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: West Field High

Low Performing Student Group(s) (LPSGs):

- ☐ 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: Mike Martini

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Broc Ballif		Cindy Pendleton	
Chris Maag		Brenda Solomon	
Allison Halling		Lulu Loosle	
TJ Bean		Ashley Sandoval	
Lacy Peterson		Mike Martini	

Priority #1 - Academic

Goal: **West Field High School aims to cultivate a High Reliability School environment by promoting positive discussions among collaborative teams focused on enhancing curriculum, assessment, instruction, and all student achievement. Through this collective effort, we will achieve an average ACT Composite score of 20 by the end of the 26-27SY.**

Strategy 1	If we utilize mentoring with ACT Prep and Strategic Prep support, then students will have better understanding and preparation for the ACT summative assessment in the Spring of 2027.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy emphasizes the integration of ACT-aligned content and skills into mentoring sessions and test-prep strategies. By including core academic concepts particularly in reading, math, and science reasoning into regular mentoring activities. All students including low-performing student groups (LPSGs) gain consistent exposure to essential knowledge and critical thinking skills. This approach is supported by West Field's work within the High Reliability Schools (HRS) framework, especially Levels 1 and 2, which promote a collaborative and supportive school culture and effective instruction in every classroom. Mentoring activities align with the Model of Instruction by ensuring: ● Clear learning targets connected to ACT standards, District/ State standards. ● High levels of student engagement. ● Opportunities for students to apply learning in meaningful ways. This instructional integration benefits LPSGs by: ● Reinforcing grade-level content across multiple settings. ● Supporting higher-level cognitive processes through discussion and problem-solving. ● Creating equitable access to academic readiness through school-wide collaboration.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
75% of Sophomores & Juniors participate in the practice ACT day.	**Test taken with Strategic ACT**	**75%**	**75%**		**75%**	
90% of sophomore & Junior students utilize Strategic ACT resources in	**Mentoring class data**	**80%**	**90%**		**90%**	

Mentoring.						

Milestone 1: Strategic ACT aligned Canvas Modules implemented in Mentoring.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Finish Canvas Course Design	Quincey Blood, Bryan Heward, Mentoring Committee	Aug. 12th	Strategic ACT, Canvas platform	Trustlands
☐	Train Mentoring Teachers on implementation.	Quincey Blood, Mentoring Committee	Sept. 1st	Wednesday PD time	N/A
☐	Set schedule for module release and student tracking.	Quincey Blood, Mentoring Committee	Aug. 24th	Share Mentoring calendar, and Canvas tracker	N/A

Milestone 2: Work with Strategic ACT to give all Sophomores and Juniors a practice test and resources for the ACT test.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Set date with Strategic ACT for the practice test.	Melissa Powell, Mike Martini	July 17th	Strategic ACT	Trustlands
☐	Communicate with Faculty, Students & Parents about the resources West Field has for supporting students with the ACT.	Mike Martini	July 17th	HERD News, Website Calendar, etc.	N/A
☐	Celebrate the success of the practice test and students utilizing the resources of Strategic ACT.	Melissa Powell, Wellness Committee	March 10th	HERD News, 4th Wednesday meetings, Website	TSSA

Strategy 2	If West Field offers an ACT Prep class during the school day for Juniors and Sophomores as well as direct PD focused on improving literacy in the classroom, then students will be equipped with the skills and knowledge they need to succeed on the ACT.

Explain why/how the strategy is evidence-based for LPSGs.	Why/How This Strategy is Evidence-Based for LPSGs: Offering a dedicated ACT Prep course and direct literacy support during the school day ensures equitable access to college readiness support. This strategy: ● Allows consistent, embedded test preparation for all students, particularly those who may not have resources for private tutoring. ● Builds academic confidence and skills over time through focused instruction. ● Supports differentiated instruction tailored to student needs. ● Aligns with best practices from ACT and College Board for improving outcomes in underserved student populations.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
75% of students showing growth from pre - post test.	**Pre/ Post test**		**75%**		**75%**	

Milestone 1: Develop and launch ACT Prep Course

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Develop curriculum, identify teachers, schedule class	Mike Martini, Todd Schwartz	Aug. 18th	Strategic ACT materials, planning time, curriculum guides, PD	Trustland
☐	Students in ACT Prep will have a Certified Math teacher 1 term and a certified English teacher 1 term.	Mike Martini, Kim Hinds	Aug. 18th	Building of the master schedule	N/A
☐					

Milestone 2: Teachers implement high level thinking strategies based on the Model of Instruction.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Facilitate collaboration to align Model of Instruction elements to teaching	Mike Martini, Instructional	Oct. 22nd	MOI Framework, HRS Level 2	TSSA

	practices.	Coaches, MOI Committee			
☐	Observe instruction for implementation of high level thinking strategies.	Mike Martini, Bryan Heward, Quincey Blood, Melissa Powell, IC's	November & February	Admin walkthrough tool, Coaching cycles, HERD Heist	N/A
☐					

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	$163,000	
School LAND Trust	$199,700	

Priority #2 - Academic

Goal: **West Field High School will attain an increase of 1% passing rate in all classes from the same term in the previous year. Each term during the 2026-27 school year while fostering a culture that values and recognizes the success of both the entire school community and individual students.**

Strategy 1	If we continue to utilize High Reliable School resources such as Level 1 and Level 2 Indicators, then we will have safe, supportive, collaborative and effective teaching in every classroom.
Explain why/how the strategy is evidence-based for LPSGs.	Utilizing High Reliability Schools (HRS) Level 1 and Level 2 indicators ensures that West Field High creates a consistent, equitable, and supportive learning environment across all classrooms. Research shows that when schools emphasize safe, collaborative cultures (Level 1) and effective teaching in every classroom (Level 2), student achievement increases—particularly for LPSGs. This strategy benefits all students especially LPSGs by: ● Creating consistent expectations and classroom structures that reduce variability in instruction, ensuring that all students—regardless of background—receive high-quality teaching. ● Fostering collaboration among teachers, allowing for shared strategies to meet diverse learning needs and close achievement gaps. ● Providing regular feedback and data-based instructional adjustments, which help identify and address the specific needs of struggling learners. ● Supporting inclusive practices, including differentiated instruction and relationship-building, that increase engagement and success for students who historically underperform. By grounding instructional improvement efforts in HRS frameworks, West Field is using a proven, research-based system that directly supports the academic success of all students, especially those in LPSGs.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
1% increase of passing rates for each term from the previous year	**Power School Grading reports**	**80%**	**83%**		**84%**	
90% of teachers implementing MOI	**Admin & IC walkthrough's**		**90%**		**90%**	

practices in the classroom						

Milestone 1: Train all teachers on HRS level 2 indicators to ensure consistent, high quality instruction.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Consist PD focused on Level 2 indicators and MOI	Mike Martini, MOI Committee	3rd Wednesday of the month	New Art and Science of Teaching book, PD log Spreadsheet	TSSA
☐					
☐					

Milestone 2: Implement classroom collaboration tools and recognition systems to foster positive culture.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Introduce and monitor use of classroom engagement tools.	Melissa Powell, Wellness Committee	Oct. 26th	Feedback from community, students and teachers from HRS level 2 surveys.	TSSA
☐	Develop a system for recognizing student growth and academic success	Melissa Powell, Quincey Blood	Oct. 26th	Panorama, Power School Reports, Mentoring battle of the classes	N/A
☐					

Strategy 2	If we provide extra resources to all levels of academic opportunities, then we will increase our passing rates.
Explain why/how the strategy is evidence-based for LPSGs.	Providing extra academic resources such as tutoring, learning labs, credit recovery options, and differentiated classroom supports ensures that students at all achievement levels, especially those in Low Performing Student Groups (LPSGs), have equitable access to the support they need to succeed. This strategy is evidence-based because: ● Targeted support helps close achievement gaps by providing individualized assistance where it's needed most. ● High dosage tutoring and structured intervention systems have been shown to significantly increase academic success for underserved populations.

	• Credit recovery and scaffolded learning improve graduation rates and reduce course failures. • Universal access to academic support removes barriers related to socioeconomic status or learning differences.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
20% of students accessing academic supports	**Power School, Student Success team spreadsheet, Student advocates data**	**15%**	**20%**		**20%**	
60% passing rate for supported students	**Student Advocate Data**	**50%**	**60%**		**60%**	

Milestone 1: Identify, launch and monitor academic support resources

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Identify and monitor academic support needs across departments	Bryan Heward, MTSS committee	October 2026	Collaborative teams weekly report	TSSA
☐	Launch and staff after school tutoring and credit recovery classes.	Bryan Heward, MTSS committee	October 2026	Team Leads, Student Advocates, Edgenuity	TSSA
☐					

Milestone 2: Referral system and progress monitoring implementation

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review teacher referral system for academic support	Bryan Heward, MTSS committee	Aug. 18th	Power School, Panorama, Dashboard	N/A
☐	Monitor student progress and adjust interventions as needed	Bryan Heward, MTSS committee	Sept. 2026	Power School grade reports, Panorama, Collaboration team	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	$123,675	
School LAND Trust	$85,500	

Priority #3 - Positive Behavior Systems

Goal: **West Field High will score at least 75% fidelity on Tier 1 of the Tiered Fidelity Inventory (TFI) during the district's spring 2027 external evaluation.**

Strategy 1	If West Field High implements HRS Level 1 indicators with a school wide MTSS framework for clear expectations and procedures, then we will increase Tier 1 Fidelity and build a safe, supportive, school wide culture.
Explain why/how the strategy is evidence-based for LPSGs.	This strategy draws from Marzano's High Reliability Schools (HRS) Level 1 framework and the Multi-Tiered System of Supports (MTSS) to create a safe, supportive, and collaborative culture. When implemented school-wide, these practices lead to consistent expectations, improved behavior, and stronger school wide culture. Key evidence-based strategies include: ● Integrating HRS Level 1 indicators to establish a foundation of safety, support, and collaboration for all students and staff. ● Implementing school-wide MTSS to ensure clear, consistent expectations and procedures are explicitly taught using the West Field Way: redirect, reteach, follow-up. ● Using proactive, unified approaches to promote positive behavior and reduce disruptions before they escalate. ● Aligning staff practices across all settings to ensure consistency in behavior expectations and responses. ● Monitoring Tier 1 fidelity with the Tiered Fidelity Inventory (TFI) to track implementation and guide improvements. ● Leveraging research-based MTSS best practices that have been shown to: ○ Reduce office discipline referrals ○ Increase student engagement and sense of safety Improve staff collaboration and satisfaction By combining HRS Level 1 indicators with school-wide MTSS, West Field High can create a proactive, consistent culture that drives improved Tier 1 fidelity scores and supports both academic and behavioral success.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
TFI Score	**TFI District evaluation**	**70%**	**75%**		**75%**	
Student perception of school safety &	**West Field HRS level 1 surveys**	**3.5 or greater**				

clear expectations						

Milestone 1: Reteach school wide MTSS behavior expectation & procedures

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review clear behavior expectations for all settings (Classroom, hallways, cafeteria, etc.)	Bryan Heward, MTSS Committee	Aug. 2026	Collaboration with leadership and faculty, HRS Resources	TSSA
☐	Provide PD on MTSS expectations and consistent enforcement strategies	Bryan Heward, MTSS Committee	2nd Wednesday early out PD training	MTSS materials, leadership team collaboration driven by data	TSSA
☐	Introduce expectations to students through Mentoring class	Quincey Blood, Mentoring Committee	Sept. 8th	Student success team data, Canvas Mentoring class	TSSA

Milestone 2: Monitor and support TFI implementation

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Conduct quarterly MTSS walkthroughs to observe fidelity to behavior expectations	Bryan Heward, MTSS Committee	End of each term	Observation forms	N/A
☐	Provide targeted coaching for staff needing support in implementation.	Mike Martini, Bryan Heward, Quincey Blood, Melissa Powell, IC's	End of each term	PD Time, MTSS Committee support	N/A
☐					

Strategy 2	If West Field High empowers student leadership to organize and lead school wide events such as a battle of the classes competition, then we will strengthen school culture, build unity across grade levels, and promote a healthy, positive environment that fosters student connection and engagement.

Explain why/how the strategy is evidence-based for LPSGs.	Research supports the idea that positive school culture, strong student relationships, and leadership opportunities contribute to increased student engagement and improved behavior. By implementing student-led, school-wide competitions such as Battle of the Classes, West Field High will: ● Promote student leadership – Encourages students to take ownership in planning, organizing, and leading events, aligning with research on leadership development and student empowerment. ● Build cross-grade unity – Healthy competition fosters collaboration and positive relationships among students in different grades, reducing barriers between peer groups. ● Strengthen school identity and pride – Celebratory events tied to the Longhorn spirit and *Excellence Every Day* reinforce shared values and traditions. ● Increase student engagement – Extracurricular activities and positive events are linked to improved attendance, focus, and motivation in class. ● Reinforce clear expectations and procedures – Structured events allow students to practice positive behavior and collaboration within an organized, well-communicated framework. ● Support MTSS at the schoolwide level – Builds a proactive, Tier 1 approach by engaging the whole student body in positive, unifying experiences that reduce behavior concerns.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Above District Average for High Schools of students reporting a positive perception of school culture	**Panorama Survey**	**60%**	**60%**		**Above District Average**	
75% of students participating in at least one Battle of the Classes events	**Event participation tracking sheets**	**60%**	**75%**		**75%**	

Milestone 1: Planning and preparation for implementation of schoolwide events

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review and finalize competition format, rules, and point system	Mike Martini, Student Government	Aug. 1st	Previous event data, student and faculty input	N/A
☐	Communication of event schedule to students, staff, and community	Flyers, TV's, HERD News, Website, Instagram	Oct. 24th	Communication tools such as thrillshare, social media platforms	N/A
☐					

Milestone 2: Implementation and review of schoolwide events to increase sense of belonging and evaluation/ review of impact on student outcomes

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Hold at least 3 BOC events	SBO Advisors, Student leaders	April 30th	Decorations and event materials	N/A
☐	Collect and analyze participation and survey data	Quincey Blood, Mentoring committee	April 30th	Survey tools, Mentoring class	N/A
☐	Share results with community	Mike Martini	End of May 2027	Report data, panorama surveys	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	$45,935	
School LAND Trust		
Positive Behavior Plan		

Parent Communication Plan

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

This plan will be shared with West Field High Community Council, Leadership Team, Student Council and shared in our weekly newsletter HERD News which is emailed to all students, parents, and staff. It will be reviewed every quarter with our progress.

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

West Field High is committed to strengthening parent and family engagement as a key strategy to improve student learning, guided by the principles of a Level 1 High Reliability School focused on creating a safe, supportive, and collaborative culture. To build strong communication and collaboration, teachers will maintain regular contact with parents and students through email, phone calls, and Canvas ensuring families are informed about academic performance, expectations, and classroom updates. Administration will provide weekly HERD Newsletters, open door policies and host family events such as Stampede Night, Back to School Nights, and Parent-Teacher Conferences to keep families connected to the school community. School counselors will play a vital role by meeting individually with students, supporting social-emotional needs, supporting a strong MTSS, guiding academic and postsecondary planning, and collaborating with families during College and Career Readiness (CCR) meetings. Additionally, West Field will continue to utilize the Mentoring Class to provide real-time academic monitoring, and engage families in academic goal setting. These efforts aim to create a collaborative culture where students are supported by both educators and their families in achieving excellence every day.