Weber School District
School Success Plan

Overview

School Approval Date: Jan 15, 2025

LEA Approval Date: Aug 6, 2025

School Improvement Status:

- [x] No School Improvement Status
- [ ] Targeted Support & Improvement (TSI)
- [ ] Additional Targeted Support & Improvement (ATSI)
- [ ] Comprehensive Support & Improvement (CSI)
- [ ] More Rigorous Intervention (MRI)

School Name: Wahlquist Jr. 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: [First & Last]

School Leadership Team Members Responsible for this Plan:

Name	Position	Name	Position
Bret Craynor	Principal	Brian Cottle	Parent
Melissa Judkins	Teacher	Juliana Masters	Parent
Michelle Lee	Teacher	Danika Humphreys	Parent
Andrew Penland	Assistant Principal		

At a Glance

School Vision:	To prepare students with the knowledge, skills, values, and vision necessary for success in a changing world.

Goal #1:	*By the end of the 2025-2026 academic year, the Wahlquist Junior High English Department will ensure that 80% of students demonstrate at least a 10% improvement in reading comprehension, as measured by CommonLit benchmark assessments, by implementing weekly CommonLit assignments aligned with state standards and providing targeted support for students performing below grade level.*		
Alignment to Elevate28	**Focal Area**	Focal Area #1 - Academic Excellence	
	Priority	Priority #2 7th - 12 Grade Achievement - Literacy	
	Goal	50% of all 7th-8th grade students will be proficient on the end-of-year RISE assessments in ELA and there will be an annual increase of 5% in the percentage of students who demonstrate acceptable growth. **Measure:** The Assessment, School Improvement & Research Director will analyze and report on RISE ELA and Math Assessment data (proficiency and growth) annually.	
Goal #2:	**Increase overall student proficiency and growth levels in Math for the 7th and 8th grade by 5 % on 2025-2026 RISE assessment compared to the 2024-2025 school year.**		
Alignment to Elevate28	**Focal Area**	Focal Area #1 - Academic Excellence	
	Priority	Priority #2 7th - 12 Grade Achievement - Math	

	Goal	50% of all 7th-8th grade students will be proficient on the end-of-year RISE assessments in ELA and Math **OR** there will be an annual increase of 5% in the percentage of students who demonstrate acceptable growth. **Measure:** The Assessment, School Improvement & Research Director will analyze and report on RISE ELA and Math Assessment data (proficiency and growth) annually.	
Goal #3:	[Add goal here; should be SMART]		
Alignment to Elevate28	**Focal Area**	Focal Area #3 - Character Competence	
	Priority	Priority #1: Positive Behavior Systems Development	
	Goal	100% of schools will have implemented Positive Behavior Interventions and Supports (PBIS) System at an 80% fidelity rate **OR** will show a 10% annual improvement as measured by Tiered Fidelity Inventory (TFI). **Measure:** Each school will participate in an annual administration of the Tiered Fidelity Inventory. The Student Services Department will collect, analyze and report the resulting data.	
Goal #4:	[Add goal here; should be SMART] [Optional]		
Alignment to Elevate28	**Focal Area**	Focal Area #1 - Academic Excellence	
	Priority	[Add priority title]	
	Goal	[Add goal title]	

Priority #1 - Literacy

Goal:

By the end of the 2025-2026 academic year, the Wahlquist Junior High English Department will ensure that 80% of students demonstrate at least a 10% improvement in reading comprehension, as measured by CommonLit benchmark assessments, by implementing weekly CommonLit assignments aligned with state standards and providing targeted support for students performing below grade level.

Strategy 1	Explicit Reading Comprehension Instruction Using Text-Dependent Questions
Explain why/how the strategy is evidence-based for LPSGs.	*Teachers will model and guide students through close reading practices by using **text-dependent questions** provided by CommonLit. These questions are designed to help students analyze vocabulary, make inferences, and cite evidence—skills directly aligned with state ELA standards.* ***Why it supports the goal:*** • *Encourages deeper engagement with complex texts.* • *Builds students' analytical and inferential thinking skills.* • *Reinforces state-tested reading standards in a consistent, structured way.*

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
80 % of students scoring "proficient" or higher on CommonLit comprehension questions	**CommonLit assignments reports (weekly), benchmark assessment reports.**	**2024-2025 Results and Pre-Assessment results for the 2025-2026 year.**	**The English department will provide an assessment to measure the growth score of each student**	**Quarterly assessment results and look at progress.**	**Increase to 80% proficient or higher by end of 2025–2026**	**Mid-year: 65% proficient End-of-year: 80% proficient**

			compared to the pre-assessment.			

Milestone 1: Teachers consistently implement CommonLit text-dependent questions in weekly lessons

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Provide professional development on using Commonlit text-dependent questions effectively	Training for teachers to share with the department.	September	PD facilitator, CommonLit teacher guide, PLC meeting time.	Alicia Mitchel and Kim Irvine. The two teachers being trained will then train the rest of the department.	District
2. Develop a shared pacing calendar aligning weekly texts with ELA standards	Pacing calendar	Monthly/Year	PLC meeting time, CommonLit teacher guide. Supplemental materials as needed.	Grade level team leader.	District/TSSA
3. Conduct monthly PLCs to review assignment results and share instructional strategies |	lesson plans, PLC minutes	Monthly/Year	PLC meeting time, CommonLit teacher guide. Supplemental materials as needed.	Grade level team leader.	District/TSSA
1. Baseline data collected from pre-benchmarks or placement tests. Plan for target interventions.	Commolit data sheet. Lesson plans for the target intervention	Sept 1, 2025	Chromebook, additional reading material.	Each teacher. Michelle Lee to follow up with each teacher.	TSSA
2. Weekly CommonLit assignments	Commonlit program and assignments.	Weekly	Chromebook, additional reading material.	Each teacher. Michelle Lee to follow up with each teacher.	TSSA
3. Track % of students showing growth	Chart of data.	Quartly	Time.	Each teacher. Michelle Lee to follow up with each teacher.	TSSA
Spring benchmark administered.	Chart of data.	End of the 4th quarter.	Chromebook, additional reading material.	Each teacher. Michelle Lee to follow up with each teacher.	TSSA
Final growth analysis.	Chart of data.	May 15, 2026	Chromebook, additional reading material.	Each teacher. Michelle Lee to follow up with each teacher.	TSSA

Milestone 2: Increase in student proficiency on weekly comprehension assignments

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Use student data from weekly CommonLit reports to identify comprehension trends	Weekly student data tracker, intervention group logs	Monthly/Year	Data tracking tool, access to CommonLit reports	Teacher teams.	
2. Provide reteach sessions during intervention periods	Weekly student data tracker, intervention group logs	Weekly/Eagle Hour.	Data tracking tool, access to CommonLit reports. Eagle Hour	Teacher	
3. Offer targeted support (e.g., small group, tutoring) to students falling below 70%	Weekly student data tracker, intervention group logs	Weekly/Eagle hour.	Data tracking tool, access to CommonLit reports. Eagle Hour	Teacher/Department	
4 Celebration or recognition of student achievement. Reflection and report-out to leadership on progress toward 80% growth target.	Data report from Commonlit	End of the 4th quarter	Celebration with kids and teachers.	Each teacher. Michelle Lee will follow up with each teacher.	TSSA

Strategy 2	Data-Driven, Tiered Interventions for Struggling Readers
Explain why/how the strategy is evidence-based for LPSGs.	Use CommonLit's formative assessment data (benchmarks and assignment performance) to **identify students performing below grade level** and provide targeted interventions, such as: ● Small-group instruction during intervention/enrichment time ● Peer tutoring or guided reading with a teacher ● Assigning leveled CommonLit texts matched to students' Lexile levels

	Why it supports the goal: ● Personalized support meets students at their level. ● Regular progress monitoring allows for timely adjustments. ● Promotes growth in lower-performing students, moving more students toward the 80% proficiency target.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
% of students identified as below grade level who demonstrate ≥10% growth in reading scores	**CommonLit benchmark assessments (Fall, Winter, Spring), intervention rosters**	**35% of below-grade-level students show 10% or more growth annually**	**Increase to 65% of below-grade-level students showing 10%+ growth**	**Mid-year: 50% showing growth End-of-year: 68% showing growth**		

Milestone 1: Identify and support students performing below grade level using Fall benchmark data

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Analyze CommonLit Fall benchmark data to identify students below grade level.	Intervention list	Monthly/yearly	CommonLit benchmarks, planning time	Teacher teams and individual teachers	TSSA
2.Assign targeted texts based on Lexile level	Created student reading plans,	Monthly/yearly	CommonLit benchmarks, planning time	Teacher teams and individual teachers	TSSA
3.Create individualized reading plans for Tier 2 and Tier 3 students	Lexile-aligned assignments	Monthly/yearly	CommonLit benchmarks, planning time	Teacher teams and individual teachers	TSSA

Milestone 2: Monitor growth and adjust supports for students receiving interventions

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. Use 2nd quarter benchmark and progress-monitoring data to track growth	Updated student progress reports, revised intervention groups, parent contact logs	End of 2nd quarter.	Benchmark results, parent communication tools, time.	Teacher teams, individual teachers	TSSA
2.Adjust groupings and interventions based on progress	Updated student progress reports, revised intervention groups, parent contact logs	End of 2nd quarter.	Benchmark results, parent communication tools, time.	Teacher teams, individual teachers	TSSA
3.Communicate progress with parents and involve them in support planning	Updated student progress reports, revised intervention groups, parent contact logs	End of 2nd quarter.	Benchmark results, parent communication tools, time.	Teacher teams, individual teachers	TSSA

Priority #1 Funding Sources: Coordination and Integration of Services and Resources

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

SSP Budget Sheet

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act	$125000	
School LAND Trust		

Priority #2 - Mathematics

Goal: **Increase overall student proficiency and growth levels in Math for the 7th and 8th grade by 5 % on 2025-2026 RISE assessment compared to the 2024-2025 school year.**

Strategy 1	Explicit Instruction with Conceptual and Procedural Balance
Explain why/how the strategy is evidence-based for LPSGs.	Use structured, teacher-led instruction that explicitly teaches both conceptual understanding and procedural fluency. This approach is especially effective in middle school math and aligns with best practices recommended by the National Council of Teachers of Mathematics (NCTM) and the Institute of Education Sciences (IES). **Evidence Base:** • Supported by the IES Practice Guide *"Improving Mathematical Problem Solving in Grades 4 through 8."* • Studies show significant gains when teachers balance explaining concepts with modeling procedures and providing guided practice (Rosenshine, 2012).

Strategy Performance Measures: Increase the percentage of students demonstrating proficiency in targeted math standards on common formative assessments (CFAs).

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
% of students scoring ≥ 80% on standard-aligned math CFAs	**Math department CFAs, RISE item banks, teacher-made quizzes**	**% of students scoring ≥ 80% on targeted standards**	**60% of students proficient on CFAs**		**80% of students proficient on CFAs**	

Milestone 1:Develop and implement unit plans that align conceptual and procedural math learning

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.Collaborate in PLCs to align unit pacing with standards and skills	Standards-based unit maps	Aug–Sept 2025	Utah Core Standards, district pacing guides	Department Head / Grade Team	
2.Design lessons	2–3	Monthley	Utah Core Standards, ALEKS	Grade level teams	

incorporating worked examples and multiple solution strategies	example-based lessons per unit				

Milestone 2: Increase student engagement in conceptual understanding through active participation

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.Use math discourse strategies like Think-Pair-Share and Math Talks	1–2 strategies used per week	Weekly	Math Talk guides, teacher PD	Teacher	
2.Integrate manipulatives and visuals in 20% of lessons	Visual aids and student work samples	Weekly	Fraction tiles, Desmos, graphing tools	Teacher/Mr Craynor to provide the materials needed.	TSSA
3.Administer common formative assessments (CFAs) and reflect in PLCs	CFA data and reflections	Monthly	CFA template	Teacher grade teams	

Strategy 2	Data-Driven Small Group Instruction and Intervention
Explain why/how the strategy is evidence-based for LPSGs.	Implement ongoing formative assessments and use the data to provide targeted small-group instruction and Tier 2 interventions for students not meeting grade-level expectations. **Evidence Base:** ● Based on RTI (Response to Intervention) frameworks and supported by *What Works Clearinghouse* research. ● Evidence shows targeted small group instruction improves proficiency and growth for struggling learners in math.

Strategy Performance Measures: Increase the number of students showing growth on interim math assessments/Benchmarks.

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
%of students showing growth on assessments/benchmarks	**ALEKS, RISE Benchmark/interim assessments**	**% of students showed 1+ level of growth**	**50% of students show 1+ level of growth**	**Data from S1 Target**	**60% of students show 1+ level of growth**	**Data from S2 Target**

Milestone 1: Use benchmark and classroom data to form and monitor small groups

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Analyze diagnostic and benchmark data to identify students below proficiency	Grouping roster by skill	Weekly	Google Sheets	Teacher/Teacher team	
Set up regular small group sessions focused on skill deficits	Small group lesson plans. Math Aide	Weekly	Intervention curriculum, manipulatives	Teacher	TSSA
Progress monitor biweekly and adjust groups	Log progress	Every two weeks	Exit tickets, data tracker	Teacher	

Milestone 2: Strengthen Tier 2 supports through targeted interventions

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
Provide math intervention during Eagle Hour	Attendance & lesson logs	Weekly	Eagle Hour, Math Aide	Teacher / Math Aide	TSSA
Train staff on high-impact math interventions	PD sign-in sheets & resources	Dec–Jan	Instructional Coach, math intervention PD	Crista George / Melissa Judkins	TSSA
Monitor growth with mid- and end-of-year data reviews	Growth reports	December-May	Benchmark assessments, PLC data review Rise Scores	Teacher - Department teams	

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	$56,000	
School LAND Trust		

Priority #3 - Positive Behavior Systems

Goal: **[insert goal here]**

Strategy 1	[insert strategy here]
Explain why/how the strategy is evidence-based for LPSGs.	Our school has an established Tier 1 PBIS team, we do meet at least monthly, our team will guide implementation through monthly action planning centered around improving Tier 1 PBIS Framework.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Tiered Fidelity Indicator (TFI), PBIS Meeting Agenda, PBIS Handbook	Tiered Fidelity Indicator (TFI), PBIS Meeting Agenda, notes.	**Results from the 2014-1025 school year.**	**Be 90% compliant on the TFI and hold our PBIS meeting monthly.**	**Look at the data**	**Be 90% compliant on the TFI and hold our PBIS meeting monthly.**	

Milestone 1: Established Tier 1 PBIS Team and Operating Procedures

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1. School administrator has identified and invited critical team members, includes a systems coordinator, a school administrator, and individuals able to	Creation of team.	August 1st 2025	PBIS Implementation	Bret Craynor	TSSA

provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for Jr. High schools.					
2. Tier 1 Team has meeting agendas and minutes	Agenda and meeting notes	Monthley	Time PBIS Meeting Agenda Template	Assistant Principal and Breanne Cook	
3. Tier 1 Team has a current data-driven action plan linked to the school success plan	Plan Fro PBIS for 2025/26 school year.	September 2025	Time and finances to support the plan.	PBIS team.	TSSA

Milestone 2: Establish Faculty Commitment

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.Data regarding school wide behavior are shared with faculty monthly	Shared in faculty meeting Monthly. Faculty meeting agendas to verify.	Monthly	Time and data collection	Breanne Cook and Bret Craynor	
2.Faculty are given opportunities to provide feedback, offer suggestions, and make choices in the	Data collection from faculty and staff.	Quartely		Breanne Cook/Mr. Penland	

PBIS process.					
3.Faculty are recognized for their contribution to establishing and sustaining the system	Data collected from PBIS implementation	Monthly	Time to process data.	Breanne Cook, Michele Meyerhoffer	TSSA

Strategy 2	[insert strategy here]
Explain why/how the strategy is evidence-based for LPSGs.	If discipline data (both classroom managed and office managed) accurately reflects reteaching and consequence, then school teams will be able to utilize the data to determine preventative and responsive measures to improve student behavior.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
TFI, PBIS Handbook, Panorama Data, School Discipline Flowchart	TFI, PBIS, Panorama Data, School Discipline Flowchart					

Milestone 1: Discipline Procedures

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.Written documentation exists that has clear definitions of all behaviors and is	Document	October 1st, 2025	Systematic Behavior Correction	Melissa Judkins	TSSA

utilized in determining major (office) vs minor (classroom) managed incidences.					
2.Team has established clear written procedures that lay out the process for handling both major and minor discipline.	Document	October 1st, 2025	Teacher Handbook for Student Code of Conduct	Melissa Judkins	TSSA
3.Team has a documentation procedure to track both major and minor behavior incidents.	Panorama	End of first quarter.	Panorama Behavior Logging Training	Michele Meyerhoffer	TSSA

Milestone 2: Behavior Data Collected and Analyzed

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.Staff are trained to document behavior incidents in alignment with discipline procedures through data platform (Panorama)	Training Agenda	September	Panorama Behavior Logging Training	PBIS Team	
2.Data system is used to collect and analyze Major (office) vs Minor (classroom) managed data.	Panorama	Monthly	Panorama Behavior Logging Training	Michele Meyerhoffer	TSSA
3.Data regarding school-wide behavior	Faculty Agenda	Monthly	Behavior Documentation	PBIS Team	

are shared with faculty monthly.					

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	$35,000	
School LAND Trust		
Positive Behavior Plan		

Priority #4 - Optional (Other)

Goal: **[insert goal here]**

Strategy 1	[insert strategy here]
Explain why/how the strategy is evidence-based for LPSGs.	

Strategy Performance Measures

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

Milestone 1: [add milestone here]

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.					
2.					
3.					

Milestone 2: [add milestone here]

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.					
2.					
3.					

Strategy 1	[insert strategy here]
Explain why/how the strategy is evidence-based for LPSGs.	

Strategy Performance Measures

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

Milestone 1: [add milestone here]

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.					
2.					
3.					

Milestone 2: [add milestone here]

Actions	Output/Product	Timeline	Resources	Person Responsible	Funding Source
1.					
2.					
3.					

Priority #4 Funding Sources: Coordination and Integration of Services and Resources

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

Funding Program	Approximate Amount	Additional Resources
Teacher Student Success Act		
School LAND Trust		

Parent Communication Plan

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

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

Staff Qualifications

All teachers and instructional paraprofessionals **must** meet State certification and licensure requirements. Documentation for school staff demonstrations the following:

☑	All teachers are state certified, (i.e., have a Professional license, Associate License, or LEA Specific License (Board Rule R277-301) and appear as USBE Qualified in CACTUS.
☑	All instructional paraprofessionals are highly qualified (i.e., a high school diploma/GED and one of the following: an associate degree (or higher); at least 48 semester hours at an accredited college or university, or a passing score on the ParaEducator Assessment.