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: West Haven

Low Performing Student Group(s) (LPSGs):

- [x] Students with Disabilities
- [x] 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: Courtney Geisler

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Hillary Lundgreen		Cami Read	
Lisa Martin		Courtney Geisler	
Kati Jo Christensen			
Kelly Hepner			
Kelby Dye			

Comprehensive Needs Assessment

The CNA is a systematic effort to obtain an accurate and thorough picture of the school's strengths and weaknesses that impact equitable student outcomes. **[Note**: Current school year data may be raw data. All data will be updated upon USBE release.**]**

LPSG - Accountability Indicator Scores					
English Language Learners (ELL) ATSI			**Year**	**Score**	**There are 70.86% of the accountability points left on the table, and to exceed the existing school needs requires % more points.** **2025 cut score- 29.14%** **This equates to 21.05 points needed to exit.**
		Entry	2022	37.27%	
		Exit Target	2026	43.18%	
Indicator	**Points Earned**	**Points Possible**	**% contributing**	**% Left**	
Achievement Points (56pts)	4.22	56	2.81%	34.52%	
Growth Points (56pts)	21.9	56	14.60%	22.73%	
Growth of Lowest 25% (25pts)	14.4	25	9.60%	7.07%	
EL Progress Points (13pts)	3.2	13	2.13%	6.53%	
Total	**43.72**	**150**	**29.14%**	**70.86%**	
Students with Disabilities (SWD) At-Risk of TSI			**Year**	**Score**	**There are 71.96% of the accountability points left on the table.** ***NULL value denotes n<10**
		School Score	NA	28.04%	
		Cut Score	NA	33.87%	
Indicator	**Points Earned**	**Points Possible**	**% contributing**	**% Left**	
Achievement Points (56pts)	6.12	56	4.47%	36.41%	
Growth Points (56pts)	20	56	14.60%	26.28%	
Growth of Lowest 25% (25pts)	12.3	25	8.98%	9.27%	
EL Progress Points (13pts)	NULL*	NULL*	NULL*	NULL*	
Total	**38.42**	**137**	**28.04%**	**71.96%**	

LPSG - Accountability Indicator Scores Continued					
Economically Disadvantaged (EDA) ATSI			**Year**	**Score**	**There are 66.86% of the accountability points left on the table, and exiting the school requires 9.74% more points.** **This equates to 14.60 points needed to exit.**
		Entry	2022	36.82%	
		Exit Target	2026	42.88%	
Indicator	**Points Earned**	**Points Possible**	**% contributing**	**% Left**	
Achievement Points (56pts)	10.42	56	6.95%	30.39%	
Growth Points (56pts)	22.6	56	15.07%	22.27%	
Growth of Lowest 25% (25pts)	13.4	25	8.93%	7.73%	
EL Progress Points (13pts)	3.3	13	2.20%	6.47%	
Total	**49.72**	**150**	**33.14%**	**66.86%**	
Hispanic Students (HI7) ATSI			**Year**	**Score**	**There are 69.00% of the accountability points left on the table, and exiting the school requires 12.95% more points.** **This equates to 19.42 points needed to exit.**
		Entry	2022	38.43%	
		Exit Target	2026	31.00%	
Indicator	**Points Earned**	**Points Possible**	**% contributing**	**% Left**	
Achievement Points (56pts)	9.11	56	6.07%	31.26%	
Growth Points (56pts)	21.3	56	14.20%	23.13%	
Growth of Lowest 25% (25pts)	12.1	25	8.07%	8.60%	
EL Progress Points (13pts)	4	13	2.67%	6.00%	
Total	**46.51**	**150**	**31.00%**	**69.00%**	

Utah RISE - Percent Proficient											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
Grade 3	21.1%	22%	22%	**Grade 3**	25.3%	28.5%	21%	**Grade 3**	NA	NA	NA
Grade 4	34.4%	35%	29%	**Grade 4**	45.3%	67%	32%	**Grade 4**	53.1%	70.5%	32%
Grade 5	31.3%	37%	36%	**Grade 5**	21.9%	49.2%	48%	**Grade 5**	32.8%	49.1%	45%
Grade 6	30.2%	30%	48%	**Grade 6**	27.1%	30.7%	32%	**Grade 6**	37.2%	33.8%	56%
Overall	29%	29%	33%	**Overall**	30%	29%	32%	**Overall**	41%	34%	45%

Utah RISE - Percent Proficient (LPSGs)											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
ELL	6.7%	6.5%	%	**ELL**	8.2%	9.7%	%	**ELL**	25.8%	4.5%	%
SWD	9.5%	12.7%	%	**SWD**	14.3%	10.9%	%	**SWD**	14.9%	8.8%	%
EDA	27.6%	19.0%	%	**EDA**	24.3%	19.0%	%	**EDA**	25.8%	21.7%	%
HI7	17.4%	13.3%	%	**HI7**	17.4%	11.7%	%	**HI7**	31.9%	17.8%	%

Utah RISE - Median Growth Percentile (MGP)											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
Grade 4	53	61		**Grade 4**	71	63		**Grade 4**	NA	NA	NA
Grade 5	58	50.5		**Grade 5**	52.5	20		**Grade 5**	34	15	
Grade 6	59.5	48		**Grade 6**	71	44		**Grade 6**	45	25	
Overall	57	53.5		**Overall**	67	43		**Overall**	39.5	20	

Utah RISE - Median Growth Percentile (LPSGs)											
ELA	**24SY**	**25SY**	**26SY**	**Math**	**24SY**	**25SY**	**26SY**	**Science**	**24SY**	**25SY**	**26SY**
ELL	61	46		**ELL**	73	43		**ELL**	71	23.5	
SWD	53	53		**SWD**	52	32		**SWD**	31	19.5	
EDA	52	55		**EDA**	53.5	39		**EDA**	30	19	
HI7	45	45		**HI7**	71	35		**HI7**	51	20.5	

WIDA				
	23SY	**24SY**	**25SY**	**26SY**
Adequate Progress	42.1%	32.4%	27.8%	%
Reaching Proficiency	13.2%	0%	8.3%	%

Acadience Composite Reading Score - Percent						
Grade	**Benchmark**	**Well Below Benchmark**	**Below Benchmark**	**On Benchmark**	**Above Benchmark (ROGL)**	**Percent Change ROGL**
Kindergarten	BOY (Fall 2025)	36%	17%	17%	29%	+29%
	EOY (Spring 2026)	7%	11%	24%	58%	
Grade 1	BOY (Fall 2025)	32%	13%	13%	42%	+1%
	EOY (Spring 2026)	32%	11%	14%	43%	
Grade 2	BOY (Fall 2025)	38%	8%	25%	29%	15%
	EOY (Spring 2026)	27%	8%	21%	44%	

Grade 3	BOY (Fall 2025)	33%	13%	26%	28%	+20%
	EOY (Spring 2026)	20%	10%	22%	48%	
Grade 4	BOY (Fall 2025)	42%	14%	12%	31%	+17%
	EOY (Spring 2026)	18%	16%	18%	48%	
Grade 5	BOY (Fall 2025)	25%	18%	9%	48%	+4%
	EOY (Spring 2026)	17%	14%	17%	52%	
Grade 6	BOY (Fall 2025)	9%	10%	28%	53%	+2%
	EOY (Spring 2026)	8%	6%	30%	55%	

Panorama Student Climate & Well-Being Survey					
Category	**Grade Level**	**Fall 2025 Percentage**	**Spring 2026 Percentage**	**National Percentile**	**Change**
Teacher-Student Relationships	3rd - 6th	80%	73%	80th-99th perc…	-7%
Sense of Belonging	3rd - 6th	64%	62%	60th-79th perc…	-2%
Self Management	3rd - 6th	74%	72%	40th-59th perc…	-2%
Social Awareness	3rd - 6th	74%	71%	60th-79th perc…	-3%
Self Efficacy	3rd - 6th	59%	58%	60th-79th perc…	-1%
Grit	3rd - 6th	57%	55%	40th-59th perc…	-2%
Emotional Regulation	3rd - 6th	52%	47%	40th-59th perc…	-5%

Tiered Fidelity Inventory (TFI)			
Category	**24SY**	**25SY**	**26SY**
Total Score	60%	70%	%
Team	75%	100%	%
Implementation	56%	67%	%
Evaluation	62%	62%	%

Qualitative Data	
Teacher Input Survey (CALL)	28 Staff members completed the CALL survey in 2025. Scores were compared against the same survey, which was last taken in 2023. **Turnaround Leadership:** **1.1 Prioritize improvement and communicate its urgency:** CALL NATIONAL AVERAGE **3.92** and WEST HAVEN **4.15.** This increased from 3.46 in 2023. **1.2 Monitor short and long-term goals.** CALL NATIONAL AVERAGE **3.78** and WEST HAVEN **4.09.** This increased from 3.09 in 2023. **1.3 Customize and target support to meet needs.** CALL NATIONAL AVERAGE **3.78** and WEST HAVEN **4.08.** This increased from 3.06 in 2023. **Talent Development:** **2.1 Recruit, develop, and sustain talent** CALL NATIONAL AVERAGE **3.59** and WEST HAVEN **4.05.** This increased from 3.06 in 2023. **2.2 Target professional learning opportunities:** CALL NATIONAL AVERAGE **3.65** and WEST HAVEN **3.75.** This increased from 2.88 in 2023. **2.3 Set clear performance expectations:** CALL NATIONAL AVERAGE **3.29** and WEST HAVEN **4.31.** This increased from 3.91 in 2023. **Instructional Transformation:** **3.1. Diagnose and respond to student learning needs** CALL NATIONAL AVERAGE **3.61** and WEST HAVEN **3.94.** This increased from 3.39 in 2023. **3.2 Provide rigorous evidence-based instruction,** CALL NATIONAL AVERAGE **3.63** and

	WEST HAVEN **3.87.** This increased from 3.16 in 2023. **3.3 Remove barriers and provide opportunities:** CALL NATIONAL AVERAGE **3.82** and WEST HAVEN **3.45.** This increased from 2.58 in 2023. **Culture Shift:** **4.1 Build a strong community intensely focused on student learning:** CALL NATIONAL AVERAGE **3.59** and WEST HAVEN **4.08.** This increased from 2.82 in 2023. **4.2 Solicit and act upon stakeholder input:** CALL NATIONAL AVERAGE **3.38** and WEST HAVEN **3.61.** This increased from 2.81 in 2023. **4.3 Engage students and families in pursuing education goals:** CALL NATIONAL AVERAGE **3.35** and WEST HAVEN **3.75.** This increased from 3.02 in 2023.
Parent and Student Input Survey	Surveys are sent out each semester requesting feedback on curriculum, SEL programs, goals, communication, after-school activities, school sponsored events. Parent response is mostly positive, with reports of feeling satisfied with what West Haven offers. Other feedback is qualitative. We have more community participation than we have had in past years.

Comprehensive Needs Assessment Summary
Provide a summary of the data(quantitative and qualitative) and include: how the data was analyzed, and the broad findings of the needs assessment. For schools in TSI, ATSI, CSI, and MRI, provide a summary analysis for the specific Low Performing Student Groups and any inequities that were identified.
Feedback from staff and observations highlighted the need for: ● Maintaining momentum in reading proficiency after Kindergarten. ● Close the gap for EL and Hispanic students more quickly. More supports needed to help students reach proficiency in reading, math, and language skills. Bring more attention to the needs of these students within the tier I setting. Often, students are categorized as EL, and the responsibility of the students shifts to the EL teacher. It needs to be a shared responsibility between the teacher and the EL teacher. More parent support is needed. ● Continued PBIS system to continue to address student behaviors. ● Greater accountability and “non-negotiables” for teachers. ● Increased instructional feedback and coaching from principal and coach. ● Structured literacy block containing all elements of literacy components. ● Tier II Math intervention support.

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Strengths: As reported by Call Data

- **Customize and target support to meet needs.** West Haven uses multiple sources of data for school needs assessment. Data is analyzed to identify school improvement needs. School initiatives are aligned.
- **Set clear performance expectations.** Time is scheduled for teachers to discuss student achievement data and formative assessments of students. Formative feedback is collected from teachers.
- **Engage students and families in pursuing education goals.** Staff welcomes classroom visitors and encourages attendance to parent-teacher conferences. Staff is actively preparing students for college and careers.
- **Recruit, develop, retain, and sustain talent.** Staff report strength in developing teacher leadership, prioritizing the retention of teachers and staff, and prioritizing the hiring or training of instructional specialists.

Areas for Improvement

- **Target professional learning opportunities.** Teachers and staff could benefit from peer observation and feedback, as well as increased feedback from admin and support staff. Teachers would like to see an increase in classroom walk-throughs. There is also a greater need to differentiate professional learning.
- **Remove barriers and provide opportunities.** A clear plan to address student attendance would benefit student outcomes. Clear school improvement plans will increase clarity. (This is currently being developed)
- **Provide rigorous evidence-based instruction.** Increase quality instruction in Tier 1. Design a clear process of addressing gaps in alignment. Develop differentiated instruction for teacher professional learning.

While the assessment did not explicitly identify specific low-performing student groups or inequities, the focus on refining Tier 1 and ensuring the right level of rigor suggests areas where student performance may be lagging. Implementing the suggested improvements could help address these potential disparities.

Next Steps

- **Professional Development**: Focus on training that hones in targeted literacy concepts built into the literacy block. Use the West Haven Framework, adapted from Marzano's HRS framework, to enhance tier 1 instruction and reach **research-based support**: Implement research-based instructional strategies to enhance tier 1 instruction. Provide feedback using proficiency scales.
- **Continuous Feedback**: Regular, structured feedback sessions with coaches and admin to support teacher development. Include peer observations.
- **School Improvement Plan to Drive Direction**: Work to build a high level of cohesion around academic culture, goals, relationships,building, instructional excellence, and so on by collaboratively creating a school improvement plan. Include the specific school's plans with tasks to show the school's progression through the plan.

By addressing these key areas, West Haven Elementary can continue to build on its strengths while actively working to improve areas that

support equitable and effective student outcomes.

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 data-informed

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)?	95% group interventions are provided for students who lack phonics skills. Most Common Word Routine is provided in Kindergarten, 1st, and 2nd-grade classrooms. 95% Tier I instruction is provided research-based and in the 3rd grade. LETRS research-based practices are being used with fidelity in Kindergarten. We will grow this to K-3. The BRIDGES Math Intervention program was implemented in 2025. The math team is continuing to develop and grow the program to align it further. EL-
What professional learning opportunities are being provided to faculty/staff to support LPSGs, and is there a need for different professional learning?	Professional learning time is designated two times a month for teachers in the form of faculty meetings. Different professional development needs are based on the school and grade needs. Unit planning is a continued emphasis to include CFA's and vocabulary as a priority. Weekly professional development is provided during PLC time with the help of the instructional coach and admin. The focus will be on literacy components. Professional Learning targeting EL instructional strategies will be presented to faculty and target groups to enhance tier I instruction and support for EL students. In addition,n our EL teacher will be using Reading Horizons to support tier I instruction. Refresh on 95% tier II intervention training. NASOT
What resources (human, fiscal, time, etc.) are allocated directly to LPSG,s and is there a need for different allocation of resources?	Special Education has 1.5 teachers and 3 paraprofessionals at 5.75 hours. The 1 SEL classroom, which contains Kindergarten full-time 2nd grade students, has 1 full-time teacher and 5 paraprofessionals at 5.75 hours. Total aides provided by SPED dept = 8. School provides additional aides for 95% groups to support in the Special Education Classroom = 6. 95% group binders and materials provided with school funds, equaling about $15Kpart-timeven has 1 EL teacher and 1 part-time adaptive PE teacher provided by the district. Resources provided are adequate.
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?	A revised master schedule will be created for the school year 26-27 to include the recommended Tier I Reading, Math, and Science time(s). Tier 2 and Tier 3 will also be included to ensure Special Education and ELL students receive needed Tier 2 time with the EL and homeroom teacher.
What data is being collected to monitor student learning, and how often is this data analyzed?	95% group cycles are evaluated every 3-4 weeks in grades K-3. All students, including but not limited to ELL and SW, D, are given the PSI and grouped into a new skill group based on PSI score. RISE benchmarks in Math and ELA are given 1 x a month to all students in grades 3-6. CFAs are given in all grades, and data is input into monitoring the work of the Teams document. WIDA scores are also reviewed.

What additional resources do you plan to allocate to LPSGs to ensure the student group exists at ATSI, CSI, or MRI?	Continue to allocate school funds to support additional aide time for English Language Learners (ELL) and Students with Disabilities (SWD), supplementing the resources already provided by the ELL and Special Education (SPED) departments. This ensures comprehensive support to meet the diverse academic and social-emotional needs of all students. Ensure these students can also participate in 95% groups and BRIDGES math interventions.

Priority #1 - Literacy

Goal: **By the end of the 2026-2027 school year, 62% of West Haven students will demonstrate typical or above growth, or maintain above benchmark status as measured by Acadience Pathways of Progress.**
65% of ELL students will reach typical or above growth in Acadience Pathways of Progress.

Strategy 1	If we fully embed literacy components, including research-based routines, curriculum, and research-based instructional strategies into the literacy block, then teachers will provide strong Tier I instruction, increasing student literacy scores.
Explain why/how the strategy is evidence-based for LPSGs.	When students are consistently provided quality and consistent Tier I instruction, which includes phonics, phonemic awareness, fluency, comprehension, writing, and vocabulary, then we should expect an increase in students making typical or above growth. Embedded literacy components will also provide teachers with clarity. Teacher clarity has a .75 effect size on Hattie's list.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Percent of teachers fully embedding literacy components will increase 27%.	District Observation Tool - MCW routine Phonics FORI routine Long Word routine 26-27 % Lite…	May 2026- 68%	Jan. 15, 2027 - 80%	Jan. 15, 2027 -	April 9, 2027 - 95%	April 9, 2027
1 pt. growth on Communicating clear learning goals category of the Self-Assessment. (NASOT Framework self-assessment)	West Haven framework rubric and self evaluation. WH Framew…	May 2026- 2.5 NASOT Surv…	Jan. 15, 2027 - 2.75	Jan. 15, 2027	April 9, 2027 - 3.0	April 9, 2027

Milestone 1: Ensure the master schedule contains all literacy components and routines within the literacy block, and ensure each grade level and staff member adheres to the schedule.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	1. Ensure the adopted master schedule contains all	Courtney Geisler	By Aug. 1	26-27 Master Schedule	Trustland

	literacy components and routines within the literacy block in each grade level.				
☐	Implement professional learning and review of expectations regarding literacy components and district walk-throughs.	Hillary Lundgreen	By Sep. 30th	26-27 PD Plan	NA
☐	3. Ensure year-long compliance through the use of walk-through tools.	Hillary Lundgreen Courtney Geisler	Sept 30th and ongoing monthly	Phonics Routine Walkthrough FORI Routine Walkthrough Long Word Walkthrough Routine Walkthrough	Trustland

Milestone 2: Provide professional learning to support teachers in implementing tier I literacy instruction effectively and consistently within the West Haven Instructional framework created by the faculty and aligned with the district and NASOT framework.

Action Steps		Person Responsible	Timeline	Linked EvideFine-tune resources	Funding Source
☑	Fine-tune and communicate the newly adopted West Haven framework of effective instruction.	Guiding Coalition Courtney Geisler Hillary Lundgreen	August 18, 2026	West Haven Framework of Effective Instruction	Trustland
☐	Provide professional learning focused on the West Haven Framework of effective instruction. The framework is aligned to the district framework and the New Art and Science of Teaching. The focus for the year is on Design Area 1 - Communicating Clear Learning goals.	Guiding Coalition Courtney Geisler Hillary Lundgreen	Beginning Sep. 2nd and ongoing	West Haven Framework of Effective Instruction Professional Learning Plan	Trustland
☐	Provide clarity around the framework to faculty through rubrics and measure confidence through self-assessments.	Guiding Coalition Courtney Geisler	October 28th and ongoing	West Haven Framework of Effective Instruction WH Framework of Effective Instruction Rubric and Self-assessment	Trustland

Strategy 2	If we develop a system to help students track academic progress and set individual goals, then teachers, parents, and students will better understand student needs, resulting in differentiated support.

Explain why/how the strategy is evidence-based.	On Hattie's list, self-reported grades have a 1.33 effect size. This is one of the highest strategies to increase student achievement. Clear learning targets allow EL and Hispanic students to monitor their own progress, shifting their role from passive compliance to active ownership of their learning.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers are having students track their own data.	Student goal and data form.	____% of teachers have students tracking data.	50% of teachers have students tracking data.	____% of teachers have students tracking data.	80% of teachers have students tracking data.	____% of teachers have students tracking data.
Teachers are having students set goals based on their data	Student goal and data form.	____% of teachers have students setting goals based on data.	50% of teachers have students setting goals based on data.	____% of teachers have students setting goals based on data.	80% of teachers have students setting goals based on data.	____% of teachers have students setting goals based on data.

Milestone 1: Teachers will establish clear learning goals and articulate learning targets with students.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Provide professional Learning around Design area 1 of the Instructional Framework: Providing and Communicating Clear Learning Goals with an emphasis on Element 1: Providing scales and rubrics.	Hillary Lundgreen, Courtney Geisler	Introduce Framework and focus - Aug. 18, 2026 Providing scales and rubrics- Sep. 2, 2026	2026.27 Professional Learning …	TSSA
☑	Establish a classroom routine that starts with stating the learning target and ending with a check for understanding that refers back to the learning target.	Lisa Martin	Sep. 2, 2026	2026.27 Professional Learni…	TSSA
☐	Use PLC time to develop proficiency scales beginning with new unit plans.	Courtney Geisler Hillary Lundgreen	Meet in PLCs to create proficiency scales for new unit plan- week of Sep. 16		Trustland

			Ongoing		

Milestone 2: Students are able to track, speak to, and share their data.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Students will be given BOY data by teachers and trained on how to use the form and set their goals.	Courtney Geisler	Oct. 28, 2026		TSSA
☐	Students are regularly updating their data according to the timeline.	Krystin Amaya	Quarterly minimum-check to ensure data is being collected.	Student Data Accountability Form	TSSA
☐	Students share their data with parents at the spring conference. EL students will share their language data (WIDA, Flashlight) with guidance from the EL teacher.	Kelby Dye Nicole Heaton	Feb. 8-9, 2027	Training on examples of students presenting data. (Kelby, Melissa)	NA

Milestone 3: Faculty and staff develop a strong understanding of where their EL students are in ELD based on WIDA

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☑	Develop and implement PL on understanding WIDA scores	Courtney Geisler, Jamie Ellis, Arlette	Aug. 27, 2026	2026.27 Professional Learni…	Trustland
☑	Ensure teachers have access to student WIDA scores based on their current class rosters.	Nicole Heaton	Oct. 28, 2026		Trustland
☐	Monitor EL student progress through Acadience and Flashlight in PLCs.	Hillary Lundgreen, Grade level teams	Nov. 4, 2026		Trustland

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	$29,000	Supplemental reading program with support.
School LAND Trust	$65,000	Reading Aides

Priority #2 - Mathematics

Goal: **By the end of the 2026-2027 school year, 63% of West Haven Students will show typical or above growth, or maintain above benchmark from beginning to end of year, as measured by Acadience Pathways of Progress. 65% of ELL students will reach typical or above growth in Acadience Pathways of Progress.**

Strategy 1	If we embed effective instructional practices, including routines, curriculum, and NASOT instructional strategies, into our math block, then teachers will provide strong Tier I instruction resulting in an increase in student math scores.
Explain why/how the strategy is evidence-based for LPSGs.	When students are consistently provided quality and consistent Tier I instruction, then we should expect an increase in students making typical or above growth. Embedded research-based strategies will also provide teacher clarity. Teacher clarity has a .75 effect size on Hattie's list.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
2.1.A Effective instructional strategies (Clear learning goals and targets, use of proficiency scales) are evidenced in observations and walkthroughs.	Observation Walkthrough designareaip… 2.1.A Clear L…	_____% teachers using effective instructional strategies in the math block. Nov. 4, 2026	50% of teachers are using effective instructional strategies in the math block by Jan. 15, 2027	____ % of teachers are using effective instructional strategies in the math block.	90% of teachers are using effective instructional strategies in the math block by April 14, 2027.	___ % of teachers are using effective instructional strategies in the math block.

Milestone 1: Structure master schedule to ensure all math block components are included for every grade level, including math fluency and spiral review.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Create the master schedule	Courtney Geisler	Aug. 1, 2026	Elementary Instructional Mi… 26-27 Master Schedule	NA
☐	2. Identify and implement math components for each grade level. (Clear learning goals and targets, use of proficiency scales)	Courtney Geisler	Nov. 4, 2026	Elementary Instructional Mi… West Haven Framework of Effective Instruction Tracking-Providing Scales and …	NA

				designareaiprovidingandcomm…	
☐	3. Ensure year-long compliance through the use of observation and district walkthrough tools.	Courtney Geisler	Nov. 4, 2026	District Walkthrough Tools 2.1.A.Clearn Learning Goal…	Land Trust

Milestone 2: Teachers implement effective tier I math instruction in the classroom setting consistently using the school/district framework.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. Collect data. Teachers set clear learning goals and learning targets. Teachers using proficiency scales. The teacher tracks student progress.	Kristin Amaya	Nov. 4, 2026 and ongoing quarterly	Observation Tool 2.1.A Clear Learning Goals and… designareaiprovidingandcomm…	NA
☐	2. Teachers not meeting the minimum 6/17 component score over the course of three walk throughs will be provided support.	Hillary Lundgreen Courtney Geisler	Jan. 15, 2027-plan created, ongoing through coaching cycles.	2.2.A Student Math Data is clos…	Land Trust
☐	3. Provide job-embedded coaching and support.	Hillary Lundgreen	January 15, 2027	Coach Cycles, Instructional Coach Unit Planning	Land Trust

Strategy 2	If tier II supports use a research-based curriculum, then student achievement scores will increase.
Explain why/how the strategy is evidence-based for LPSGs.	Interventions for students with learning needs, including EL students, are research-based on Hatie's list. A research-based curriculum will provide clarity and support to teachers, which will then improve student academics.

Strategy Performance Measures

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

2.2.A Student Math Data is closely tracked in PLCs.	CFAs, Math Acadience, BRIDGES Data Sheet. 2.1.A Studen…	_____% of teachers are tracking and monitoring tier II math data as of November 2026.	By Jan. 15, 80% of teachers will closely monitor tier II math data.	_____% of teachers are tracking and monitoring tier II math data	By April 15, 92% of teachers will closely monitor tier II math data.	_____% of teachers are tracking and monitoring tier II math data
2.2.B Tier II small group interventions will use the BRIDGES program.	Na eeds Assessment- West Haven adopted a new intervention program that needs further improvement 2.2.B BRIDG…	92% of students in BRIDGES made growth from BOY to EOY in Acadience math (25-26 school year)	By MOY, 80% of students in BRIDGES will make growth on the Acadience Math Composite.	_____% of students in BRIDGES have made growth on the Acadience Math Composite.	By EOY, 94% of students in BRIDGES will make growth on the Acadience Math Composite.	_____% of students in BRIDGES have made growth on the Acadience Math Composite.

Milestone 1: Full implementation of district and state-approved supplemental curriculum for tier II intervention.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide PD and curriculum training to Math tutors.	Courtney Geisler, Cherice Barfuss	By Aug. 30, 2026	BRIDGES implementation	Land Trust
☐	Provide training and PD to teachers. Teachers will be able to understand the curriculum map of the BRIDGES program and the data tracking sheet for their students.	Courtney Geisler, Cherice Barfuss	By October 1, 2026	BRIDGES curriculum, BRIDGES data sheet	Land Trust
☐	Teachers will utilize math intervention data to make decisions about instruction and small groups. Data will be shared in PLCs and SST meetings.	Courtney Geisler Hillary Lundgreen	By October 1, 2026	BRIDGES Data Sheet SST Notes	Land Trust

Milestone 2: Intervention groups embedded into daily routine.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	1. The Tier II small group time is built into the Master Schedule. EL support times are prioritized.	Academic Team: Courtney Geisler, Hillary Lundgreen.	Aug. 1, 2025	26-27 Master Schedule	Land Trust

☐	2. PD for faculty on referring students for tier II, using the Math Intervention program, and tracking data.	Courtney Geisler, Hillary Lundgreen	Oct 1, 2025	2.2.B BRIDGES Math Data	Land Trust
☐	3. Flexible intervention groups created in PLCs- Monitored in Student Success Teams.	Courtney Geisler, Hillary Lundgreen	Oct. 1, 2025	SST data tracking sheet Acadience Math Screener BRIDGES Math Data	Land Trust

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	$37,532	Math Tutors
School LAND Trust	$24,049	Instructional Coach, Supplemental Curriculum

Priority #3 - Positive Behavior Systems

Goal: **By the end of the 2026-2027 school year, 92% of teachers will optimize Tier 1 learning environments by ensuring classrooms demonstrate high-leverage instructional practices, resulting in an average student engagement rate of at least 80% and a positive behavioral climate maintained by a 5:1 reinforcement ratio.**

Strategy 1	If classroom teachers use effective instructional strategies that promote a high number of Opportunities to Respond (OTRs), then student engagement will remain above 80% through continuous participation.
Explain why/how the strategy is evidence-based for LPSGs.	For many students in LPSGs, school has historically been a place of correction, reprimand, or perceived failure. Research indicates that these students often experience a much higher rate of negative interactions with adults than their higher-performing peers. By focusing on a 5:1 ratio, teachers move away from "punitive discipline" (which disproportionately affects marginalized student groups) and toward Social Reinforcement.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
3.1.A Teachers have high rates of student engagement.	Basic 5 walkthrough West Haven …	Average student engagement rate: 80% - May 2026	Average student engagement rate: 70% - January 2027	Average student engagement rate: _____% - Jan 2027	Average student engagement rate: 80%	Average student engagement rate: _____% - Apr 2027
3.1.B Teachers maintain a positive-to-negative ratio of 5:1	Basic 5 walkthrough West Haven …	School-wide positive to corrective average is **11.9:6.5** - May 2026	School-wide positive to corrective average will be **3:1** by January 20, 2026	School wide positive to corrective average _____ January 20, 2026	School-wide positive to corrective average will be **5:1** by May 12, 2026	School wide positive to corrective average _____ May 12, 2026

Milestone 1: Teachers will have 80% of students engaged when given three opportunities.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide PD on the basic 5 walkthrough tool.	Courtney Geisler Hillary Lundgreen	By October 22, 2026	Basic 5 walkthrough tool	NA
☐	Provide PD on effective engagement strategies.	Courtney Geisler Hillary Lundgreen	By October 22, 2026	Basic 5 walkthrough tool ***Need presentation slides***	NA

☐	Monitor student engagement percentages using the Basic 5 walkthrough tool. If teachers do not meet the 80% engagement rate after three opportunities, they will participate in a coaching cycle with the instructional coach.	Courtney Geisler Kristin Amaya Hillary Lundgreen	Ongoing beginning October 22, 2026.	Basic 5 walkthrough tool West Haven Basic 5 Observati…	TSSA

Milestone 2: Teachers will achieve a 5:1 positive to negative ratio when given three opportunities.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Provide PD on the basic 5 walkthrough tool.	Courtney Geisler Kristin Amaya Hillary Lundgreen	By October 22, 2026	Basic 5 walkthrough tool	NA
☐	Provide PD on effective classroom management procedures that build effective relationships and positive classroom culture.	Courtney Geisler Kristin Amaya Hillary Lundgreen	By October 22, 2026	Basic 5 walkthrough tool 2026.27 Professional Learning … *** The presentation slides***	NA
☐	Monitor the positive to corrective ratio using the basic 5 walkthrough tool. If teachers do not meet the 5:1 goal after three opportunities, they will participate in a coaching cycle with the instructional coach.	Courtney Geisler Kristin Amaya Hillary Lundgreen	Ongoing beginning October 22, 2026.	Basic 5 walkthrough tool West Haven Basic 5 Observati…	TSSA

Strategy 2	If teachers consistently utilize the research-based strategies outlined in our instructional framework, then student opportunities to respond (OTR) will increase, and classroom disruptions will decrease. Teachers will effectively apply their classroom-based PBIS systems.
Explain why/how the strategy is evidence-based for LPSGs.	In a traditional classroom, high-performing students often dominate the answering. Low-performing students learn to "hide" or disengage, widening the achievement gap. Strategies like choral responding or individual whiteboards require *every* student to participate, removing the option to hide. High OTR allows teachers to instantly see if a subgroup is struggling with a concept, allowing for on-the-spot reteaching before the student fails a formal assessment. Low-performing students often lack the working memory capacity or background knowledge to succeed with purely discovery-based learning. They can experience cognitive overload. Explicit instruction (I do, We do, You do) breaks complex skills into manageable chunks. By providing heavy scaffolding and clear models, teachers reduce cognitive load, making the material accessible rather than overwhelming.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
3.2.A Teachers meet the opportunities to Respond (OTR) Goal (40-90 in a 10 min. observation)	Basic 5 Walkthrough West Haven …	27.35 WH Average Well below goal. May 2026	**30 OTR** WH Average. Jan. 9, 2027	_____ **OTR** WH Average. Jan. 9, 2027	**40 OTR** WH Average. April 14, 2027	_____ **OTR** WH Average. April 14, 2027
3.2.B 2% reduction in classroom-based disruptions as indicated on the Basic 5 walk through.	Basic 5 Walkthrough West Haven …	Rate of **2.2 per 10 min.** Observation. May 2026	Rate of **2.0 per 10 min.** Observation. Jan. 9, 2026	Rate of_____ **per 10 min.** Observation. May 2026	Rate of **1.8 per 10 min.** Observation. May 2026	Rate of_____ **10 min.** Observation. May 2026

Milestone 1: Teachers will effectively use the instructional framework after clear expectations are set, ongoing training is provided, and supportive coaching is utilized.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Professional development provided on the high-yield, research-based strategies within the instructional framework with the focus on	Hillary Lundgreen, Courtney Geisler, Kristin Amaya,	Ongoing beginning October 14th	2026.27 Professional Learning … West_Haven_Hawk_Framewor…	NA
☐	Dedicate PLC time for teachers to collaboratively plan lessons that intentionally embed these framework strategies.	Courtney Geisler	August 31st and Ongoing.	West_Haven_Hawk_Framewor…	TSSA
☐	Administrators and instructional coaches conduct brief, frequent walkthroughs focused only on observing framework strategies, providing immediate, bite-sized feedback to teachers.	Hillary Lundgreen, Courtney Geisler, Kristin Amaya	Ongoing beginning October 14th.	West_Haven_Hawk_Framewor… West Haven Basic 5 Observati…	TSSA

Milestone 2: As teachers implement the instructional framework, student behaviors and classroom disruptions will decrease.

Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source

☐	Review and clarify Think-Time Procedures and set up expectations.	Cami Read,	August 26, 2026	2026.27 Professional Learning …	TSSA
☐	Follow up on behaviors in PLCs- Add data to SST form, create referrals to counselor or Hawk Report. Continuously review data. Input data in Panorama.	Hillary Lundgreen,	Sept. 16, 2026 and Ongoing Monthly		TSSA
☐	Provide training on data entry in Panorama.	Marci Thomas,		2026.27 Professional Learning …	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	37,600	PBIS System, Behavior Aide, Curriculum, Panorama
School LAND Trust		
Positive Behavior Plan	$3000	PBIS plan

Parent Communication Plan

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

School Newsletter	School news, events, dates, and learning tools will be compiled and distributed to keep stakeholders updated	Weekly	Staff, students, parents, faculty	Admin
Teacher Newsletter	Update parents on curriculum and instruction news in the classroom.	At least Monthly, if not weekly	Parents	All teachers
School Sign	Change messages regularly to reflect upcoming events and important school information.	Ongoing	Staff, students, parents, and community	Admin
School Website	Keep current and vital information updated on the website with email links for all staff	Ongoing	Staff, students, parents, and community	Mr. Dye
Thrillshare Messages	Mass messaging system to notify parents of events/updates	Ongoing	Parents	Admin and teachers
Media(Print and Electronic)	Announcements/reminders of important dates and information through Aptegy	Ongoing	Parents	Admin and teachers
School Handbook	Update and distribute at the beginning of the year to outline school procedures and expectations for the year. Link in weekly school newsletter.	Annually/weekly	All staff and teachers	Admin
Back to School Night	Grade-level meetings to introduce parents to a new school year and curriculum procedures for success	Annually	Parents and students	Admin and teachers

Parent-Teacher Conferences	Individual meetings to discuss student progress and academic growth	Bi-yearly	Parents and students	All teachers
Student Progress reports/report cards	Communicate success and challenges to parents	Quarterly	Parents and students	All teachers
Teacher Phone Calls	Communicate with parents on urgent matters or matters that require more personal interaction	As needed	Parents	All teachers
Student Binder	Keep students and parents updated on academic progress within the classroom	Ongoing	Parents and students	All teachers
Notes logged in Panorama	Inform the admin of communication between staff and parents/students	As needed	Parents	All teachers
Staff Meeting	Open communication with staff regarding news, updates, professional development, data, and the school-wide calendar	Monthly	Teachers	Admin
PLC	Teachers meet with the Instructional Coach to discuss curriculum issues, concerns, and student data	Weekly	Teachers	Instructional Coach/ Admin
Community Council Meetings	Parent, staff, and business/community representatives meet with the principal to discuss ways to impact student achievement and success in school.	Monthly	Parents, students, and the community	Admin

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

1. **Back-to-School Night** – Teachers will introduce themselves and provide an overview of the curriculum, setting clear expectations and fostering early connections with families.

2. **PTA and School-Sponsored Events-** School Carnival, School Play, Fill the Sleigh, Arts Night, Hawk Walk, and Field Day will be events that welcome families and the community. Families will be able to tour the school and see student work displayed. This will provide insight into our student's school experience.

3. **Volunteer Opportunities** – Families will be encouraged to participate in classroom activities and field trips, promoting active involvement and shared responsibility in the educational experience.

4. **Regular Newsletters and Updates** – Timely and accessible communication will be shared with families through newsletters, ensuring all parents are informed about school events, important announcements, and student learning highlights. Communication will be tailored to meet diverse cultural and scheduling needs.

5. **Digital Family Engagement Platforms** – Schools will leverage digital tools such as email, websites, and social media to maintain consistent communication, especially for families unable to attend in-person events.

6. **Inclusive Engagement Practices** – Engagement efforts will intentionally connect families to student learning and development, involve them as co-creators in the educational process, respect and incorporate their cultural knowledge and experiences, and foster welcoming, inclusive school cultures.

These strategies aim to build strong school-family partnerships that support student success and honor the diverse contributions of all families