

**North Sanpete High School
2025-26 Teacher & Student Success Plan (TSSP), Elevate Plan**

VISION AND MISSION

School Vision Statement:

Guide with Integrity. Instruct with Purpose. Value Diversity. Achieve Excellence.

School Mission Statement:

As a learning community of North Sanpete High School, we support each other, understand our differences, and accept each other. Our staff has a plan in place to meet the needs of students and strives to be honest in all things. Teachers and administrators focus on the learner, model expectations and are resilient. All students have a personal connection to teachers and staff who care for them. We embrace the positive by celebrating achievements and accomplishments. Our students face challenges with courage and leave with the skills for a productive career or college experience. North Sanpete students are proud of where they are from and often return after graduation to give back to the community.

As a learning community, we, the students, parents, staff and community are:

- Responsible for our choices and how they impact others.
- Respectful of individual differences and life experiences.
- Valuing challenges that build character.
- United in our efforts to prepare life-long learners.
- Committed to teaching and model honesty, fairness, responsibility, and courtesy.
- Embracing the belief that leadership begins at home, is developed at school, and is reflected in Society.

Students of North Sanpete High School will:

- Work effectively and respectfully with diverse teams, and will make necessary compromises to accomplish a common goal.
- Enhance their capacity to sense, appreciate, create and respond emotionally to beauty in both human endeavors and the natural environment.
- Use a variety of communication forms with clarity, purpose, and understanding of their audience.
- Analyze, interpret, compare, contrast and summarize information.
- Demonstrate responsible citizenship by valuing diversity of all individuals and supporting improvements in self, family, and community.
- Acquire knowledge and the technical skills to be successful and adaptable in a variety of careers.
- Demonstrate a strong work ethic, self-motivation and dependability.
- Continue a life of learning with enthusiasm, curiosity and individual responsibility.
- Use thinking and reasoning skills as well as background knowledge as a basis for higher learning.

SCHOOL GOALS AND ACTION PLAN	
Goal #1	Increase ELA proficiency by 10% for all students on Utah Aspire Plus. <ul style="list-style-type: none"> • 2025-26 Increase proficiency from 38-42% (4%) • 2026-27 Increase proficiency from 42-45% (3%) • 2027-28 Increase proficiency from 45-48% (3%)
Strategy 1	Utilize formative assessments to analyze student progress and inform tier 2 ELA interventions.
Action Steps	<ol style="list-style-type: none"> 1. Identify and purchase a uniform formative assessment tool to provide data to support tier 2 ELA interventions by Aug 2025. 2. Administer formative assessments in all ELA classes: Beginning, middle, and end of year Reading Assistant to place students in a Reading class. 3. Review formative data in PLCs: Look at information three times a year just after students test and also during professional learning days to place students in a Reading Assistant class; additionally, identify where tier 2 students who are not in the Reading class are struggling. Determine tier 2 students and set up a schedule of ELA teachers to hold flex 2 times a week to help those students. 4. Create collaboration time for teachers: ELA teachers will review data at PLC's just after the students take the Reading Assistant placement test before the end of Aug. On our first ELA PLC on September 8th, we will review data and assign the tier 2 students to flex and create a schedule. 5. Assign students to interventions based on formative assessments: On our first ELA PLC on September 8th, we will review data and assign the tier 2 students to flex and create a schedule. 6. Track intervention progress and make timely adjustments: Test tier 2 kids at the end of every quarter to be released from assigned flex. The kids assigned in the Reading Assistant class will test at the end of each semester.
Strategy 2	Increase student engagement in tier 1 instruction schoolwide by implementing Evidence-based Practices.
Action Steps	<ol style="list-style-type: none"> 1. Identify three evidence-based, high yield teaching strategies to actively engage students in learning (Let teachers pick 3 of several strategies that we have learned in PD. ie: Student voice and choice, student self tracking, proficiency scales, reassessment, in addition to SIOP-based strategies. 2. Provide PD on high yield teaching strategies 3. Engage English teachers in Collaborative Team Coaching® to support implementation of high yield teaching strategies

	<ol style="list-style-type: none"> 4. Outline a plan for individual coaching support 5. Set up observation and feedback cycles from admin and coach
Measurement Tool(s)	<p>Leading Indicators:</p> <p>Observation data on implementation of teaching strategies (admin team)-</p> <ul style="list-style-type: none"> • By end of 1st quarter, 50% of teachers are implementing identified evidence-based practices with 10% gain each quarter in the first year. <p>Student progress on formative assessments (PLCs)</p> <p>Annually:</p> <p>Compare current year to prior year Utah Aspire Plus ELA growth and proficiency scores.</p>
Funding Sources	TSSA, LAND Trust, Elevate

Goal #2	Increase math proficiency by 10% for ML and SWD on Utah Aspire Plus. <ul style="list-style-type: none"> • 2025-26 Increase ML proficiency from 0-4% (4%), and SWD proficiency from 4-8% (4%) • 2026-27 Increase ML proficiency from 4-7% (3%), and SWD proficiency from 8-11% (3%) • 2027-28 Increase ML proficiency from 7-10% (3%), and SWD proficiency from 11-14% (3%)
Strategy 1	Utilize formative assessments to analyze student progress and inform tier 2 Math interventions.
Action Steps	<ol style="list-style-type: none"> 1. Identify and purchase a uniform formative assessment tool to provide data to support tier 2 math interventions. School AI and ALEKS 2. Administer formative assessments bimonthly 3. Review formative data in PLCs bimonthly. 4. Create collaboration time for teachers; possible late start on Monday 5. Assign students to interventions based on formative assessments after reviewing plc and assigning teachers to teach intervention. 6. Track intervention progress and make timely adjustments during PLCs
Strategy 2	Increase use of instructional strategies for MLs and SWDs in tier 1 instruction schoolwide by implementing Evidence-based Practices.

Action Steps	<ol style="list-style-type: none"> 1. Identify three evidence-based, high yielding teaching strategies to address needs of MLs and SWDs. SIOP, UDL, Visual strategy (Graphic Organizers) 2. Provide PD on high yield teaching strategies 3. Engage Math and Science teachers in Collaborative Team Coaching® to support implementation of high yield teaching strategies 4. Outline a plan for individual coaching support 5. Set up observation and feedback cycles from admin and coach
Measurement Tool(s)	<p>Leading Indicators:</p> <p>Observation data on implementation of teaching strategies (admin team)</p> <p>Student progress on common formative assessments (PLCs)</p> <p>ALEKS Data</p> <p>Possible Peer Observations (2-4 a year)</p> <p>Annually:</p> <p>Compare current year to prior year Utah Aspire Plus ELA growth and proficiency scores, disaggregated by ML and SWD.</p>
Funding Sources	TSSA, LAND Trust, Elevate

GOAL #3	<p>Increase overall student attendance by 10% from 80.4% to 90.4% as reported by the school report card by June 30, 2028. Targeting our specific EL population to increase from 65% to 75%.</p> <ul style="list-style-type: none"> • 2025-26 - increase whole school by 3% from 80.4% to 83.4%, and EL 3% from 65-68% • 2026-27 - increase whole school by 3% from 83.4% to 86.4%, and EL 3% from 68-71% • 2027-28 - increase whole school by 4% from 86.4% to 90.4%, and EL 4% from 71-75%
Strategy 1	Develop a data collection system that will report collective and consecutive absenteeism.

Action Steps	<ol style="list-style-type: none"> 1. Define what constitutes an “absence” and “tardy” by August 31, 2025 2. Communicate clear definitions of “absence” and “tardy” to all teachers by Sept 1, 2025 3. Meet with IT to develop system for reporting collective and consecutive absenteeism and tardiness 4. Train teachers on the new system, including inputs and reports available 5. Demonstrate importance of accountability by sharing attendance reports with faculty monthly 6. Create a display in a common area of the school showing the year’s attendance goal and monthly metrics.
Strategy 2	Improve connection with students and parents
Action Steps	<ol style="list-style-type: none"> 1. Increase contact with parents; educate parents on how to excuse students; 2. Implement Check & Connect 3. Tier 2 SST for attendance will do individual plans for students that may include a home visit.
Strategy 3	Implement PBIS
Action Steps	<ol style="list-style-type: none"> 1. Complete the PBIS initiative; obtain resources 2. PD to address MTSS infrastructure 3. Use PBIS framework (Tier 1 SST) as a tool to help increase attendance rate
Strategy 4	Improve Tier 1 instruction
Action Steps	<ol style="list-style-type: none"> 1. Strengthen PLC collaboration (focus on students and effective teaching strategies) 2. Utilize instructional coaching resources 3. Implement PBIS strategies in classrooms (include rewards and incentives for students and teachers) 4. Focus on PCBL Effective Teaching Strategies Effective Teaching Strategies Checklist
Measurement Tool(s)	<ol style="list-style-type: none"> 1. School Report Card 2. Powerschool Attendance Reports - daily, quarterly, and year end
Funding Sources	TSSA, LAND Trust, Elevate

GOAL #4	<p>Increase by 10% the number of students earning 18+ composite score on the ACT by 2028, current score is 65%</p> <ul style="list-style-type: none"> 2025-26: increase 4% from 65% reported in 2024-2025 to 69% 2026-27: increase 3% from 69% reported in 2025-2026 to 72% 2027-28: increase 3% from 72% reported in 2026-2027 to 75%
Strategy 1	All teachers will regularly use ACT type questions in their courses
Action Steps	Clarify expectation to all teachers and follow up in PLC meetings
Strategy 2	Use Strategy 1 assessments to evaluate progress with focus on ML students
Action Steps	Regularly analyze data in PLC meetings to adjust teaching to encourage growth
Measurement Tools(s)	PLC data from Strategy 1. Yearly scores from ACT
Funding Sources	TSSA, LAND Trust, Elevate

Year	CIE Services: Innovations Ed
2025-26	<p>Summer Intensive PD - Admins, Leadership Team, All Teachers (June - Aug)</p> <ul style="list-style-type: none"> 1/2 day (onsite) - SIOP, Active engagement <p>Collaborative Team Coaching® - Effective Tier 1 Instruction for MLs</p> <ul style="list-style-type: none"> 6 full days (onsite) - Math, English, Science teachers each participate in six two-hour sessions involving PD, modeling, and real-time observation and feedback in classrooms 6 days, Sept., Oct., Nov., Jan., Feb., Mar. <p>PLC Coaching and/or Leadership Coaching - Strengthen Data Practices and/or Obs & Feedback Cycles</p> <ul style="list-style-type: none"> 2 half-days (onsite) - Christy, Ryan, Dax, Rhett <p>AlignEd Instructional Database - Track implementation of strategies to determine coaching needs</p> <p>Monitoring & Accountability- 3 Reports/ year</p>
2026-27	<p>Summer Intensive PD - Admins, Leadership Team, Teachers (June - Aug)</p> <ul style="list-style-type: none"> 1/2 day (onsite) <p>Collaborative Team Coaching® for Effective Tier 1 Instruction</p> <ul style="list-style-type: none"> 4 full days (onsite) - Participating teachers TBD <p>PLC Coaching and/or Leadership Coaching</p>

	<ul style="list-style-type: none"> • 1/2 day (onsite) <p>AlignEd Instructional Database- Track implementation of strategies to determine coaching needs</p> <p>Monitoring & Accountability- 3 Reports/ year (TBD later)</p>
2027-28	<p>Summer Intensive PD - Admins, Leadership Team, Teachers (June - Aug)</p> <ul style="list-style-type: none"> • 1/2 day (onsite) <p>Collaborative Team Coaching® for Effective Tier 1 Instruction</p> <ul style="list-style-type: none"> • 4 full days(onsite) - Coach instructional coaches and team leaders on facilitation of CTC® <p>PLC Coaching and/or Leadership Coaching</p> <ul style="list-style-type: none"> • 1/2 day (onsite) <p>AlignEd Instructional Database- Track implementation of strategies to determine coaching needs</p> <p>Monitoring & Accountability- 3 Reports/ year (TBD later)</p>

Attach Elevate Budget