who may lack the time, technology, or language fluency to navigate online grading interfaces. Proactive, structured, and personalized human communication (such as student-led goal setting during Parent-Teacher Conferences and direct outreach by bilingual staff) acts as an essential academic protective factor. John Hattie's visible learning synthesis ranks teacher-student relationships and parental involvement among the highest indicators of student success. By establishing direct communication loops, the school ensures that families of Hispanic, ELL, and Economically Disadvantaged students receive timely actionable feedback. This collective accountability network allows families to intervene at home before minor academic struggles turn into failing quarter grades, directly increasing course passing rates.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
% of Passing Grades	Powerschool	25/26 SY	X% of passing grades by the end of S1		X% of passing grades by the end of S2	
Student Ownership (Percentage of students actively tracking their individual assessment data, missing assignments, and proficiency goals within a structured,	Classroom percentage of students who email grades to parents	Baseline is currently 0	80% of students will email parents about their grades		90% of students will email parents about their grades	

uniform format.)						
Targeted Human Outreach Monthly volume of proactive personal contacts (calls, translated messages, home visits) logged for at-risk and ATSI student groups.	Teacher/Counselor proactive outreach tracking sheets or PowerSchool Communication Logs					

Milestone 1: All guardians and students will be notified about failing grades

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Teachers will be introduced to the action steps and process of this within the strategy and what is expected of the teachers for the year	Skylar Kendell	8/19		
☐	1a. By week three of the term, during advisory, all students will send an email to their guardians about their beginning of term progress for each of their classes. This will be tracked in the advisory grade book for each class	Marc Welch	1st Quarter: 9/11 2nd Quarter: 11/13 3rd Quarter: 1/29 4th Quarter: 4/16	Create the template for students to send email home - marc will create and have Jenny fix it (proof read)	
☐	1b. Within 4 school days, teachers will notify admin and counselors about any students who have not yet completed the email to their guardian. Admin will then follow up with those students to help them complete the email.	Skylar Kendell	1st Quarter: 9/17 2nd Quarter: 11/19 3rd Quarter: 2/4 4th Quarter: 4/22	Google form for teachers to fill out	
☐	2. By midterms, All students and guardians will receive a phone call from a counselor if the student is earning an F grade.	Michelle Medina	1st Quarter: 9/25 2nd Quarter: 11/24 3rd Quarter: 2/16 4th Quarter: 4/27	Powerschool midterm grade report	
☐	3. Three weeks before the term ends, all	Marc Welch	1st Quarter: 10/9	Create the template for teachers	

	students and guardians will receive written communication from the teacher if the student is earning a D or F grade.		2nd Quarter: 12/11 3rd Quarter: 3/5 4th Quarter: 5/14	to send email home - marc will create and have Jenny fix it (proof read)	

Milestone 2: Develop a teacher PD framework structured around the NASOT 5 elements to build staff capacity for fostering student ownership of learning.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Our school's guiding coalition will work with our academic leadership team to collect and analyze staff feedback and baseline data related to the NASOT 5 elements of effective teaching (WSD Model of Instruction).	Jenny Graviet	Completed		
☐	The guiding coalition and academic leadership team will create a PD framework to implement the strategies within the NASOT 5 elements of effective teaching (WSD Model of Instruction).	Jenny Graviet	1st Quarter: 9/25 2nd Quarter: 11/24 3rd Quarter: 2/16		
☐					

Strategy 2	IF we offer timely opportunities for remediation, THEN more students will leave Sand Ridge on track for graduation.
Explain why/how the strategy is evidence-based for LPSGs.	At-risk student populations frequently experience a compounding negative effect when academic concepts are missed; without immediate intervention, a single unmastered standard in a sequential topic like mathematics can snowball into an entire failed quarter. Vulnerable subgroups often lack access to external resources like private tutoring, meaning that if remediation is not offered systematically within the school day, it will not occur. Providing *timely* remediation built into the master schedule (such as embedded intervention periods or co-taught Tier II support) ensures that learning gaps are addressed immediately after formative assessments identify a deficiency. For 9th-grade cohorts tracking toward high school graduation via UA+/ADAM metrics, maintaining credit-earning status through instant, built-in remediation prevents the credit deficits that historically derail SWD and at-risk demographics as they transition to senior high. Keeping remediation timely and integrated guarantees equitable access to support without removing students from essential Tier I core instruction.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
On track for graduation	PowerSchool	25/26 SY Data	x% of 9th graders will be on track by 1/22		x% of 9th graders will be on track by 6/11	
Remediation Loop: Average turnaround time for a student to clear a deficient essential standard during embedded Tier II/III flex blocks following a Common Formative Assessment (CFA) failure.	End-of-year RISE CFA Data 25/26 SY Data					

Milestone 1: A schoolwide remediation effort will be implemented throughout the 2027 school year

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Teachers will be introduced to the action steps and process of this within the strategy and what is expected of the teachers for the year	Skylar Kendell	8/19		
☐	Within two weeks of the end of each term, all students that are within 10% of a passing grade will be given an opportunity to remediate. Counselors will facilitate this day by working with teachers and communicating with guardians and students.	Dave Gordon	1st Quarter: 11/6 2nd Quarter: 1/22 3rd Quarter: 4/16 4th Quarter: 6/11		
☐					

Milestone 2: On/Off track data collection tool

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source

☐	Administration and counselors will work with Dr. Becherini and School Improvement to create a data collection document which will allow us to monitor and run interventions for 9th graders who are off track for graduation.	Skylar Kendell	Before October 22 (End of first quarter)		

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	$33,500 - partially fund options aide; partially fund student advocate	
School LAND Trust	$9,000 - partially fund options aide	
Partnership for Student Success (Roy Cone Grant)	$11,000 - estimated amount from Partnership for Student Success (Roy Cone Grant) - partially fund student advocate	

Priority #3 - Positive Behavior Systems

Goal: **Classrooms will increase classroom engagement and reduce classroom disruptions by 75% of baseline, achieved through the consistent implementation of a classroom consequence hierarchy.**

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.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy is evidence-based because it transitions school discipline from a reactive, punitive model to a diagnostic, instructional one through the framework of Multi-Tiered Systems of Support (MTSS). For Hispanic and ELL students, accurate data helps identify and mitigate implicit bias by distinguishing between behavioral defiance and cultural or linguistic misunderstandings. For students in Special Education and those who are low-performing, it allows teams to treat behavior as a "missing skill" rather than a character flaw, revealing whether disruptions are actually a byproduct of academic frustration. By ensuring that data reflects both the intervention (reteaching) and the outcome, schools can implement targeted, culturally responsive preventative measures that keep these specific student groups in the classroom and engaged with the curriculum, directly addressing the behavioral barriers that often hinder their performance on end-of-level testing.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
80% or greater of teachers are logging classroom managed behavior data in line with behavior definitions on average of at least once weekly.	Panorama	5/35.5 OR 14%	>47% OR 15/31.5		80% OR 25/31.5	
PBIS and SST team reviews classroom managed behavior data at least once per month with 100% accuracy.	PBIS & SST Team Meeting Notes	0/9	4/9 Meetings OR 44%		9/9 Meetings OR 100%	
Classroom managed behavior data including how many incidents total and how many teachers have logged incidents will be shared at least monthly with staff.	PBIS Staff Development Log	0/9	4/9 Months OR 44%		9/9 Months OR 100%	

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.	Shylo Wheeler	9/1/26	Teacher Handbook for St…	N/A
☐	Professional development on discipline procedures, including the student code of conduct, is provided to teachers and staff	Amber Jaques	9/30/26	Teacher Handbook for St…	N/A
	Create a student friendly version of the student code of conduct (SCOS). Provide a link to the SCOC on the student dashboard, and teach students how to use it once per quarter.	Layla Hardy	9/8/26 11/3/26 1/19/27 4/13/27		N/A

Milestone 2: Behavior Data Collected and Analyzed

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Staff are trained to document behavior incidents in alignment with discipline procedures through data platform (Panorama)	Corey Stevensen - In tandem w/Rebecca Becker	9/30/26 1/6/26	Panorama Log Training Behavior Documentation	N/A
☐	Data is analyzed, put in an easily understood format, and reviewed monthly through the PBIS and SST Team.	Michelle Medina	Once Monthly		N/A
☐	Classroom behavior data log progress is shared with faculty and participation is reinforced monthly.	Michelle Medina	Once Monthly		TSSA

Strategy 2	If classrooms have strong implementation of classroom instructional strategies, then schools will see a decrease in classroom disruption and an increase in classroom engagement which will aid in improved academic outcomes.

Explain why/how the strategy is evidence-based for LPSGs.	This strategy is evidence-based because it targets the Instructional Core, where academic frustration is often the primary driver of behavioral disruptions. For Special Education and ELL students, strong implementation of high-leverage practices proactively removes the linguistic and cognitive barriers that lead to "escape-motivated" behaviors. By replacing academic frustration with accessible, culturally responsive instruction, schools move Hispanic and low-performing groups from passive frustration to active engagement. This increase in "time-on-task" is the most significant predictor of growth for struggling learners, directly translating behavioral stability into the higher proficiency levels required for success on end-of-level testing.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Specific praise to corrective ratio is 5:1 schoolwide according to 10 minute classroom walkthroughs	Target 3 Classroom Walkthrough Data	Needs to be collected by end of term 1 by Jenny Graviet	3:1 Specific Praise to Corrective Ratio		5:1 Specific Praise to Corrective Ration	
Disruptions observed to preventative measures utilized is 3:1 OR 75% less than baseline school wide according to 10 minute classroom walkthroughs	Target 3 Classroom Walkthrough Data	Needs to be collected prior to end of semester 1 by Jenny Graviet	Baseline Data		End of Quarter 3 Half of baseline OR 3:1 End of Quarter 4 Half of S1 Data OR 3:1	

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
☐	Teach the utilization of specific praise instead of generalized praise to staff and teachers.	Layla Hardy	PBIS Faculty meeting in October	https://iris.peabody.vanderbilt.edu/module/bi2-elem/cresource/q1/p02/	N/A
	Collect and reinforce specific praise ratio schoolwide during a 10 minute classroom observation once monthly starting in November.	Jenny Graviet	11/1/26 12/1/26 1/8/27 2/1/27 3/1/27 4/1/27 5/1/27 6/1/27	Target 3 Classroom Walkthrough Form	TSSA

☐	Teachers with a high rate of correction to praise will be provided additional professional development options to reinforce at a higher frequency and intensity once monthly starting in November. Teachers will self report data through a google survey that administration creates and sends out.	Skylar Kendall and Marc Welch	11/1/26 12/1/26 1/8/27 2/1/27 3/1/27 4/1/27 5/1/27 6/1/27	https://iris.peabody.vanderbilt.edu/module/bi2-elem/cresource/q1/p02/ -Instructional Coaches	TSSA

Milestone 2: Decrease disruptions through engagement strategies and consistent implementation of consequence hierarchy.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
	Professional development on least invasive intervention strategies will be provided to teachers and staff.	Shylo Wheeler	2/10/27	Creating a Consequence Hierarchy *SRJH Consequences*	N/A
☐	Teachers' engagement in least invasive interventions will be monitored and reinforced at least once monthly starting 2/11/27.	Jenny Graviet	3/1/27 4/1/27 5/1/27 6/1/27	Target Three Walkthrough Form Least Invasive Interventions Form Prevention, Interventions, and Conseque… Least Invasive Interventions	TSSA
☐	Classroom removal data will be collected and compared to least invasive intervention teacher data to identify those who experience high rates of disruption and who also have low rates of least invasive interventions at least once monthly.	Michelle Medina	10/1/26 11/1/26 12/1/26 1/8/27 2/1/27 3/1/27 4/1/27 5/1/27	Target Three Walkthrough Form	N/A
☐	Teachers who experience high rates of office referrals and low rates of least invasive interventions will be offered the following professional development options. -Coaching Cycle with Instructional Coach	Skylar Kendall & Marc Welch	When provided by Michelle Medina	Target Three Walkthrough Form Basic 5 Walkthrough and Debrief	TSSA

	-Observation of teacher with high rates of preventative measures -In Person or Virtual PD				

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	$68,500 - Fund mental health therapist; Partially fund certified position to maintain a third counselor.	Mental Health, Partial Counselor
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.

This plan will be communicated to staff, families, and community partners through multiple channels to ensure transparency, shared ownership, and cohesive implementation across all departments. The plan will be posted on the Sand Ridge Junior High website for public access, and progress will be shared during community council meetings. Our staff will engage with the plan during monthly faculty meetings and dedicated Professional Learning Community (PLC) collaboration blocks, where professional development will focus on integrating cross-curricular literacy strategies, tracking common formative assessment data, and maintaining tiered behavior documentation. Also, our core goals, such as performance indicators and the student code of conduct, will be taught directly to students during advisory periods and shared with families throughout the year.

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

To improve student learning and overcome equity barriers caused by an over reliance on digitaling platforms, our school will implement different ways to communicate with parents. Instead of relying solely on Canvas and PowerSchool, students will send structured progress emails to their guardians during advisory by week three of each term, followed by direct midterm phone calls from counselors for any failing grades and written teacher communications three weeks prior to the end of the term for any "D" or "F" grades. Parent-Teacher Conferences will be transformed into collaborative goal-setting sessions where staff educate families on how to interpret performance data, including RISE, WIDA, and CommonLit scores, so guardians can see the meaningful growth targets with their students. To ensure multi-lingual families and Low Performing Student Groups (LPSGs) are fully supported, the school will deploy bilingual community liaisons and translation resources so language is never a barrier to academic partnership. Lastly, counselors will proactively partner with guardians ahead of scheduled remediation windows to ensure students within 10% of a passing grade receive the targeted support needed to earn credit and stay on track for high school graduation.