Weber School District
School Success Plan

Overview

School Approval Date:	Jun 1, 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)
LEA Approval Date:	Aug 5, 2026		
School Name:	Washington Terrace Elementary	**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:	Phil Nestoryak		

School Leadership Team Members Responsible for this Plan:

Name & Role	Signature	Name & Role	Signature
Phil Nestoryak Principal		Linda Fonnesbeck Parent	
Stacy Tonioli Instructional Coach		Emily Abegglen Parent	
Tami Peterson Title 1 Teacher Leader			
Samantha Brown Counselor			
Austin Moffitt 5th Grade Teacher			
Hollie Estes Kindergarten Teacher			

Resource Allocation Review (RAR)

The RAR is **required for all schools that have an ATSI, CSI, or MRI** designations for one or more Low Performing Student Groups (LPSG). Please review the following questions and provide applicable data to support your current resource allocations and/or any narrative you feel would be applicable.

Review Question	Data Informed Response
What evidence-based practice(s) are being implemented to support LPSGs and is there a need for different evidence-based practice(s)?	All students have access to 95% group intervention as a school-wide intervention. Upper grade SWD have access to Tier III support through their Special Education teacher in a pull out model. There is a need to explore additional evidence based practices especially in the following areas: vocabulary development, writing strategies, and our literacy routines. This includes MCW Routine, FORI model of instruction that were added to TIer I instruction. Additionally, focusing on the model of instruction and engagement strategies within our Tier I instructional blocks will provide better support for our LPSGs.
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Recent professional learning has focused on the PLC process in the way of monitoring the work of teams. At the start of the school year there was an emphasis on weekly professional learning for teachers. We do annual training specific to special education on the referral process and what interventions are appropriate before going through the SST, some clarification could be implemented to make this process more clear. Additional professional learning opportunities exist in the way of Explicit Instruction and Differentiation for students with disabilities. We can continue to improve on these topics as we dive deeper into instructional practices. Culturally relevant professional learning through the Student Access department would prove beneficial as well which would include SIOP and Comprehensible Input. In these areas we could focus on planning for instruction utilizing the skills of the Student Access Department moving forward.
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	With the implementation of a schoolwide 95% group we have provided opportunities for students to be placed in groups based on specific needs of each student. Groups are fluid and general education teachers and special education teachers work together to ensure students receive the literacy interventions needed. In special education we have 2.0 FTE and two aides that support our special education students. The district provides additional supply money and additional contract days to the teachers. We have built a master schedule to include time for the teachers to pull their students for services in literacy and Math. Groups for literacy are fluid between general education and special education students and teachers. Special education teachers work with the general education teachers to discuss what is being taught but formal structures are not in place.
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	As we move forward we plan to make adjustments to the master schedule to ensure that all students have appropriate access to Tier I with their peers and develop tighter systems of support for Tier II and III support. We also need to develop time in the master schedule to allow for progress monitoring from the classroom teacher and not just from the aides.

how this will address any inequities for LPSGs?	
What data is being collected to monitor student learning and how often is this data analyzed?	We do the PSI with 95% groups every three weeks and place students into groups based on their skill level. Adjustments have been made to the groups to make sure that only students that need the skills are receiving the interventions. We also look at literacy/math progress monitoring within Acadience based on the state recommendations for each level. Practices have been put in place in PLC meetings with the instructional coach to analyze the progress monitoring data more frequently. We collect and analyze BOY and MOY data with each PLC and as instructional leaders with district support.
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	In addition to LAND Trust, Title 1 and TSSA monies we will utilize CSI monies to provide ongoing, job-embedded professional learning for faculty and staff around instructional practices and classroom management that will best support our LPSGs. Additionally, we will work to create culturally relevant parent and literacy nights in alignment with our Title 1 Family Nights.

Priority #1 - Literacy

Goal: **Washington Terrace will see a 3 to 5 % increase on the end of year ELA RISE assessment with our 3rd-6th grade students, 60% of K-6 students demonstrating typical & above growth on EOY Acadience, & 64% on or above benchmark.**

By the end of the 26-27SY, 20% Students with Disabilities will achieve proficiency as measured by the RISE Summative Assessment.

By the end of the 26-27SY, 20% Hispanic students will achieve proficiency as measured by the RISE Summative.

Strategy 1	If all teachers implement strong evidence based literacy instruction: Phonics in K, MCW in 1st-2nd and FORI routines in 1st-6th with 100% fidelity according to the Walkthrough tools, then students will have access to consistent and solid Tier I instruction resulting in increased literacy rates as measured by Acadience.
Explain why/how the strategy is evidence-based for LPSGs.	Ongoing professional learning drives student achievement by enhancing teacher expertise and collective efficacy. A critical focus within literacy development is reading fluency, which the National Reading Panel identifies as the essential link to comprehension. By training teachers in evidence-based fluency routines, schools can significantly boost reading proficiency and overall academic equity.

Strategy Performance Measures:

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teacher Observations	**FORI Walkthrough Tool**	**Take Baseline in September**	**By January have 2 per teacher in 1st-6th. Each teacher will hit at least 80% of the routine.**		**By May have 4 per teacher in 1st-6th. Each teacher will achieve 100% of the routine.**	
Teacher Observations	**MCW Walkthrough Tool**	**Take Baseline in September**	**By January have 2 per teacher for K-2. Each teacher will hit at least 80% of the routine.**		**By May have 4 per teacher in K-2. Each teacher will achieve 100% of the routine.**	
Student Assessment	**MCW Assessment 1-2**	**Get this in September 2026**	**By January 50% of students will**		**By May 70% of students will be**	

		(Pretest) **Baseline:** **1st-** **2nd-**	**be able to read 80% of the Most Common Words taught.** **1st-** **2nd-**		**able to read 90% of the Most Common Words taught.** **1st-** **2nd-**	
Student Assessment	**Acadience Progress Monitoring 1st-6th**	**26-27 BOY Baseline** **K -** **1st -** **2nd -** **3rd -** **4th -** **5th -** **6th -**	**By MOY all grade levels will maintain or increase their students BOY ROGL on Acadience Composite Score** **K -** **1st -** **2nd -** **3rd -** **4th -** **5th -** **6th -**		**By EOY Acadience Testing all grade levels will maintain or increase their students BOY ROGL on Acadience Composite Score** **K -** **1st -** **2nd -** **3rd -** **4th -** **5th -** **6th**	
Student Assessment	**Phonics Routine K**	**Get this in September 2026 (Pretest)**	**By MOY Acadience Testing the number of students on ROGL for Acadience Testing Composite will increase by 20%**		**By EOY Acadience Testing we will have at least 40% of our students will score above Benchmark according to Acadience Reading Composite Score.**	

Milestone 1: Teachers are implementing Phonics, MCW and FORI daily in their embedded ELA block and progress monitoring to determine intervention groups

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	**Data Collection Protocols:** K- Follow state-recommended Acadience progress monitoring schedules for students below and well below benchmark. 1-2- Administer monthly MCW assessments and follow state-recommended Acadience progress monitoring schedules for students below and well below benchmark. 3-6-Follow state-recommended Acadience progress monitoring schedules for students below and well below benchmark	Phil	Oct. 15	Progress monitoring & assessment data	TSSA
☐	**Creating RTI Groups** Kindergarten- Will group students for tier 2 interventions based on the PASI and Acadience progress monitoring. Review data monthly in PLCs to create targeted RTI reteaching plans. Grades 1-2- Will group students for tier 2 interventions based on the PSI and will give monthly MCW assessments and review the data in PLC's to create targeted RTI reteaching plans. Grade 3- Will group students for tier 2 interventions based on the PSI and Acadience scores and will review the data in PLC's to create targeted RTI reteaching plans.	Stacy	Oct. 15	RTI groupings sheet	LAND trust & TSSA

	Grades 4-6- Will group students for Tier 2 interventions based on Acadience scores. Review data monthly in PLCs to create targeted RTI reteaching plans.				

Milestone 2: All K-2 teachers will implement the MCW, FORI, and Phonics routines with 80% fidelity to improve student literacy outcomes.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	**Model Routine via Instructional Video and Establish Data Collection Protocols:** Teachers will attend a professional learning session to watch an instructional video of the MCW or FORI, or Phonics routine to establish a clear mental model of the expected components. Will receive training on the MCW Assessment 1-2 to collect baseline student data and learn to use the walkthrough tool for self-monitoring.	Stacy	Sept. 30	Self-monitoring data	LAND trust
☐	**Fidelity Walkthroughs and Debriefs** The Principal and Instructional Coach will conduct walkthroughs using the Literacy Routine Checklist and provide immediate, neutral feedback during debrief sessions	Stacy	First Walkthrough completed by Oct. 30 ongoing weekly	Email follow ups & observation data	LAND trust
☐	**Coaching Cycles for Fidelity** Teachers who are below 80% fidelity according to walkthrough data will engage in targeted coaching cycles, which may include further modeling, co-teaching, or differentiated professional learning	Phil	Sept 25, 2026 and ongoing monthly	Coaching cycle data	LAND trust
☐	**Self-Recording and PLC Reflection** By the end of 1st quarter and again at the end of 3rd quarter teachers will record themselves delivering the MCW, FORI, or	Grade Level Teams	October 22nd & March 19th	Self recorded video data	LAND trust

	Phonics routine to reflect on their own instructional practices and share wins and challenges" within their Professional Learning Communities				

Strategy 2	If teachers use RISE Benchmarks to help guide instruction then students will perform higher on End of Year RISE Testing.
Explain why/how the strategy is evidence-based for LPSGs	All teachers teaching grades 3 through 6 will administer the **RISE Benchmark assessments** at scheduled intervals throughout the academic year. These assessments will be used to monitor student progress toward state standards and to identify specific areas requiring instructional adjustment. The use of RISE benchmarks is rooted in the principle of Data-Driven Instruction (DDI**)** and Formative Assessment, both of which are high-leverage practices for improving student outcomes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
RISE Benchmark Assessments	**RISE Portal Benchmark Spreadsheet**	RISE BEN… **1-2 for the whole year**	**By the end of 2nd quarter each grade will have given 3 ELA benchmarks**		**By the end of April each grade will have given 6 ELA benchmarks.**	
RISE Interim	**RISE Portal**	**None**	**At mid-year each grade will have given an interim ELA RISE test**			

Milestone 1: By the end of 2nd quarter each grade will have given 3 ELA benchmarks.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers will be trained on the expectations for administering state tests and managing the testing environment effectively while following state mandates. All staff involved in testing will complete the required Annual Ethics Training.	Stacy	August 28. 2026	USBE Canvas Course; Teacher Certificates	

☐	Students will be explicitly taught what is and what isn't allowed during state testing, how RISE benchmarks can help familiarize us with the summative assessment, and review testing strategies.			Schoolwide lessons for Grades 3 - 6	
☐	**Professional Learning:** The school will facilitate Professional Learning focused on the administration and instructional tools of the RISE Benchmarks.	Stacy	Sept. 16 2026	Professional Learning on RISE Benchmarks	
☐	**PLC** Teams will receive instruction on how to read, interpret and use the data obtained through the benchmarks to drive instruction.	Stacy	Oct. 7 2026	RISE BENCHMARK ADM…	TSSA

Milestone 2: Teachers will use the Data to drive instruction, scaffolds and support for students with disabilities and Hispanic students.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	All 3-6 teams will give the same benchmark on the same day and results of the benchmark will be brought to PLC's and used to make instructional decisions. Teams will specifically look at data of Hispanic students and students with disabilities to ensure growth and proficiency in these subgroups.	Stacy	Oct. 26 & Ongoing monthly	RISE BENCHMARK ADM…	LAND trust
☐	Benchmarks given will be input into a spreadsheet and reviewed in PLC's.	Stacy	Oct. 26 & Ongoing monthly	RISE BENCHMARK ADM…	LAND trust
☐	Data taken from the benchmarks will be used to guide, RTI groups or spiral review and support hispanic students and students with disabilities.	Phil	Oct. 26 & Ongoing monthly	RISE BENCHMARK ADM…	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	$50,000	
School LAND Trust	$75,149.63	
CSI	$44,935.60	
Title 1	$10,000	

Funding:
Aides
Copies (PSI, 95% group, Tier 2, group for Reading)
Pay for Acadience Testing
Professional Development
MCW copies, highlighters, dry erase markers, chips, baggies

Priority #2 - Mathematics

Goal: **Washington Terrace will see a 3 to 5 % increase on the end of year MATH RISE assessment with our 3rd-6th grade students. 50% of K-6 students demonstrating typical & above growth on EOY Acadience, & 47% on or above benchmark.**

By the end of the 26-27SY, 13% Students with Disabilities will achieve proficiency as measured by the RISE Math Summative Assessment.

By the end of the 26-27SY, 12% Hispanic students will achieve proficiency as measured by the RISE Math Summative Assessment.

Strategy 1	If Instruction is designed around a clear standards aligned learning objective and communicated to students, then students will have a better understanding of what they are to learn and be able to do..
Explain why/how the strategy is evidence-based for LPSGs.	All teachers will design daily lessons around a clearly defined, standards-aligned learning objective. This objective will be explicitly communicated to students at the outset of each lesson (e.g., via "I Can" statements or "Learning Targets") and revisited throughout the instruction to ensure understanding. Aligning instruction to specific standards and communicating those goals to students is one of the most effective ways to accelerate learning, supported by decades of educational research:

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Teachers will have an explicit learning target on the board or on the slideshow or in a data binder and communicate it to students.	Checklist	Use the checklist in Sept.	Will improve upon the baseline by ____%		100% of teachers	
Students can identify what they are learning and how they will demonstrate if they learned it.	Checklist	Use the checklist in Sept.	Will improve upon the baseline by ____%		80% of students	

Milestone 1: Professional Learning around how to use Learning Targets effectively with students will be delivered.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	A faculty meeting will be held to clarify the why and the how of clearly communicated learning targets. In this meeting teachers will be given the expectation to translate broad state standards into small, strategic, and measurable daily targets. Emphasize the use of "I can" or "I am learning" ● I can define learning targets. ● I can explain how to derive learning targets from standards. ● I can describe how to unpack a learning target with student A faculty meeting will be held to model how to introduce a learning target,link it to Success Criteria. Unit plans will be reviewed to ensure daily learning targets are included.	Phil & Stacy	Sept. 25	Faculty meeting notes and PL resources.	LAND trust
☐	Teachers will review targets with students so learners grasp the cognitive verb and what proficient work looks like.	Phil & Stacy	Sept. 25 and ongoing daily	Unit plans	LAND trust
☐	Teachers will be required to display targets in a consistent, visible location (e.g., front whiteboard, digital dashboard).	Phil & Stacy	Sept. 25 and ongoing daily	Observation data	LAND trust
☐	PLC (Professional Learning Community) time will be used to review upcoming unit plans and ensure the daily targets logically scaffold up to the broader unit goal.	Phil & Stacy	Sept. 25 and ongoing weekly	Drive	LAND trust
☐	Hold teachers accountable by randomly asking students during walkthroughs: "What are you learning today?" and "How do you know if you are successful?"	Phil & Stacy	Sept. 25 and ongoing weekly	Walkthrough data	LAND trust
☐	Faculty meeting time will be used to offer	Phil & Stacy	Oct. 9 and		LAND trust

	ideas on different ways to check for understanding at the end of a lesson. Periodically review exit tickets in PLCs to verify that the daily assessment data directly aligns with the posted learning target.		ongoing weekly		

Milestone 2: Specific, daily learning targets and final checks for understanding are implemented into unit plans.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Specific daily learning targets will be added to unit planners.	Stacy	Sept. 30 and ongoing monthly	Drive	LAND trust
☐	Checks for understanding to assess attainment of the learning target each day will be added to unit planners.	Stacy	Sept. 30 and ongoing monthly	Drive	LAND trust
☐	Data will be collected to see which teachers have learning targets posted during classroom drop-ins and observations.	Stacy	Sept. 30 and ongoing monthly	Drive	LAND trust
☐	Data will be collected when learning targets are added to unit plans.	Stacy	Sept. 30 and ongoing monthly	Drive	LAND trust

Strategy 2	If teachers use RISE /Acadience Benchmarks to help guide instruction then students will perform higher on End of Year RISE Testing.
Explain why/how the strategy is evidence-based for LPSGs.	All teachers teaching grades 3 through 6 will administer the RISE Benchmark assessments at scheduled intervals throughout the academic year. These assessments will be used to monitor student progress toward state standards and to identify specific areas requiring instructional adjustment. The use of RISE benchmarks is rooted in the principle of Data-Driven Instruction (DDI**)** and Formative Assessment, both of which are high-leverage practices for improving student outcomes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
RISE Benchmark Assessments/ Acadience Math Progress Monitoring	**RISE Portal Benchmark Spreadsheet**		**By the end of 2nd quarter each grade 3-6 will have given 2 math benchmarks and K-6 will have progress monitored each math measure 1 time.**		**By the end of April each grade 3-6 will have given 4 math benchmarks and K-6 will have progress monitored each math measure 2 times.**	
RISE Interim	**RISE Portal**		**At mid-year each grade 3-6 will have given an interim ELA RISE test**			

Milestone 1: By the end of 2nd quarter grades 3-6 will have given 3 Math benchmarks. Grades K-2

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	**Professional Learning:** The school will facilitate Professional Learning focused on the administration and instructional tools of the RISE Benchmarks.	Stacy	Sept. 2026	Slides of PL	TSSA & LAND trust

☐	Students will be explicitly taught what is and what isn't allowed during state testing, how RISE benchmarks can help familiarize us with the summative assessment, and review testing strategies.	Teachers		Schoolwide lessons for Grades 3 - 6	TSSA
☐	**PLC** Teams will receive instruction on how to read, interpret and use the data obtained through the benchmarks to drive instruction.	Stacy	Oct. 2026	Materials from instruction	LAND trust

Milestone 2: Teachers are using the Data to drive instruction to provide targeted supports to SWD and HI7 students.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	All teams will give the same benchmark/ progress monitoring on the same day and results will be brought to PLC's and used to make instructional decisions	Stacy	Oct. 30	RISE BENCHMARK ADM…	LAND trust
☐	Benchmarks/ Progress Monitoring given will be input into a spreadsheet and reviewed in PLC's.	Stacy	Nov. 30	RISE BENCHMARK ADM…	LAND trust
☐	Data taken from the benchmarks/ progress monitoring will be used to guide, RTI groups or spiral review.	Phil	Nov. 30	RISE BENCHMARK ADMINIST…	TSSA

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	$50,000.00	
School LAND Trust		
CSI		
Title 1		

Priority #3 - Positive Behavior Systems

Goal: **Classrooms will have a strong implementation of behavior management and engagement procedures, Washington Terrace Elementary will see an increase of 3% in staff/student relationships, sense of belonging, and positive academic outcomes according to BOY to EOY Panorama data.**

Strategy 1	If Panorama data is utilized in decision making for our school focus, and the PBIS handbook is updated appropriately to reflect the MTSS system WTE is implementing, then we will see an increase in staff/student relationships, sense of belonging, and positive academic outcomes in Panorama Data.
Explain why/how the strategy is evidence-based for LPSGs.	Research shows that effective MTSS and PBIS systems depend on consistent, data-based decision making to improve student behavior, school climate, attendance, and academic success. Tools like Panorama Education support this work by helping schools track behavior, attendance, academic, and SEL data in one place so teams can identify student needs early and provide targeted supports.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
PBIS Handbook Section 3 and 4 to be completed	**WTE PBIS Handbook**	**See baseline handbooks**	**Oct. 22nd update our behavior policies to reflect school practices**		**March 19th review of PBIS handbook fidelity**	
Panorama Data	**Panorama**	**Baseline Panorama data from School Year 2025-26**	**Oct. 22nd review Panorama behavior data as a staff for fidelity**		**April 15th review systems and data**	

Milestone 1: Staff is trained on Discipline Procedures

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	BSST team will create and implement a communication system with teachers for referrals and updates.	Tami Peterson	Aug. 30	Referral data	TSSA
☐	The team has an array of predetermined appropriate (restorative) responses to	Phil	Sept. 1	Predetermined Responses - consequence hierarchy	TSSA

	behavior incidents.				
☐	Staff are trained to document behavior incidents and restorative practices in alignment with discipline procedures through data platform (Panorama)	Tami Peterson	Sept. 1	Panorama data	LAND trust

Milestone 2: Behavior Data Collected and Analyzed

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Grade level teams will use the first 10 minutes of PLC's to log/review their Panorama data.	Stacy	Oct. 1	Panorama	TSSA
☐	Data system is used to collect and analyze classroom and office managed data.	Tami Peterson	Sept. 30	Data from office referrals. Behavior Support Tracking Sheet	TSSA
☐	Data regarding school-wide behavior are shared with faculty and community monthly.	Samantha Brown	Sept. 30		

Strategy 2	If we use the Basic 5 to track engagement in our classrooms then we can identify coaching needs for our teachers which will result in a decrease in student behavior.
Explain why/how the strategy is evidence-based for LPSGs.	If classrooms have strong implementation of classroom instructional strategies, then schools will see a decrease in classroom disruption and an increase in classroom engagement which will aid in improved academic outcomes.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Ratio of interactions	Basic 5 Observation Tool	**Baseline data to be gathered by Sept. 15th**	**MOY 80 % of teachers are hitting 5:1 (average from 3 observations)**		**EOY 100% of teachers are achieving 5:1 (average from 3 observations)**	

Opportunities to Respond	OTR Observation Form	**Baseline data to be gathered by Sept. 15th**	**MOY 80% of teachers are achieving 30 OTRs (average from 3 observations)**		**EOY 100% of teachers achieving 40 OTRs (average 3 observations)**	

Milestone 1: Ratio of Interactions shows 5 acknowledgements for meeting expectations to 1 behavioral correction

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Utilize the Observation Form as our tool for collecting data around ratio of interaction	Phil, Brent, Stacy	Sept. 30	Ratio of Interactions Data C…	LAND trust
☐	Collect school wide baseline for ratio of interaction	Phil, Brent, Stacy	Sept. 15	Slides and baseline data shared	LAND trust
☐	Provide faculty training on Ratio of Interactions: Ratio of Interactions Classroom Needs Assessment Basic 5 Spreadsheet	Phil, Brent, Stacy	Sept. 1	PD slides and handouts	LAND trust

Milestone 2: Increase student engagement through opportunities to respond.

	Action Steps	Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	PD will be delivered providing teachers with ideas to increase OTR's.	Phil & Stacy	Sept. 15	Presentation slides	LAND trust
☐	Teachers utilize a variety of opportunities to respond such as: choral responding, gestures, everybody writes, turn and talks. OTR Observation Form will be used to collect data.	Phil, Brent, & Stacy	Sept. 15	OTR Data Collection Form	LAND trust

☐	Opportunities to respond will be utilized based on the need of the class engagement.	Phil, Brent, & Stacy	Sept. 15	Observation data	
☐	All accountable opportunities to respond are used more frequently than cold calling	Phil, Brent, & Stacy	Sept. 15	Observation data	LAND trust

Milestone 3: Decrease disruptions through engagement strategies and consistent implementation of consequence hierarchy.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Teachers will engage in preventative strategies and data collection will be done with Disruption Data Collection Form	Phil, Brent, Tami, & Stacy	Nov. 1	Disruptions Data Collection…	LAND trust
☐	Teachers will address behavior early and consistently according to the classroom consequence hierarchy and offered PD on Training on Implementation of Consequence Hierarchy	Phil, Brent, Tami, & Stacy	Nov. 1	PBIS folder	TSSA
☐	Teachers who experience high rates of disruption need to increase use of preventative strategies through coaching cycles.	Stacy	Nov. 1	Observation data	LAND trust

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	$12,034.50	
School LAND Trust		
Positive Behavior Grant	$4,000.00	
CSI Grant		
Title 1		

Parent Communication Plan

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

Washington Terrace Elementary School Communication Plan				
Strategy	**Purpose**	**Timeline**	**Audience**	**Persons Responsible**
School Newsletter	School news, events, dates, department and grade level announcements, and learning tools will be compiled and distributed to keep stakeholders updated and encouraged to be involved	Monthly	Staff, students, and parents	Admin
Teacher Newsletter	Update parents on curriculum and instruction news in the classroom.	At least Monthly, if not weekly	Parents	All teachers
Community Bulletin Board	Post important community and school information for parents and stakeholders to review at the main entry way.	Ongoing	Staff and parents	Admin
School Website	Keep current and vital information updated on the website with email links for all stakeholders.	Ongoing	Staff, students, parents and community	Mrs. Halterman
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 Apptegy, Instagram, Facebook, and live feed on our website.	Ongoing	Parents	Admin and teachers
School folder	Update and distribute at the	Annually	All staff and teachers	Admin/office

	beginning of the year to outline school procedures and expectations for the year			
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 Data Binders	Keep students and parents updated on academic progress within the classroom	Ongoing	Parents and students	All teachers
Notes logged in Panorama	Inform admin of communication between staff and parents/students	As needed	Parents	All teachers
Faculty Meeting	Open communication with staff regarding news, updates, professional learning, data, and school wide calendar	Monthly	Teachers	Admin
PLC	Teachers meet with Instructional Coach to discuss curriculum issues,concerns and student data	Weekly	Teachers	Instructional Coach
Community Council Meetings	Parent, staff and business/community representatives meet with the principal to discuss ways to impact student achievement	Every other month	Parents, students, and community	Admin

	and success in school			

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

To enhance student learning, several parent and family engagement strategies will be implemented:

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

2. **Title I Family Engagement Nights** – Families will have the opportunity to connect with educators, receive updates on the progress and achievement students have made, and build a stronger connection to the learning environment.

3. **Volunteer Opportunities** – Parents and guardians will be encouraged to participate in classroom activities, support teachers and students through volunteering throughout the school year, providing one on one and small group support, helping with field trips, promoting active involvement and shared responsibility in the educational experience.

4. **Regular Newsletters and Social Media Updates** – Timely and accessible communication will be shared with families through newsletters, school Instagram & Facebook posts, and messaging through the school district app 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** – School will leverage digital tools such as email, website, WSD app, 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.

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.