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 Weber

Low Performing Student Group(s) (LPSGs):

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

Principal Name: Daryl Fluckiger

School Leadership Team Members Responsible for this Plan:

Name	Signature	Name	Signature
Daryl Fluckiger		Cheri Judkins	
Julie Loos		Cristel Romero	
Jill Ramage		Christy Williams	
Jamie Kearsley			
Clancy Rhees			

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)?	Our ELA RISE score for our LPSGs, 24.6% proficient . By increasing reading skills, it will also increase student success in all areas. - SWD data dives (every 6 weeks) - Targeted Interventions - Daily Literacy Routines (MCW, FORI, Longword) - Direct Instruction walkthroughs
What professional learning opportunities are being provided to faculty/staff to support LPSGs and is there a need for different professional learning?	Professional development provided twice a month by admin and curriculum staff. PLC time also includes weekly professional development. - Continue training on reading routines (MCW, FORI, Longword, Comprehension Routine) - New Art and Science of Teaching strategies - Proficiency Scales - Unit Planning - Data boards for reading - PBIS training based on TFI
What resources (human, fiscal, time, etc.) are allocated directly to LPSGs and is there a need for different allocation of resources?	Resources include: - Subs for teacher planning of units, assessments, targeted RtI, peer observations - Subs for teacher data dives - Para Professionals to provide 95% Science of reading intervention - Para Professionals to provide targeted support for reading and math
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 master schedule was created to allow time for SPED students to have access to all 3 tiers of instruction. - We will have a meeting every 6 weeks with our SPED team to discuss student progress.
What data is being collected to monitor student learning and how often is this data analyzed?	Acadience Progress Monitoring- Monthly RISE Benchmarks- Monthly CFAs- Monthly PSI- every 6 weeks Panorama data

	Exit Tickets
What additional resources do you plan to allocate to LPSGs to ensure the student group exits ATSI, CSI or MRI?	We will provide a more targeted approach to our SPED students and will begin to provide a co-teaching model for some of our grades. We will also do a data dive every 6 weeks with our SPED teachers focused on our LPSGs.

Priority #1 - Literacy

Goal: **During the 2026-2027 school year, 80% of students in kindergarten-6th grade will achieve a Pathway of Progress score that indicates typical or above typical growth from BOY to EOY based on the Acadience Reading Assessment.**

- **During this same time period, 80% of our SWD will achieve typical or above typical growth as well.**

At the end of the 2026-2027 school year, we will increase student proficiency in language arts by 5% compared with the previous year based on the end of level RISE assessment.

- **During this same time period, we will show a 4% increase in proficiency for SWD compared to the previous year.**

Strategy 1	If teachers have clarity on the standards and what success looks like, then we will be able to intervene where needed and see overall higher student achievement.
Explain why/how the strategy is evidence-based for LPSGs.	High Leverage Practices for Students with Disabilities HLP 1: Collaborate with professionals to increase student success. HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. Council for Exceptional Children. (n.d.). High-Leverage Practices for Students with Disabilities. https://highleveragepractices.org/structure-4-domains-22-hlps High Leverage Practices, Ball & Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Unit Planning	Unit Planning Checklist	0 - starting at the beginning of the year.	2 per grade level		4 per grade level	

Milestone 1: Teacher teams will utilize the unit planning checklist so lessons are based on the CORE standards. Each unit will also include a proficiency scale composed of I can statements.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Finalize Unit Planning Checklist	Daryl Fluckiger	August 14	Unit Planning Checklist	LandTrust
☐	Faculty Training on Unit Planning Checklist	Daryl Fluckiger	August 25		
☐	Ongoing Training During PLC for Unit Planning	Julie Loos, Jill Ramage, Daryl Fluckiger	Ongoing		
☐	Completion and submission of 1st Unit Planning Checklist by end of 1st term	Jill Ramage, Daryl Fluckiger	October 22		TSSA
☐	Completion and submission of 2nd Unit Planning Checklist by end of 2nd term	Jill Ramage, Daryl Fluckiger	January 7		TSSA
☐	Completion and submission of 3rd Unit Planning Checklist by end of 3rd term	Jill Ramage, Daryl Fluckiger	March 19		TSSA
☐	Completion and submission of 4th Unit Planning Checklist by end of 4th term	Jill Ramage, Daryl Fluckiger	May 7		TSSA

Strategy 2	If teachers implement foundational literacy routines, then students will develop the skills needed to be proficient readers.
Explain why/how the strategy is evidence-based for LPSGs.	High Leverage Practices for Students with Disabilities HLP 13: Adapt curriculum tasks and materials for specific learning goals. HLP 15: Provide scaffolded supports. HLP 18: Use strategies to promote active student engagement.

	Council for Exceptional Children. (n.d.). High-Leverage Practices for Students with Disabilities. https://highleveragepractices.org/structure-4-domains-22-hlps High Leverage Practices, Ball & Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Reading Routine	Walkthrough Tool	0 - starting at the beginning of the year.	50% of teachers have completed 1 routine at 90% or higher mastery		90% of teachers have completed 1 routine at 90% or higher mastery	

Milestone 1: Teachers will reach mastery level (90%) or higher on a district reading routine based on the walkthrough tool.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Reading Routine walkthrough tools created with accompanying video.	Julie Loos	By August 14, 2026		TSSA
☐	Teachers set goals to complete a reading routine walkthrough by the end of 2026-2027 school year using the goal setting template.	Daryl Fluckiger, Jill Ramage	September 1, 2026		
☐	Refresher training on reading walkthrough tool associated with the goal during PLC with grade level teams.	Daryl Fluckiger, Julie Loos	ongoing		
☐	Complete 1st Walkthrough	Daryl Fluckiger, Jill Ramage	by Dec. 18		
☐	Complete 2nd Walkthrough	Daryl Fluckiger, Jill Ramage	by May 14		

Milestone 2: We will develop a system for ongoing PLC communication between SPED teachers and Gen Ed teachers to share daily curriculum and student progress. .

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Collect information from SPED teachers on how they would like to see collaboration with Gen Ed teachers.	Daryl Fluckiger, Julie Loos	By September 1, 2026		
☐	Review information with guiding coalition and develop bank of ideas for collaborating.	Daryl Fluckiger, Julie Loos	By October 1, 2026		
☐	Have teachers try ideas from the bank and report back progress. Share success with the faculty.	Daryl Fluckiger, Julie Loos	By December 1, 2026		

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	$15,000 for stipends when each unit checklist is complete and mastery of reading routines	
Teacher Student Success Act	$89,000 for aide salaries (reading intervention and progress monitoring)	
School LAND Trust	$7,000 for subs when unit planning with team	

Priority #2 - Mathematics

Goal: **During the 2026-2027 school year, 80% of students in kindergarten-5th grade will achieve a Pathway of Progress score that indicates typical or above typical growth from BOY to EOY according to the Acadience Math Assessment.**

- **During this same time period, 80% of our SWD will achieve typical or above typical growth as well.**

At the end of the 2026-2027 school year, we will increase student proficiency in math by 5% compared with the previous year based on the end of level RISE assessment.

- **During this same time period, we will show a 4% increase in proficiency for SWD compared to the previous year.**

Strategy 1	If teachers have clarity on the standards and post their learning targets and proficiency scales, then students will be able to state what they are learning, how they know if they have learned the content, and how learning the content relates to real life situations.
Explain why/how the strategy is evidence-based for LPSGs.	To address the needs of our low-performing subgroup, teachers will: ● Clearly communicate daily learning intentions in student-friendly language. ● Establish and review success criteria throughout instruction. ● Help students articulate what they are learning and why it is important. ● Provide authentic examples and real-world connections to learning. This strategy is expected to increase student engagement, ownership of learning, and academic achievement for students within the identified low-performing subgroup while supporting improved outcomes for all learners. **Research Base** ● Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.* ● Marzano, R. J. (2007). *The Art and Science of Teaching.* ● Moss, C. M., & Brookhart, S. M. (2012). *Learning Targets: Helping Students Aim for Understanding in Today's Lesson.*

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Student understanding of what they are learning.	Walkthrough tool	0 - starting at the beginning of the year.	Students will be able to identify criteria from with walkthrough tool with 50% accuracy		Students will be able to identify criteria from the walkthrough tool with 80% accuracy	

Milestone 1: Students will be able to identify what they are learning, how they know if they have learned the content, and how it relates to real life when asked by the admin during classroom walkthroughs.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Review walkthrough tool with staff/tie in with unit planning expectations	Daryl Fluckiger	Sept. 1		
☐	Conduct 1st round of walkthroughs	Daryl Fluckiger, Jill Ramage, Julie Loos	By Sept. 25th		
☐	Conduct 2nd round of walkthroughs	Daryl Fluckiger, Jill Ramage, Julie Loos	By Dec. 18th		
☐	Conduct 3rd round of walkthroughs	Daryl Fluckiger, Jill Ramage, Julie Loos	By. April 2nd.		
☐	Reteaching and sharing of data during PLC times	Daryl Fluckiger, Jill Ramage, Julie Loos	ongoing		

Strategy 2	If teachers use evidence-based direct instruction strategies in their Tier 1 mathematics instruction, then students will have higher achievement on exit tickets and CFAs.
Explain why/how the strategy is evidence-based for LPSGs.	To support students with disabilities and other learners who require additional instructional support, teachers will: ● Clearly state learning intentions and success criteria. ● Model new skills and concepts through teacher think-alouds and demonstrations. ● Provide guided practice with frequent opportunities to respond. ● Check for understanding throughout the lesson. ● Deliver immediate, specific feedback and corrective instruction. ● Gradually release responsibility from teacher modeling to independent application. Implementing explicit direct instruction is expected to increase student engagement, improve skill acquisition, strengthen academic confidence, and accelerate achievement for students with disabilities while benefiting all learners through greater instructional clarity and support. **Research Base** ● Hattie, J. (2023). *Visible Learning: The Sequel.* ● Archer, A. L., & Hughes, C. A. (2011). *Explicit Instruction: Effective and Efficient Teaching.* ● Institute of Education Sciences Practice Guides on Effective Instruction. ● Council for Exceptional Children High-Leverage Practices for Students with Disabilities.

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Direct Instruction - Beginning of lesson	Walkthrough Tool - Lesson Intro.	0 - starting at the beginning of the year.	Term 1 - 50% of teachers will score 90% or higher on the walkthrough tool.		Term 2 - 80% of teachers will score 90% or higher on the walkthrough tool.	
Direct Instruction - I Do	Walkthrough Tool - I Do	0 - starting at the beginning of the year.	Term 2 - 50% of teachers will score 90% or higher on the walkthrough		Term 3 - 80% of teachers will score 90% or higher on the walkthrough	

			tool.		tool.	

Milestone 1: Teachers will use research based elements of a direct instruction lesson during tier 1 instruction based on the walkthrough tool.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Completion of “Lesson Intro” Direct Instruction Walkthrough Tool.	Daryl Fluckiger, Julie Loos	June 1	Lesson Intro Walkthrough Tool	N/A
☐	Completion of “I Do” Direct Instruction Walkthrough Tool.	Daryl Fluckiger, Julie Loos	August 1		
☐	Training on “Lesson Intro” Walkthrough Tool	Julie Loos	August 26		
☐	Training on “I Do” Direct Instruction Walkthrough Tool	Daryl Fluckiger, Julie Loos, Jill Ramage	By September 25		
☐	“Lesson Intro” Walkthrough round 1	Daryl Fluckiger, Julie Loos, Jill Ramage	By Oct. 16		
☐	“Lesson Intro” Walkthrough round 2	Daryl Fluckiger, Julie Loos, Jill Ramage	By Dec. 18		
☐	“I Do” Walkthrough round 1	Daryl Fluckiger, Julie Loos, Jill Ramage	By Dec. 18		
☐	“I Do” Walkthrough round 2	Daryl Fluckiger, Julie Loos, Jill Ramage	By Mar. 26		
☐	Continued training on walkthrough tools during grade level PLC	Daryl Fluckiger, Julie Loos, Jill Ramage	ongoing		

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	$7,000 for teacher stipends for mastery of D.I. elements of walkthrough tool	
School LAND Trust		

Priority #3 - Positive Behavior Systems

Goal: **Implement Tier 1 Positive Behavior Interventions and Supports (PBIS) System at an 80% fidelity rate according to the PBIS Tier 1 TFI. This will include accurate documentation in Panorama and lesson plans for each common area.**

Strategy 1	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.
Explain why/how the strategy is evidence-based for LPSGs.	Studies on PBIS show that when schools consistently use behavior data to reteach expectations and provide meaningful consequences, both student behavior and academic engagement improve—especially for students with disabilities who benefit from predictable, structured environments. **High Leverage Practices for Students with Disabilities** HLP 7: Establish a consistent, organized, and responsive learning environment. HLP 8: Provide positive and constructive feedback to guide students and behavior. HLP 20: Provide intensive instruction for academics and behavior. Council for Exceptional Children. (n.d.). High-Leverage Practices for Students with Disabilities. https://highleveragepractices.org/structure-4-domains-22-hlps High Leverage Practices, Ball & Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Document classroom behavior and reteach.	Panorama	0% - only behaviors have been documented in the past (without reteach)	50% of teachers will correctly document a behavior and reteach in Panorama according to the Documentation Guide.		90% of teachers will correctly document a behavior and reteach in Panorama according to the Documentation Guide.	

Milestone 1: Teachers will document student minor behaviors and reteach steps accurately in Panorama according to the Documentation Guide.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Train on Panorama documentation with reteach (using Documentation Guide)	Shaney Kingsbury	Aug. 26		
☐	Check on Documentation in Panorama, reteach as needed	Daryl Fluckiger, Jill Ramage	By Oct 23		
☐	Check on Documentation in Panorama, reteach as needed and share data with faculty.	Daryl Fluckiger, Jill Ramage	By Jan 8		
☐	Check on Documentation in Panorama, reteach as needed	Daryl Fluckiger, Jill Ramage	By Mar 19		
☐	Check on Documentation in Panorama, reteach as needed and share data with faculty.	Daryl Fluckiger, Jill Ramage	By May 7		

Strategy 2	**If** teachers explicitly teach, model, practice, and reinforce behavior expectations using consistent lesson plans for each common area throughout the school year, **then** students will develop a shared understanding of expected behaviors across all school settings, resulting in increased positive behaviors, fewer behavior referrals, and a safer, more predictable learning environment.
Explain why/how the strategy is evidence-based for LPSGs.	Studies on PBIS show that when schools consistently use behavior data to reteach expectations and provide meaningful consequences, both student behavior and academic engagement improve—especially for students with disabilities who benefit from predictable, structured environments. **High Leverage Practices for Students with Disabilities** HLP 7: Establish a consistent, organized, and responsive learning environment. HLP 8: Provide positive and constructive feedback to guide students and behavior. HLP 20: Provide intensive instruction for academics and behavior. Council for Exceptional Children. (n.d.). High-Leverage Practices for Students with Disabilities. https://highleveragepractices.org/structure-4-domains-22-hlps High Leverage Practices, Ball & Forzani, 2011; Grossman et al., 2009; McDonald et al., 2013

Strategy Performance Measures

Indicator	Data Source	Baseline	S1 Target	S1 Data	S2 Target	S2 Data
Common Area Lesson Plans	Common Area Morning Slides Survey	0% - common area lesson plans will be new this year.	90% of gen ed. teachers will have reviewed the slides one time with their class for each common area.		90% of gen ed. teachers will have reviewed the slides a second time with their class for each common area.	

Milestone 1: Develop and teach common area lesson plans.

Action Steps		Person Responsible	Timeline	Linked Evidence & Resources	Funding Source
☐	Create lesson plans for each common area.	Shaney Kingsbury	Aug 23		
☐	Train staff on common area lesson plans	Shaney Kingsbury	Aug 27		
☐	Send out survey for Common Area Morning Slides being taught	Daryl Fluckiger, Jill Ramage	Oct. 16		
☐	Send out survey a 2nd time for Common Area Morning Slides being Taught	Daryl Fluckiger, Jill Ramage	Mar 19		

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	$1,100 for Panorama licenses	
School LAND Trust		
Positive Behavior Plan		

Parent Communication Plan

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

We will provide a link to our plan in our monthly email to parents. This is also reviewed with our SCC and faculty.

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

We will work with the PTA to implement a literacy or STEM night this year.