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

School Name: Valley Elementary

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Crystal Deamer

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Crystal Deamer		Wendy Zaccardi	
Teryl Metcalf			
Kera Erickson			
Danielle Gobar			
Michelle Tatton			

Priority #1 - Literacy

Goal: **By the end of the 2026-2027 school year, 78% of students in K-6 will achieve typical to well above typical growth according to the Pathways of Progress on the end of year Acadience Reading Assessment.**

Strategy 1	IF we strengthen our Tier 1 literacy instructional routines THEN we will improve student outcomes and ensure more effective mastery of grade-level standards.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy is evidence-based for LPSGs because consistent, high-quality Tier 1 literacy instruction increases access to grade-level content, explicit skill instruction, scaffolded practice, and immediate feedback. Research supports providing 90–120 minutes of structured literacy instruction focused on foundational reading skills, language comprehension, and evidence-based instructional routines to improve outcomes for all students, particularly students performing below benchmark. Strengthening Tier 1 instruction helps reduce achievement gaps by increasing the effectiveness of core instruction before additional intervention is needed (National Reading Panel, Marzano, Hattie).

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Provide Sufficient and Structured Instructional Time K: 115 Minutes 1-6: 120 Minutes	Checklist - Completed classroom schedules	95% of classroom schedules met instructional minutes.	By MOY, 80% of K–6 teachers will be observed implementing district-approved literacy routines within a 115 to 120-minute ELA block.		By EOY, 100% of K–6 teachers will be observed implementing district-approved literacy routines within a 115 to 120-minute ELA block.	
Student Performance Data	Acadience Progress Monitors Spreadsheet Tracker	BOY data	By MOY, at least 65% of K–6 students are on track for typical or better growth		By EOY, 78% of K–6 students achieve typical or better growth (Pathways of Progress)	
Grade levels complete RISE	RISE Spreadsheet Tracker -	Baseline established in	By MOY 90% of grade level teams		By EOY, 95% of grade levels have	

benchmark assessments prior to summative testing.	scheduled benchmarks for the year	September 2026	will have scheduled out RISE benchmarks- one for each category.		administered planned mathematics benchmarks and used results to inform instruction. .	

Milestone 1: All K–6 teachers receive training and establish a 115/120-minute ELA block schedule by September 2026.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide professional learning on district approved curriculums and recommended instructional minutes.	Teryl Metcalf	August 19th, 2026	Elem. Instructional Minutes, Professional learning materials	N/A
☐	Teachers complete and submit a grade-level schedule that designates when Tier 1 instructional blocks, including the ELA block, will be taught, ensuring alignment with district guidelines.	Danielle Gobar	August 31st, 2026	Grade-Level Master Schedules	N/A
☐	Conduct baseline classroom observations using the observation tool	Crystal Deamer	September 28th, 2026	Instructional Minutes Observation Tool	N/A

Milestone 2: By MOY, 80% of K-6 teachers are implementing district approved routines and recommended instructional minutes.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Minimum of a monthly review of Acadience progress monitoring data to reflect and refine instructional practices	Wendy Zaccardi	October 1, 2026 and ongoing monthly	Progress Monitoring data, Data Protocol	N/A
☐	Utilize instructional support aides to deliver small group reading interventions and support teachers with progress monitoring for students below benchmark per teacher/grade level recommendation.	Crystal Deamer	Ongoing, September 8, 2026 and ongoing	Aide schedules	School LAND Trust TSSA
☐	Provide targeted coaching and support	Teryl Metcalf	October 5,	Coaching schedule	N/A

	for teachers		2026 and ongoing weekly		

Strategy 2	IF teachers consistently use common formative assessments and collaborative PLC processes to analyze student learning and adjust instruction, THEN instruction will become more responsive and student achievement will improve.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy is evidence-based for LPSGs because common formative assessments, collaborative data analysis, and timely instructional adjustments help teachers identify student needs and provide targeted support. Research shows that students with disabilities benefit from direct instruction, frequent progress monitoring, and immediate feedback. CFAs and Acadience progress monitoring provide teachers with timely information about student learning, allowing them to identify skill gaps and adjust instruction before students fall further behind. Additionally, student data tracking supports student ownership by helping students monitor growth and understand their progress toward learning goals. Together, these practices strengthen responsive instruction and improve academic outcomes for students requiring additional support.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
PLC agendas include evidence of CFA planning, analysis, and instructional response.	PLC agendas and meeting notes	Baseline established in September	By MOY, 80% of PLC agendas include documented CFA analysis and instructional response.		By EOY, 95% of PLC agendas consistently document CFA analysis and instructional response.	
Grade levels implement a student data tracking system that students regularly use to monitor literacy progress.	Student data notebooks/tracking sheets, classroom walkthroughs	Baseline established in September	By MOY, 80% of grade levels have implemented a student data tracking system.		By EOY, 100% of grade levels implement a student data tracking system and students regularly monitor and reflect on their progress.	

Milestone 1: By MOY, 80% of PLC agendas include evidence of common formative assessment planning, analysis, and instructional response.

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source

☐	Provide professional learning on developing, administering, and analyzing common formative assessments within PLCs.	Teryl Metcalf	September 9, 2026	District pacing resources, CFA guidance, PLC protocol	N/A
☐	Grade level teams refer to district pacing resources to guide and create a CFA schedule. (Use grade level exemplars)	Kera Erickson	September 16, 2026	Grade level CFA schedule	N/A
☐	PLC agendas are completed weekly and include CFA planning, analysis of student data, and documented instructional responses. (Digital or paper agendas).	Michelle Tatton	September 9, 2026 and ongoing weekly	PLC agendas -Add links	N/A
☐	Review PLC agendas and provide feedback and coaching to grade level teams.	Crystal Deamer	October 2, 2026 and ongoing monthly	PLC agendas, coaching notes	N/A
☐	Ensure all testing grade levels (3-6) administer and complete at least one RISE benchmark for each category prior to spring summative testing.	Kera Erickson	March 12, 2027	RISE Spreadsheet Tracker, Benchmark Data Reports	N/A

Milestone 2: By EOY, each grade level team will implement a student data tracking process that supports students in monitoring and reflecting on literacy growth.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Ensure grade level teams determine the literacy data students will track throughout the year.	Danielle Gobar	By September 30, 2026	Grade level data tracking templates	N/A
☐	Teachers introduce student goal setting and data tracking routines.	Wendy Zaccardi	October 1, 2026	Student data notebooks/tracking sheets	N/A
☐	Conduct targeted walkthrough checks to confirm students are regularly updating and reflecting on data post-Acadience and CFAs.	Michelle Tatton	Quarterly: October 22, January 7, March 19, May 14	Student data notebooks or other similar means	N/A
☐	Verify that teachers actively guide	Kera Erickson	October 19,	Student data notebooks, conference	N/A

	students in presenting their literacy goals and data during parent-teacher conferences.		2026 and February 15, 2027	documentation	

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	$55,150.00	Extend librarian hours, computer/coding aide, instructional/intervention aides, learning software, technology related supplies
School LAND Trust	$52,000.00	Funding allocated for high-impact instructional support aides to maintain structured small-group pathways and targeted progress monitoring.
State Literacy	$5,000.	Additional reading aide hours

Priority #2 - Mathematics

Goal: **By the end of the 2026-2027 school year, 82% of students in K-6 will achieve typical to well above typical growth according to the Pathways of Progress on the end of year Acadience Math Assessment.**

Strategy 1	IF teachers consistently implement **explicit instruction** practices within a protected mathematics block, THEN students will develop stronger conceptual understanding, procedural fluency, and mathematical reasoning, resulting in improved achievement.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy is evidence-based for LPSGs because explicit instruction provides students with clear explanations, purposeful modeling, guided practice, and opportunities to process and represent new mathematical concepts. Students who require additional support benefit from instruction that breaks complex skills into manageable parts, highlights critical information, and provides multiple opportunities to practice with feedback. District-defined explicit instruction practices, including chunking, processing, and representing, support students in developing conceptual understanding and applying mathematical thinking. When implemented consistently within a protected mathematics block, these practices increase access to grade-level learning and support improved outcomes for students performing below benchmark.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Classroom schedules include the district recommended math instructional minutes K-2: 60-70 Minutes 3-6: 85-95 Minutes	Completed classroom schedules	Baseline established in August 2026	By MOY, 90% of classrooms meet recommended instructional minutes.		By EOY, 100% of classrooms meet recommended instructional minutes.	
Teachers implement explicit instruction practices during the mathematics block.	Math walkthrough tool/classroom observations	Baseline established through September walkthroughs	By MOY, 75% of classrooms demonstrate evidence of explicit instruction practices during math instruction.		By EOY, 95% of classrooms demonstrate evidence of explicit instruction practices during math instruction.	
Students	Acadience Math	BOY Acadience	By MOY, 65% of		By EOY, 82% of	

demonstrate typical or above typical growth in mathematics.	Progress Monitoring - Spreadsheet Tracker	data	students are on track for typical or above typical growth.		students achieve typical or above typical growth.	

Milestone 1: By MOY, teachers will implement explicit instruction practices within a protected mathematics block.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide professional learning to strengthen teachers' implementation of explicit mathematics instruction, emphasizing teacher clarity, guided practice, formative assessment, and responsive instruction.	Teryl Metcalf	August 2026	District Model of Instruction, Explicit Instruction resources, Professional Learning materials	N/A
☐	Teachers complete and submit classroom schedules identifying the protected mathematics block and alignment with district-recommended instructional minutes.	Danielle Gobar	By August 31, 2026	Classroom schedules	N/A
☐	Conduct baseline walkthrough observations to identify current implementation of explicit instruction practices during mathematics instruction.	Crystal Deamer	September 2026	Math walkthrough tool	N/A
☐	Provide feedback and job-embedded coaching based on walkthrough observations.	Teryl Metcalf	October 2026 and ongoing	Walkthrough data, coaching notes	N/A

Milestone 2: By EOY, 95% of classrooms consistently maintain explicit instruction math routines and use performance data to determine tier 1 instructional groupings.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Grade-level teams review Acadience Math progress monitoring data monthly to identify student needs and adjust instructional practices.	Wendy Zaccardi	October 1, 2026 and ongoing monthly	Acadience Math Progress Monitoring Data, PLC notes	N/A

☐	Teachers use student performance data to plan reteaching, intervention, and enrichment opportunities.	Michelle Tatton	October 5, 2026 and ongoing monthly	Unit plans, PLC notes	N/A
☐	Provide targeted coaching and support for teachers based on explicit instruction walkthrough observations and student data.	Teryl Metcalf	October 5, 2026 and ongoing monthly	Coaching cycle notes, explicit instruction walkthrough tool	N/A
☐	Conduct follow-up walkthrough observations to monitor implementation of explicit instruction practices and provide feedback.	Crystal Deamer	October 14, 2026 and ongoing monthly	Explicit instruction walkthrough tool	N/A

Strategy 2	**IF teachers consistently use common formative assessments, benchmark assessments, and collaborative PLC processes to analyze student learning and adjust mathematics instruction, THEN instruction will become more responsive to student needs and improve students' ability to apply mathematical understanding to grade-level tasks.**
Explain why/how the strategy is evidence-based for LPSGs.	This strategy is evidence-based for the Lowest Performing Student Group because students with disabilities benefit from explicit instruction that provides clear learning goals, teacher modeling, guided practice, frequent opportunities to respond, ongoing formative assessment, and timely feedback. These instructional practices reduce cognitive load, make mathematical thinking more accessible, and provide the scaffolded support students need to develop conceptual understanding, procedural fluency, and mathematical reasoning. When implemented consistently within a protected mathematics block, explicit instruction increases access to grade-level mathematics, promotes student engagement, and improves achievement for students with disabilities while strengthening instruction for all learners.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
PLC agendas include evidence of CFA planning, analysis of student learning, and instructional	PLC agendas and meeting notes	Baseline established in September 2026	By MOY, 80% of PLC agendas include documented CFA analysis and instructional		By EOY, 95% of PLC agendas consistently document CFA analysis and instructional	

response.			response.		response.	
Grade levels implement a student data tracking process that students use to monitor mathematics progress.	Student data notebooks/tracking sheets, classroom walkthroughs	Baseline established in September 2026	By MOY, 80% of grade levels have implemented a mathematics data tracking process.		By EOY, 100% of grade levels implement a mathematics data tracking process and students regularly monitor and reflect on their progress.	
Grade levels complete RISE benchmark assessments prior to summative testing.	RISE Spreadsheet Tracker - scheduled benchmarks for the year	Baseline established in September 2026	By MOY 90% of grade level teams will have scheduled out RISE benchmarks- one for each category.		By EOY, 95% of grade levels have administered planned mathematics benchmarks and used results to inform instruction. .	

Milestone 1: By MOY, 80% of PLC agendas include evidence of common formative assessment planning, analysis, and instructional response.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide professional learning on developing, administering, and analyzing common formative assessments within PLCs.	Teryl Metcalf	September 9, 2026	District pacing resources, CFA guidance, PLC protocol	N/A
☐	Grade level teams refer to district pacing resources to guide and create a CFA schedule.	Kera Erickson	By September 16, 2026	Grade level CFA schedule	N/A
☐	PLC agendas are completed weekly and include CFA planning, analysis of student data, and documented instructional responses. (Digital or paper agendas).	Michelle Tatton	September 9, 2026 and ongoing weekly	PLC agendas -Add links	N/A
☐	Review PLC agendas and provide feedback and coaching to grade level teams.	Crystal Deamer	October 2, 2026 and ongoing monthly	PLC agendas, coaching notes	N/A

☐	Ensure all testing grade levels (3-6) administer and complete at least one RISE math benchmark for each reporting category prior to spring summative testing.	Kera Erickson	March 12, 2027	RISE Spreadsheet Tracker, Benchmark Data Reports	N/A

Milestone 2: By EOY, 100% of grade-level teams use multiple sources of mathematics data to monitor progress and adjust instruction to support grade-level application.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Ensure grade-level teams determine the mathematics data students will track throughout the year, including Acadience Math progress and CFA results.	Danielle Gobar	By September 30, 2026	Grade-level data tracking templates	N/A
☐	Teachers introduce student goal-setting and mathematics data tracking routines.	Wendy Zaccardi	October 1, 2026	Student data notebooks/tracking sheets	N/A
☐	Conduct targeted walkthrough checks to confirm students are regularly updating and reflecting on data post-Acadience and CFAs.	Michelle Tatton	Quarterly: October 22, January 7, March 19, May 14	RISE benchmark data, PLC agendas	N/A
☐	Verify that teachers actively guide students in presenting their mathematics goals and notebooks during parent-teacher conferences.	Wendy Zaccardi	October 19, 2026 and February 15, 2027	Student data notebooks, conference documentation	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	$45,600.00	Instructional/intervention aides, learning software, technology related supplies, Kindergarten Jump Start summer camp, substitute coverage for benchmarking, summer stipends for SSP collaboration
School LAND Trust	$35,000.00	Computer/coding aide, instructional aides, learning software, technology related supplies

Priority #3 - Positive Behavior Systems

Goal: **By the end of the 2026–2027 school year, Valley Elementary will strengthen Tier 1 Positive Behavior Systems by increasing consistency in classroom behavior management, student engagement, and schoolwide behavior systems, increasing Tier 1 implementation from 70% to 85% on the Tiered Fidelity Inventory (TFI).**

Strategy 1	If teachers consistently implement schoolwide behavior expectations, classroom behavior systems, and clearly distinguish classroom-managed from office-managed behaviors, THEN students will experience a more predictable, positive learning environment that improves behavior, belonging, and instructional time.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy is evidence-based for LPSGs because consistent schoolwide behavior expectations, proactive classroom management, and clearly defined behavior response systems reduce lost instructional time and increase equitable access to learning. Research shows that students requiring additional behavioral or academic support benefit from predictable routines, explicit teaching of behavioral expectations, and consistent responses to problem behavior. Clearly distinguishing classroom-managed and office-managed behaviors allows schools to address minor behaviors early, use behavior data accurately, and identify students who may require additional supports. Together, these practices strengthen Tier 1 systems, improve school climate, and increase student engagement and sense of belonging.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers consistently implement Tier 1 classroom expectations, procedures, and behavioral consequence systems.	Classroom PBIS Walkthrough Tool (Composite fidelity across rules, procedures, and consequence hierarchy)	**73% average** baseline implementation across components *(Based on 25-26 EOY data)*	By MOY, **80%** of classrooms demonstrate overall implementation fidelity.		By EOY, **95%** of classrooms demonstrate overall implementation fidelity with **80% or higher** compliance on the consequence hierarchy.	
Behavior data is accurately documented and reviewed monthly.	Panorama Behavior Reports	Baseline established September 2026	Monthly behavior data reviewed beginning October 2026.		Consistent monthly review documented throughout the year.	

Tier 1 PBIS Implementation	Tiered Fidelity Inventory	70%	By MOY, Tier 1 subscale scores reach 75%.		By EOY, Tier 1 subscale scores reach 85% or higher.	
Staff consistently distinguish classroom-managed and office-managed behaviors.	Panorama Behavior Logging, Office Referral Data	Baseline established September 2026	By MOY, 100% of staff trained and behavior data reflects consistent implementation.		By EOY, behavior data demonstrates consistent schoolwide implementation.	

Milestone 1: By September 2026, all staff will establish and launch consistent Tier 1 classroom behavior expectations and discipline procedures.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide professional learning on classroom expectations, procedures, and behavior systems aligned to schoolwide expectations.	Crystal Deamer	August 18, 2026	Classroom Expectations & Rules, Classroom Procedures	N/A
☐	Teachers communicate classroom and schoolwide expectations with families through beginning-of-year disclosure letters.	Danielle Gobar	August 21, 2026	Parent Disclosure Letter	N/A
☐	Review and distribute the Classroom-Managed vs. Office-Managed Behavior Flowchart and consequence hierarchy.	Crystal Deamer	August 28, 2026	Classroom & Office Managed Behavior Guide, Flowchart	N/A
☐	Train all staff to document major and minor behaviors using Panorama.	Kera Erickson	August 28, 2026	Panorama Behavior Logging Training	N/A
☐	Conduct baseline classroom walkthroughs to establish implementation of Tier 1 classroom systems.	Crystal Deamer	September 25, 2026	Classroom PBIS Walkthrough Tool	N/A

Milestone 2: By May 2027, staff will consistently maintain Tier 1 behavior systems and utilize behavior data monthly to improve instruction and schoolwide supports.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review schoolwide behavior data monthly to identify trends and determine Tier 1 instructional responses.	Kera Erickson	October 7, 2026 and ongoing monthly	Panorama Behavior Dashboards	N/A
☐	Share behavior data and TFI progress during monthly faculty meetings to maintain transparency and collaborative problem-solving.	Crystal Deamer	October 7, 2026 and ongoing monthly	Faculty Meeting Agendas	N/A
☐	Provide targeted coaching and support to teachers based on walkthrough trends and behavior data.	Teryl Metcalf	October 14, 2026 and ongoing monthly	Coaching Notes, Walkthrough Data	N/A
☐	Complete the annual Tiered Fidelity Inventory and use results to develop next steps for continuous improvement.	Kera Erickson	April 2027	Tiered Fidelity Inventory	N/A

Strategy 2	If teachers consistently implement high-engagement instructional practices and positive classroom interactions, THEN classroom disruptions will decrease, student engagement will increase, and students will experience improved academic and behavioral outcomes.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy is evidence-based for LPSGs because high levels of student engagement reduce opportunities for problem behavior while increasing access to instruction. Research demonstrates that instructional practices such as frequent opportunities to respond, positive teacher-student interactions, immediate feedback, and active participation improve both academic achievement and behavioral outcomes. Students who experience academic difficulty are more likely to remain engaged and successful when instruction is interactive, appropriately paced, and reinforced through positive relationships. Strengthening instructional engagement supports both academic growth and a positive classroom climate.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data

Teachers implement Basic 5 engagement strategies during instruction.	Basic 5 Walkthrough Tool	Baseline established September 2026	By MOY, 80% of classrooms demonstrate Basic 5 engagement practices.		By EOY, 95% of classrooms demonstrate Basic 5 engagement practices.	
Positive teacher-to-student interaction ratio increases.	Basic 5 Observation Tool	Baseline established September 2026	By MOY, classrooms average at least a 3:1 positive interaction ratio.		By EOY, classrooms demonstrate a 5:1 positive interaction ratio.	
Student sense of belonging	Panorama Student Survey	69% Favorability	By Fall 2026, 71% favorability		By Spring 2027, 74% favorability	

Milestone 1: By October 2026, teachers will establish consistent classroom engagement practices using the Basic 5 instructional framework.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide professional learning on the Basic 5 instructional framework, emphasizing opportunities to respond (OTR) and positive interactions.	Teryl Metcalf	September 2, 2026	Basic 5 Training Resources	N/A
☐	Conduct baseline walkthroughs measuring opportunities to respond and positive interaction ratios.	Crystal Deamer	September 18, 2026	Basic 5 Observation Tool	N/A
☐	Teachers intentionally implement a variety of opportunities to respond during core instruction blocks.	Wendy Zaccardi	October 1, 2026 and ongoing daily	OTR Strategies	N/A
☐	Review walkthrough data with administration and the coaching team to identify instructional coaching priorities.	Teryl Metcalf	October 14, 2026	Walkthrough Data	N/A

Milestone 2: By May 2027, teachers will routinely utilize engagement strategies and perception data to reduce classroom disruptions and increase student participation.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide ongoing instructional coaching focused on increasing opportunities to respond and reaching a 5:1 positive interaction ratio.	Teryl Metcalf	October 21, 2026 and ongoing monthly	Coaching Cycle Documentation	N/A
☐	Grade-level teams review classroom engagement, behavior data, and Fall/Spring Panorama Survey results during PLCs to plan instructional adjustments.	Wendy Zaccardi	October 28, 2026 and ongoing monthly	PLC Agendas, Panorama Survey Data, Panorama Behavior Logging Data	N/A
☐	Utilize instructional support aides during designated intervention blocks and grade-level support times to deliver small-group instruction and progress monitoring, maximizing active student engagement and reducing academic frustrations.	Crystal Deamer	September 8, 2026 and ongoing daily	Aide Schedules, Intervention Group Rosters	School LAND Trust, TSSA
☐	Conduct follow-up Basic 5 walkthroughs and provide feedback to teachers on implementation progress.	Crystal Deamer	November 2026 and ongoing monthly	Basic 5 Walkthrough Tool	N/A

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	$42,003.00	Behavior aide, mental health specialist, LIM subscription, Panorama survey & behavior logging tools, schoolwide PBIS initiatives, student recognition awards, and community-building activities focused on student belonging (Breakfast with the Principal, quarterly assemblies, We are One t-shirts)
School LAND Trust	N/A	
Positive Behavior Plan	$4,000.00	PBIS Coordinator; schoolwide/classroom behavior expectation posters, schoolwide incentives

Parent Communication Plan

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

The School Success Plan will be shared with staff, families, and stakeholders through multiple channels:

- Posting on the school website
- Presentations at PTO meetings and Community Council meetings
- Discussion and review at Back-to-School faculty meeting

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

- Families will receive regular communication through email, text, and updated website content to keep them informed about school events, student learning goals, and opportunities for involvement.
- During the first week of summer, incoming kindergarten families will participate in the Kindergarten Jumpstart program, allowing teachers to assess student skills early, begin immediate communication with new families, and share transition strategies before the school year starts.
- Families will be invited to participate in key annual schoolwide events, including Back-to-School Night, Parent-Teacher Conferences, Rad Recess, the Choir Concert, and STEM Day (where over 20 community volunteers lead hands-on sessions showing real-world career applications).
- Grade levels will host various student and family engagement opportunities throughout the year to connect classroom learning with home support.
- PBIS initiatives, student recognition celebrations, and belonging activities will be regularly highlighted on our school website and digital channels to keep families connected to our school climate goals.