Title I, Part A Schoolwide Plan Template
Purpose and Directions

Utah Title I Schoolwide Planning Template

Part A: General Information

School Name: Riverside Elementary	LEA Name: Lisa Robinson

Title I Schoolwide Planning Team	Name	Signature
Principal	Ronna Hoffman	
Title I facilitator or coordinator	Shannel Hooper	
Faculty Member	Carolynn Christensen	
Faculty Member	Emily Doll	
Faculty Member	Brittany Greco	
Parent Representative	Marissa Walther	
Parent Representative	Angie LeBaron	
Parent Representative	Jeanette Gudgell	
Parent Representative		

Schoolwide Title I plan must be developed with the meaningful involvement and input of parents, other members of the community to be served, and teachers and staff who will carry out the plan.

LEA Title I Director - Lisa Robinson	Signature	Date
Principal - Ronna Hoffman	Signature	Date

Title I, Part A Schoolwide Plan Template
Purpose and Directions

## Comprehensive Needs Assessment
ESSA Sec. 1114(b)(6)

Schoolwide project schools must conduct a comprehensive needs assessment of the entire school, based on the information about the performance of students in relation to the State's academic standards (Utah State Core Standards). Quality needs assessments include multiple sources of data. Some to consider are:

Student achievement trends

The percentage of students who were proficient or approaching proficiency in math by the end of the year, according to grade level SLOs were as follows: 1st grade-94%, 2nd grade-87%, 3rd grade-46%, 4th grade-67%, 5th grade-36%, and 6th grade-78%.

Math Benchmarks

Student Growth

2018-19

51% of students at Riverside Elementary in Kindergarten through 3rd grade achieved Typical, Above, or Well-Above progress on the Acadience Benchmark End of Year Assessment.
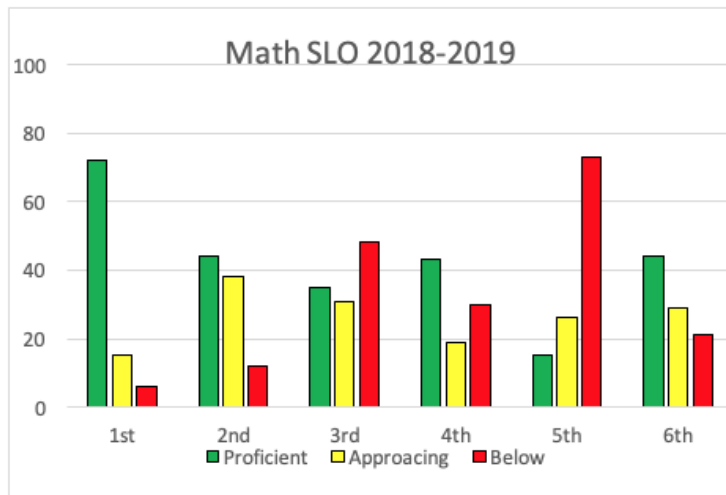
Riverside Pivot Table EOY 2018-2019

Row Labels	Well Below	Below	Typical	Above	Well Above	Grand Total	Total Typical Above and Well Above
K	26%	18%	18%	22%	16%	100%	56%
1	19%	26%	20%	19%	17%	100%	56%
2	31%	23%	25%	16%	5%	100%	46%
3	31%	21%	22%	13%	13%	100%	48%
Grand Total	**27%**	**22%**	**21%**	**17%**	**13%**	**100%**	**51%**

The number of students proficient in Reading from the beginning of the year to the end of the 2018-29 school year grew by the following: 1st grade grew from 13 to 57, 2nd grade from 5 to 22, 3rd grade from 0-52, 4th grade from 9-38, 5th grade from 9-24, and 6th grade from 19-41.

ELA Reading Growth
Pre-Assessment to Post-Assessment 2018-2019
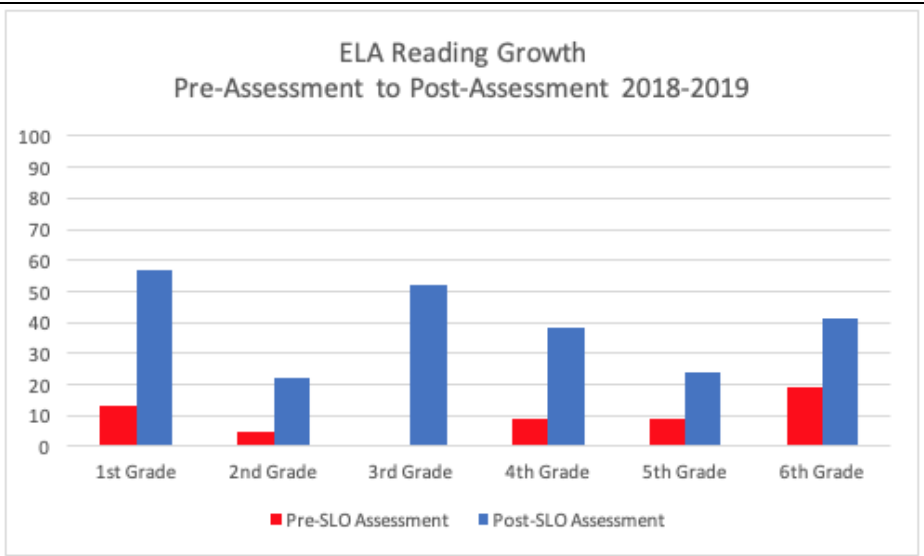
In Writing, the growth was: 1st grade- from 0 to 62. 2nd grade- from 6 to 62, 3rd grade- from 0 to 32, 4th grade- from 1 to 26, 5th grade- from 11-48, and 6th grade- from 1-54.

ELA Writing Growth
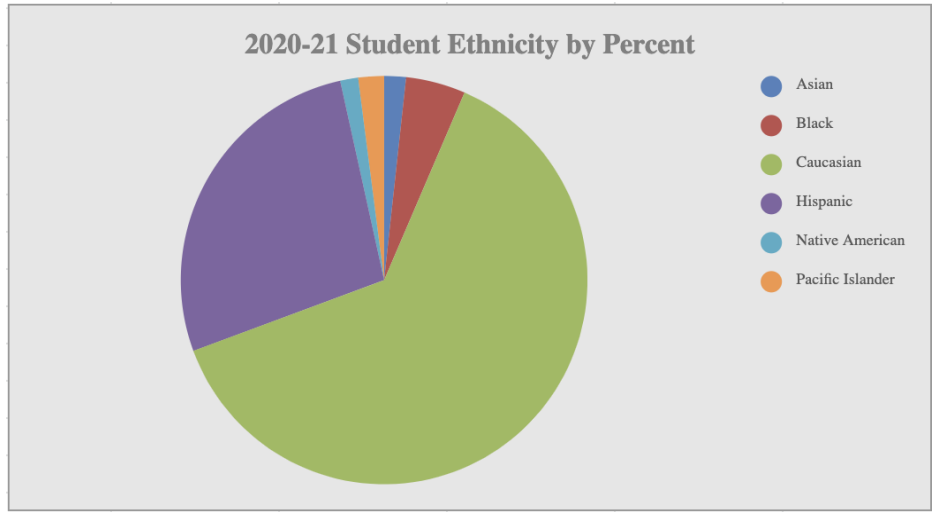Pre-Assessment to Post-Assessment 2018-2019
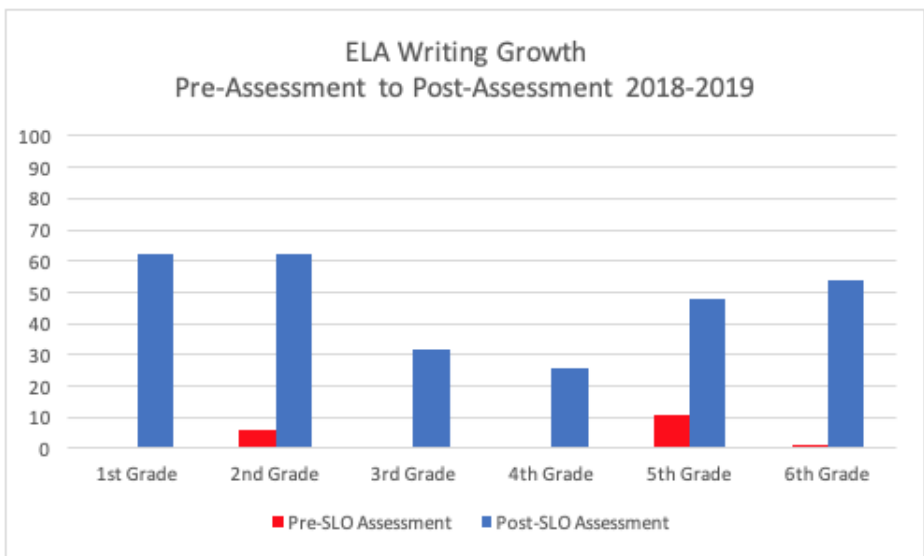
Demographic data

Riverside Elementary is an ethnically diverse school. Neaarly 63% of the student body is Caucasian, with 27% being Hispanic. Other ethnic backgrounds include: Native American (1.42%), Pacific Islander (2.05%), and Asian (1.73%).

Ethnicity					
Percentage	2016-17	2017-18	2018-19	2019-20	2020-21
Asian	1.70%	1.29%	1.08%	1.12%	1.73%
Black	2.50%	2.33%	3.26%	3.22%	4.74%
Caucasian	63.10%	62.92%	61.05%	64.34%	62.88%
Hispanic	28.70%	29.32%	26.32%	27.97%	27.17%
Native American	0.90%	1.42%	1.76%	1.40%	1.42%
Pacific Islander	2.00%	2.71%	2.44%	1.96%	2.05%

2020-21 Student Ethnicity by Percent

- Asian
- Black
- Caucasian
- Hispanic
- Native American
- Pacific Islander

45% of students have free/reduced lunch.

Socioeconomic Status					
	2016-17	2017-18	2018-19	2019-20	2020-21
Percent Free/Reduced	43%	43%	48%	45%	45%

Over 17% of students receive Special Education services.

Special Education Data					
Percent Student Enrollment SWD	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	1.90%	14.67%	4.39%	6.33%	10.81%
1st Grade	5.17%	13.27%	17.82%	13.83%	13.48%
2nd Grade	7.20%	5.41%	11.34%	19.27%	15.12%
3rd Grade	16.66%	18.00%	13.91%	20.00%	19.27%
4th Grade	9.90%	18.55%	19.10%	15.20%	19.78%
5th Grade	15.12%	10.48%	21.84%	21.21%	17.95%
6th Grade	12.62%	12.61%	15.95%	19.33%	21.21%
Total	10.70%	13.32%	14.65%	16.78%	17.14%

On average 92% of students attend school daily. This year we have seen a drop in our average daily attendance because of the COVID-19 Pandemic.
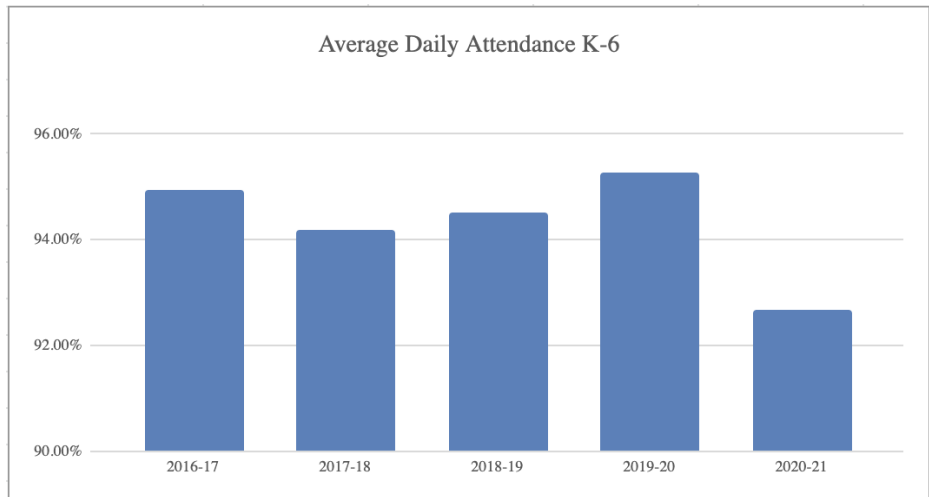
Daily Attendance					
Average Daily Attendance K-6	2016-17	2017-18	2018-19	2019-20	2020-21
Whole School	94.94%	94.17%	94.50%	95.27%	92.67%

Average Daily Attendance K-6

Enrollment Data (Info Systems)					
Total Student Enrollment	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	105	109	91	79	74
1st Grade	116	113	109	94	89
2nd Grade	111	111	101	109	86
3rd Grade	138	100	119	90	109
4th Grade	101	124	90	125	91
5th Grade	119	105	126	99	117
6th Grade	103	111	101	119	99
Total	**793**	**773**	**737**	**715**	**665**

Enrollment has slowly, but steadily declined over the past 5 years. This year our enrollment dropped more than expected because of the COVID-19 Pandemic.

16.5% of our students are English Language Learners.

English Language Learner					
Total Count	2016-17	2017-18	2018-19	2019-20	2020-21
1- Entering	32	17	17	15	9
2 - Emerging	22	30	21	29	31
3- Developing	41	50	47	51	50
4- Expanding	30	20	23	18	14
5 - Fluent/Monitor	33	21	11	8	6

School climate

According to a school stakeholder survey, most students like school and feel safe. Over 90% feel that their teachers and administrators care about them, are fair, and make sure they work hard and understand what is taught.

Only 67% of students feel that kids are safe from bullies. Even fewer felt kids solved problems without fighting.

	School Average Agreement	District Average Agreement
School Climate		
I like my school.	88%	92%
I feel safe at my school.	88%	92%
I feel like I fit in at my school.	80%	84%
There is lots to do at my school.	87%	87%
School Safety		
Kids are safe from bullies at my school.	67%	80%
Kids at my school solve problems without fighting.	63%	74%
My things are safe when I bring them to school.	76%	83%
Elementary Principal Scales		
My principal cares about me.	96%	97%
My principal looks out for all kids at our school.	97%	98%
My principal is fair when dealing with kids.	91%	95%
Teacher Emotional Support		
My teacher is nice to all the students in our class.	92%	94%
My teacher is fair.	90%	94%
My teacher will help me if I need help.	95%	96%
Teacher Learning Support		
My teacher makes me work hard every day.	90%	94%
My teacher makes sure I take part in class.	94%	96%
My teacher teaches so that I understand.	93%	95%

*Percentage of students who thought the principal knew them: 96 %

The vast majority of our parents (100%) feel welcome at Riverside Elementary and feel there are plenty of opportunities for them to be involved at the school.

They feel positive about the relationships between their children and their teachers, administrators, and other students.

	School Average Agreement	District Average Agreement
School Climate		
I feel welcome at this school.	100%	97%
I think people from all different backgrounds would feel welcome at this school.	91%	95%
There are plenty of opportunities for parents/guardians to be involved at this school.	97%	96%
There are many things about this school that I like.	100%	96%
School Safety		
I think students at this school resolve their differences peacefully.	93%	92%
This school seems to do a good job keeping kids safe from bullying.	88%	89%
I think my child's personal belongings are safe at this school.	91%	95%
Principal*		
I can rely on this principal to prioritize the learning needs of my child.	94%	94%
This principal cares about my child's well-being.	100%	95%
This principal is responsive to my concerns.	93%	92%
This principal handles problems effectively.	93%	91%
Teacher Emotional Support		
This teacher would help my child if my child needed help.	93%	97%
This teacher is considerate of my child's feelings.	93%	95%
This teacher is a good role model for the children.	95%	97%
Teacher Learning Support		
This teacher teaches so that my child understands.	97%	96%
This teacher challenges my child academically.	95%	95%
This teacher helps my child feel confident in his or her learning.	95%	94%
Teacher Communication		
This teacher communicates important information in a timely manner.	91%	93%
This teacher is clear and concise when communicating with me.	91%	95%
I am satisfied with the methods this teacher uses to communicate with me (i.e., email, websites, notes, etc.).	86%	94%

*Percentage of parents who reported ever meeting or speaking with the principal: 50 %

While teachers generally feel very positive about the environment and support at Riverside Elementary, teachers tended to agree with the student impressions of safety. 76% of teachers feel that kids are safe from bullying. A few more (79%) felt students resolved problems without fighting.

	School Average Agreement	District Average Agreement
Faculty Professional Environment		
Professional development is generally aligned with school-wide goals.	96%	95%
I coordinate my instruction with other teachers.	96%	95%
I have regular opportunities to collaborate with other teachers.	100%	96%
I have participated in professional development that supports my teaching of Utah Core Standards.	96%	96%
This school provides a positive environment for teachers.	96%	89%
Staff Professional Environment		
This school provides a positive work environment.	100%	92%
I receive ongoing training or feedback that helps me fulfill my role at this school.	94%	84%
A person from any culture would feel comfortable working at this school.	94%	95%
I feel that the work I do is appreciated.	94%	88%
School Safety		
Students at this school solve problems without fighting.	79%	86%
Personal belongings are safe at this school.	90%	94%
Students at this school are safe from bullying.	76%	86%
Resources		
I have access to the resources I need to do my job effectively.	92%	91%
The resources at this school are well-managed.	92%	92%
I have the training necessary to use the resources available to me.	92%	91%
I am able to provide my students adequate resources to support their learning.	91%	93%
Parental Support		
In general, parents/guardians are responsive when I request communication.	95%	95%
In general, parents/guardians work with me to support student learning.	95%	94%
I believe the parents/guardians of my students have high academic expectations for their children.	91%	89%
Principal Conscientiousness		
My principal is effective when dealing with teachers.	100%	89%
My principal is concerned about my well-being.	100%	91%
My principal is an effective leader for this school.	100%	92%
My principal shows respect for all people at our school.	100%	94%
My principal treats staff fairly.	97%	90%
Principal Instructional Support		
My principal provides useful guidance on effective instruction.	95%	90%
My principal observes my class and gives me useful feedback about my teaching.	100%	84%
My principal and I discuss topics related to my progress as a teacher in a productive way.	95%	87%
Principal Communication		
My principal is an effective communicator.	94%	87%
My principal is responsive to my communication attempts.	97%	93%
My principal communicates important information to me in a timely manner.	94%	91%

Teacher qualifications

Teacher Name	Assignment	Education Level	License Level	Endorsements	Licenses
Stephanie Adams	BTS Specialist	BS, MA	2	ESL	Administrative/ Supervisory K-12, Elem Ed. 1-8
Ruthetta Barnett	1st Grade	BA	1	ESL	Elem. Ed. 1-8
Laura Barton	Kindergarten	BS	1	ESL	Elem Ed. K-6
Alisa Belliston	2nd Grade	PhD	2	Math	Elem. Ed. 1-8
Alina Berber	1st Grade	BS, MA	2	ESL, Spanish, World Language	Elem. Ed. K-8

	Name	Assignment	Degree	Level	Endorsements	Licenses
	Makenzie Blattman	4th Grade	BS	1	ESL	Elem. Ed. K-6
	Julie Bodtcher	5th Grade	BS	2	ESL, Mild/Moderate Disabilities	Elem. Ed. 1-8, Special Ed. K-12+
	Olena Bradford	3rd Grade	BS	1	ESL, Tech	Elem. Ed. K-8
	Carolynn Christensen	Interventionist - Literacy	BS, MED	2	Reading, Gifted & Talented, Visual Art (K-6) Level 1	Administrative/ Supervisory K-12, Elem. Ed. 1-8
	Jordan Creekmur	3rd Grade	BA	1	ESL	Elem. Ed 2-6
	Emily Doll	Specialist	MED	1		Elem Ed. K-6
	Michelle Emmons	4th Grade	MED	2	ESL	Elem. Ed. K-6, Elem. Ed. 1-8
	Rebecca Fenstermacher	5th Grade	BS	1	ESL	Elem Ed. K-6
	Christy Francis	Cluster	BS	1	Severe Disabilities	Special Ed. K-12+
	Lora Grass	Cluster	MA	2	Severe Disabilities	Special Ed. K-12+
	Brittany Greco	Interventionist - Math	BA, MA	2	ESL, Gifted & Talented	Early Childhood Ed. K-3, Elem. Ed. 1-8
	Laura Hales	Kindergarten	MS, BS	1	ESL, Math	Early Childhood Ed. K-3
	Ronna Hoffman	Principal	BS, MED	2		Elem. Ed. 1-8, Administrative Education
	Carly Hogsed	Speech	BS, MA	1		Communication Disorders (K-12+)
	Katherine Kimball Nalder	3rd Grade	BS	1	ESL	Elem Ed. K-6
	Brianna Kroll	2nd Grade	BA	ARL		
	Brooke Lara	Resource	BS	1	Mild/Moderate Disabilities	
	Amelia LePrey	Speech	BAC, MA		ESL	Communication Disorders (K-12+)
	Jess Martinez	5th Grade	BA, MS	2	DLI, Spanish	Elem. Ed. K-6, Interdisciplinary Studies
	Zelda McAllister	2nd Grade	BS	2	ESL, Math	Early Childhood Ed. K-3, Elem. Ed. 1-8
	Michele Medina-Ferrone	6th Grade	BS, MED	2	Spanish, DLI, ESL	Elem. Ed. 1-8
	Emily Mitarai	6th Grade	BA, MS	2	ESL, Math, Mild/Moderate Disabilities	Special Ed. K-12+, Elem. Ed. K-6
	Veronica Perez	4th Grade	BS	ARL		
	Rexanne Pond	Resource	BS, MS	2	ESL, Reading, Mild/Moderate Disabilities	Special Ed. K-12+
	Nathan Price	Assistant Principal	MA	1		School Psychology K-12, School Leadership
	Stacey Prince	Kindergarten	BS	2	ESL, Heath Ed, Dance 6-12	Elem. Ed. K-6, Secondary Ed. 6-12
	Breanna Senter	2nd Grade	BS	1	ESL	Elem Ed. K-8
	Donna Salmen	Psychologist	BA, MA, PhD	2		School Psychology K-12
	Juliana Seaman Casey	6th Grade	BS	2	ESL	Elem. Ed. 1-8
	Linda Sherwood	1st Grade	BS, MAS	2	ESL	Elem. Ed. 1-8
	Victoria Stanley	Cluster	BA, BS, MA	1	Severe Disabilities	Special Ed. K-12, Elementary Ed. K-6

Annette Stavros	6th Grade	BS, MED	2	ESL, Visual Art	Elem. Ed. 1-8
Wesley Steele	1st Grade	BS, MA	ARL		
Courtney Stevens	5th Grade	BS	1	TESOL/ESL	Elem. Ed. K-6
Lydia Theobald	2nd Grade	BS	1	TESOL/ESL	Elem. Ed. K-6
Kaelin Tumblin	1st Grade	BS	1	ESL	Elem. Ed. K-6
Kathy Wride	3rd Grade	BS	2	ESL, Spanish	Elem Ed. K-6

Instructional practices

- Cooperative Learning
- Setting Objectives - I Can Statements
- Providing Feedback
- Using Manipulatives and Non-Linguistics Representations
- Reinforcing effort and providing recognition- Growth Mindset
- Graphic Organizers (school-wide scaffolding)
- Explicit Instruction - teacher clarity
- Summarizing and Note taking - highlighting
- Visualization
- Inquiry based instruction
- Technology in the classroom
- Differentiation
- Advance Organizers
- Effective student use of Success Criteria
- Small group instruction (RTI, writing conferences, guided reading, skill groups)

Overall, Riverside parents feel positive toward the school. Most feel welcome and feel that there are a variety of ways to volunteer to help at the school.

Parents seem to appreciate the communication between school and home.

Just over ¾ of our community surveyed know Title 1 Information/School Improvement meetings are held multiple times each year and feel they can be part of the decision making process at school.

Steps have been taken this year to ensure more parents are aware of the meetings and know of ways to be part of the decision making process.

Title I Parent Survey Summary 2018-2019

Parent Involvement Question	# YES	# NO	# Don't Know
1. The principal and teachers at this school welcome me into the building.	94%	2%	4%
2. The school offers parent involvement activities and materials that assist parents in helping their children with school assignments.	88%	4%	6%
3. The school staff reaches out to parents, communicates with parents, and works with parents as equal partners in the education of their children.	87%	4%	10%
4. The school explains to parents the curriculum, the testing program, and the standards that students are required to meet.	85%	4%	9%
5. The school holds an annual meeting to explain their School Improvement and Title I program and services that are available to my student.	78%	1%	21%
6. I clearly understand how my student can receive additional help in school when it is needed.	75%	13%	12%
7. I understand how to make an appointment for parent/teacher conferences.	99%		1%
8. I attended parent/teacher conferences either during the appointed time or through special arrangements.	98%	1%	1%
9. I am familiar with the student/teacher/parent compact.	79%	11%	8%
10. There are a variety of opportunities for parents to volunteer to help at school.	88%	1%	9%
11. I feel I can be part of the decision making process at school.	80%	13%	5%
12. Information that the school sends home to parents is easy to understand and in a language that parents use in the home.	97%		1%
13. Students are provided recognition for their success in the classroom.	87%	3%	5%
14. Students are provided recognition for their success at school wide programs.	82%	3%	10%
15. The information provided on my school's website is helpful and easy to find.	89%	3%	5%

Requested parent training programs	#			#
Parenting skills		Reading skills		
Health & Fitness		Nutrition		
Mathematics skills		Helping with Homework		
Sewing and Crafts		Test taking skills		
English classes		Other:		
Computer classes				

Grades Represented by #	K	1	2	3	4	5	6

Title I, Part A Schoolwide Plan Template
Purpose and Directions

Schoolwide Reform Goals and Strategies Form

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards

SMART Goal	**Math** Students will receive standards based math instruction to build fluency and depth of knowledge of all math standards, in order for students to show growth on standards based school math assessments.
Strategies	1. Grade level teams will create a math curriculum map including Essential Standards for each unit. 2. Teachers will team in PLCs to identify students' levels of proficiency of the essential standards and form common assessments/tasks to identify need for interventions and additional academic support. 3. Implement academic vocabulary using researched based vocabulary strategies to support all students including our ELL and SpEd population. 4. All students will receive 60 minutes of rigorous Tier 1 Math Instruction. 5. Respond to students' needs with highly qualified assistants who will be trained in implementing Tier 2 Interventions or Enrichment activities to close the achievement gap and accelerate the learning of all students. 6. Employ a full-time, highly experienced teacher specialist to coach and mentor teachers in math instruction and interventions. The teacher specialist will train and schedule assistants and support teachers in math professional development. 7. SIOP strategies and Go To Strategies will be implemented into the math curriculum. Teachers will share effective use of strategies with the faculty monthly. 8. Provide before, after or summer, and/or pre-school program for identified at-risk students to have a solid academic foundation in math. 9. Purchase technology, books, materials and software to enhance learning and broaden experiences in math. 10. Implement a school-wide math fluency program. 11. Facilitate family nights to increase parents' knowledge of Utah State Core Curriculum.

Evidence-Based Research Support	- Math Expressions (https://www.hmhco.com) - Bloomberg and Pitchford (2017). *Leading Impact Teams: Building a Culture of Efficacy* - DuFour, R. (2010). *Learning by doing: A handbook for professional learning communities at work (2*nd ed.). Bloomington, IN: Solution Tree Press. - Utah State Core - Imagine Math (http:/math.imaginelearning.com/) - WIDA strategies - Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* London: Routledge. - Santoyo, P., & Peiser, B. (2012). *Leverage leadership: A practical guide to building exceptional schools.* San Francisco: Jossey-Bass - Vogt, MaryEllen. *99 Ideas and Activities for Teaching English Learners with the SIOP Model.* Boston :Pearson Allyn and Bacon, 2008.
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	We expect all of our students to show growth in math according to the standards based school math assessments. How will success be measured on an annual basis? - Ongoing throughout the year we will be looking at common assessments and unit tests. - Fact Fluency Fridays (when district schedule allows) - RISE Benchmarks/Summative
Professional Development to Support Strategies	- Tier 1 training (teacher specialist will specifically train grade level teams on effective Tier 1 instruction) - School directed professional development - twice a month - RTI training - District training on power standards and success criteria. - Math Games (Teacher Specialist meets with teachers to teach math games that reinforce math concepts) - Teachers will have opportunities to observe in other classrooms and observe modeling in their own classroom.
Timeline	- Math Expressions unit tests throughout the year - CFA/tasks throughout the year - RISE benchmarks throughout the year - RISE summative in April/May
Responsible Parties	Principal, Assistant Principal, Teachers, Teacher Specialist, and Assistants
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	We will analyze assessment/task data in PLCs using common assessment/task, unit tests, Essential Standards, pre-assessment & post-assessment, and observations. We will use the analysis to adjust instruction to meet student needs.

Title I, Part A Schoolwide Plan Template
Purpose and Directions

Schoolwide Reform Goals and Strategies Form

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards

SMART Goal	**ELA** • Students will receive daily, standards based language arts instruction, including comprehensive balanced literacy instruction to build comprehension, vocabulary and writing skills so that students show growth on standards based school ELA assessments. • Acadience Goal - Mandatory State Goal: Achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Reading. Kindergarten: maintain the percentage of students proficient on Acadience composite from beginning of year to end of year. First Grade: Reduce the percentage of first grade students scoring well below benchmark on Acadience Correlations Report by 42%.
Strategies	1. Grade level teams will create an ELA curriculum map including Essential Standards for each of the three ELA benchmarks. 2. Teachers will team in PLCs to identify students' levels of proficiency of the essential standards and form common assessments/tasks to identify need for interventions and additional academic support. 3. Select and implement academic vocabulary using research based vocabulary strategies to support all students including our ELL and SPED population. 4. All students will receive Tier 1 small group skills and/or guided reading instruction. 5. Respond to students' needs with highly qualified assistants who will be trained in implementing Tier 2 Interventions or Enrichment activities to close the achievement gap and accelerate the learning of all students. 6. Provide all-day Kindergarten to lower the Achievement Gap for at risk students and ELL's. 7. Employ a full time, experienced teacher specialist to coach and mentor teachers in ELA instruction and interventions. The Teacher Specialist will train and schedule assistants and support teachers in ELA professional development.

	8. SIOP Strategies and Go To Strategies will be implemented into the ELA Curriculum. Teachers will share effective use of strategies with the faculty monthly. 9. Provide before, after, summer and/or pre-school program for identified at-risk students to have a solid academic foundation in ELA. 10. Purchase materials, books, technology and software to enhance learning and broaden experiences in Language Arts. 11. School-wide/home reading program to encourage students to read at least 20 minutes at home each night. 12. Heggerty Phonemic Awareness instruction provided to all students K-2 to strengthen students' phonemic awareness. 13. Really Great Reading Program for students K-2 to foster phonics skills. 14. Teachers will schedule and hold Friday intervention groups for students' specific deficit/acceleration skills. 15. Facilitate family night sessions to increase parents' knowledge of Utah State Core Curriculum.
Evidence-Based Research Support	● Utah State Core Curriculum ● Bloomberg and Pitchford (2017). *Leading Impact Teams: Building a Culture of Efficacy* ● DuFour, R. (2010). *Learning by doing: A handbook for professional learning communities at work (*2nd ed.). Bloomington, IN: Solution Tree Press ● HMH Journeys (http://www.hmhco.com/shop/education-surriculum/reading/core-reading-programs/journeys) ● Imagine Learning (http://imaginelearning.com) ● Fountas and Pinnell ● Fountas and Pinnell Intervention System ● Vanden Boogart, A.E., Hergert, J., & Zelenak, S. (2017). *Really Great Reading: Countdown, Blast, HD Word.* White Plains, MD: AGS ● WIDA Strategies ● Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* London: Routledge. ● Santoyo, P., & Peiser, B. (2012). *Leverage leadership: A practical guide to building exceptional schools.* San Francisco: Jossey-Bass. ● Vogt, MaryEllen. *99 Ideas and Activities for Teaching English Learners with the SIOP Model. Boston :Pearson Allyn and Bacon, 2008.*

Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	We expect all of our students to show growth in ELA according to the standards based ELA assessments. How will success be measured on an annual basis? ● Ongoing, throughout the year teachers will analyze Benchmarks, common assessments, unit tests, guided reading levels, RI, Acadience, and RISE data during PLCs.
Professional Development to Support Strategies	● Fountas and Pinnell assessment training. ● District training on power standards and success criteria ● School directed professional development twice a month ● Tier 1 Training (Teacher specialist will specifically train grade level teams on effective Tier 1 instruction) ● Tier 2 Training for Assistants (Teacher Specialist will provide Tier 2 Training for Assistants) ● Intervention training for teachers ● Teachers will have opportunities to observe in other classrooms and observe modeling in own classroom
Timeline	● Pre- Assessment first week of school/post assessment (end of year) ● F & P assessments in October and end of May ● RI testing for 3-6 3 times per year. ● Acadience Grades K-3 three times per year. ● CFA/Tasks throughout the year ● ELA Benchmarks 3-4 times per year ● RISE benchmarks throughout the year ● RISE summative in April/May
Responsible Parties	Principal, Assistant Principal, Teachers, Teacher Specialist, and Assistants
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	We will analyze assessment data in PLCs using Common Assessments, Benchmarks, Essential Standards, Pre and Post Assessments, Acadience, RI, RISE benchmarks and Observations.

Title I, Part A Schoolwide Plan Template
Purpose and Directions

Schoolwide Reform Goals and Strategies Form

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards

SMART Goal	**Culture and Climate**
	Decrease number of negative behaviors 10% by increasing social and leadership skills, and reinforcing positive behavior. Data will include office referrals, suspensions, Eagle tickets and leadership beads/charms/sticks.
Strategies	1. Continue implementing a school-wide discipline plan including Eagle Expectations. Reinforce positive behaviors with Eagle tickets, which can be turned in for monthly drawings and used to buy items at our Eagle's Nest Store. Negative behavior will be addressed with a hierarchy of consequences including loss of privileges, office referral, or suspension. We will also work on shaping positive behavior through explicitly teaching expectations, modeling, and providing incentives and rewards for positive improvement. 2. Provide PD on proper implementation and follow through of effective discipline procedures, strategies for sensory disorders, engagement in the classroom, etc. from behavior specialists. This includes our BEST Team. We will meet monthly as a team and on a district level to focus on a school-wide plan to put systems in place to ensure the social and emotional safety and well-being of our students. 3. Eagle Expectations will be taught/modeled/reviewed the first week of school and in January from classroom teachers, administrators, and staff members supervising specific areas. Posters are designed and displayed throughout the school for each set of expectations. 4. Update the school Code of Conduct yearly and make available to parents at the beginning of the school year. The Code of Conduct will also be available on the school website. 5. Consider hiring paraprofessionals as needed to increase supervision of students at times when high incidents of office referrals occur. We will also purchase equipment for semi-structured recess activities. 6. Continue to build positive relationships, encourage leadership opportunities, and improve social skills. Reinforce positive behaviors by giving students in grades K-4 leadership beads and

	charms to put on their Leadership Lanyards. Grades 4-6 will earn Leadership Sticks to collect on their Spirit Rings. 7. Provide resources, PD and ongoing training to increase integration of leadership skills in the classrooms and throughout the school. This includes Second Step, a social/emotional learning program to be taught weekly to students and practiced daily to become an integral part of our school. 8. Celebrate student achievement and personal growth with the use of Data Notebooks. 9. Plan assemblies to teach students positive character traits, and enrich the core curriculum. 10. Provide students the opportunities to attend field trips, in-school or after-school activities that expose them to experiences that tie into the core curriculum and celebrate cultural diversity, as CoVid-19 guidelines allow. 11. Provide a full-time psychologist to assist in behavioral intervention, social skills, and character education. 12. Provide an Assistant Principal and/or School Improvement Coach to facilitate improved student behavior and leadership/social skills. 13. Provide a PE Specialist and/or lunch recess assistant to teach students school-wide game rules, social skills (joining a game, determining teams, resolving conflicts during a game, etc.) and physical/locomotor skills (dribbling a ball, etc.). 14. Focus on kindness, empathy, multiple perspectives, and emotional awareness on a school-wide basis. Divide into Eagle Nests among grade levels, as CoVid guidelines allow.
Evidence-Based Research Support	• Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* London: Routledge. • Epstein, J. (2011). *School, family, and community partnerships preparing educators and improving schools* (2nd ed.). Boulder, CO: Westview Press • Epstein's Six Types of Involvement
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	Expected impact will be a 10% decrease in the number of office referrals, and suspensions. How will success be measured on an annual basis? Data will be tracked by the office referrals and suspensions. Percentages will be compared to the previous year(s).
Professional Development to Support Strategies	• PD will be planned on proper implementation and follow through of effective management strategies from behavior specialists. This will occur before school starts and periodically throughout the year. • PD and ongoing training will be planned to increase leadership skills in the classrooms and throughout the school, thus decreasing discipline problems.

	- Teachers will have opportunities to observe in other classrooms and observe modeling in own classrooms - On-going District Behavior PD will be provided to school Behavior Team.
Timeline	Yearly
Responsible Parties	All faculty: Administration, Teacher Specialists, teachers, assistants and staff members
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	- Track negative behavior with data from office referrals and suspensions. Track positive behavior with Eagle tickets, leadership beads/charms/sticks given to students. - Track minor and major behavior infractions - Parent and student signatures on Code of Conduct - Feedback from teachers, parents, and students on survey from U of U Policy Center - Responses on Title 1 Parent survey

Title I, Part A Schoolwide Plan Template
Purpose and Directions

Goals and Strategies to Address Supports for Most At-risk Students

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards

SMART Goal	**Parent Involvement** Increase Parent Involvement with 10% more attendance at meetings, events, and classes.
Strategies	1. Provide a Family Learning Coordinator. 2. Provide a Family Learning Center with resources such as play area, books, technology, craft supplies, etc. 3. Offer parent classes such as English and Technology in our Family Center. 4. Provide resources for home checkout in our Family Center. These include Literacy Bags, DVDs, and Frog Family Fun Pack sets. 5. Provide opportunities at school and home for volunteering, learning at home, decision-making, collaborating with community, etc. 6. Establish consistent communication in English and Spanish through: ● Automated phone, email, and text for certain announcements reminders ● Parent Involvement Board, display rack, school website, outside marquee ● Student planners provided ● School documents and letters printed in English and Spanish, to the extent possible ● Provide parents with school and class expectations through teacher disclosure statements and parent/school compact ● Inform parents of individual student data, academic assessments used to measure student progress, and expected grade level proficiency standards
Evidence-Based Research Support	● Epstein's Six Types of Involvement ● Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* London: Routledge. ● Epstein, J. (2011). *School, family, and community partnerships preparing educators and improving schools* (2nd ed.). Boulder, CO: Westview Press

Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	We expect increased parent involvement to improve core academics by 5%. How will success be measured on an annual basis? ● Number of parents attending meetings, events, classes, visiting Family Learning Center, etc. ● Title 1 Parent Survey
Professional Development to Support Strategies	PD focused on effectively involving parents in student academics.
Timeline	Yearly
Responsible Parties	Administration, Teacher Specialists, Teachers, Family Learning Center Coordinator, Parents
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	● Track attendance at meetings, events, classes, etc. ● University of Utah Policy Center Survey ● Title 1 Survey ● Tie parent-reported follow through from Family Academic Nights to student learning.

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents are Purposes of the Program will be Met
Title 1	$175,000	Math Strategy #6 Employ highly qualified teachers to allow for smaller class sizes instruction and interventions. The teacher specialist will train and schedule assistants and support teachers in math professional development. Specifically hire highly qualified teachers to allow for smaller class sizes with Title 1 funds.
Title 1 TSSA	$0 $2,500	Math Strategy #1 Grade level teams will create a math curriculum map and goals for math. 1/2 day substitutes or summer planning pay will be provided for teachers.
Title 1 TSSA School Funds	$2,500	Math Strategy # 3,4,7 Professional Development and materials to provide training in SIOP, Tier 1 instruction and Academic Vocabulary. Provide opportunities for teachers to observe model classrooms. Professional development in math tier 1 and tier 2 strategies.
Title 1	$5,000 (On hold due to CoVid)	Math Strategy #8 Provide a summer school and/or pre-school program for identified at-risk students to have a solid academic foundation in math.
Title 1 Land Trust	$ 9,000 $40,000	Math Strategy #5 Respond to students' needs with highly qualified assistants who will be trained in implementing Tier 2 Interventions or Enrichment activities to close the achievement gap and accelerate the learning of all students.
Title 1 School Funds	$5,000	Math Strategy #9 Purchase technology, books, materials, data notebooks and software to enhance learning and broaden experiences in math.
Title 1 Parent & Family Engagement	$1,500	Math Strategy #11 Facilitate Family Night sessions to increase parents' knowledge of Utah State Core Curriculum to help meet Math goals
Title 1 School Budgets	$1,000	Math Strategy #10 Implement a school-wide math fluency program. Purchase supplies and resources.
Title 1	$105,000	ELA Strategy #8 Employ highly qualified teachers to allow for smaller class sizes instruction and interventions. The teacher specialist will train and schedule assistants and support teachers in ELA professional development. Specifically hire highly qualified teachers to allow for smaller class sizes with Title 1 funds.

Title 1 TSSA	$0 $2,500	ELA Strategy #1 Grade level teams will create a curriculum map and a goal for each of four ELA Benchmarks. (Half-day substitutes for teachers 3 times a year.)
Title 1 School Budgets	$5,000	ELA Strategy #3, 4, 7, 9 Professional development and materials to provide training in SIOP, Tier I, and academic vocabulary. Professional development in Writing. Provide teachers opportunities to observe model classrooms in action.
Title 1 Land Trust	$ 9,000 $40,000	ELA Strategy #5 Respond to students' needs with highly qualified assistants who will be trained in implementing Tier 2 Interventions or Enrichment activities to close the achievement gap and accelerate the learning of all students.
Title 1 School Funds	$0 $5,000	ELA Strategy #6 Provide tutoring during lunch for at risk Kindergarten students.
Title 1 School Funds	$0 $45,000	ELA Strategy #7 Provide all-day Kindergarten to lower the Achievement Gap for at risk students and ELL's.
Title 1	$5,000 (On hold due to CoVid)	ELA Strategy #10 Provide before, after, summer and/or pre-school program for identified at-risk students to have a solid academic foundation in ELA.
Title 1 Other Funds	$5,000	ELA Strategy #11 Purchase materials, books, technology and software to enhance learning and broaden experiences in Language Arts. (Brain-Pop, Raz Kids, grammar technology, GR library, Data Notebooks)
Title 1 Parent & Family Engagement	$1,500	ELA Strategy #12 Facilitate Family Night sessions to increase parents' knowledge Utah State Core Curriculum to help meet ELA goals.
Title 1 School Funds	$0 $1,000	School Climate #3.1, 3.3 Continue to implement and support school-wide behavior management model with positive and negative consequences. Provide professional development on and supplies for proper implementation and follow through of discipline plan, including Eagle expectations and Precision Commands.
Title 1 School Funds TSSA	$5,000 $14,000	School Climate #3.2, 3.6, 3.7, 3.9, 3.10 Provide professional development for our faculty such as on-going training and collaboration/preparation time for classroom teachers. Celebrate student achievement and personal growth through the use of Data Notebooks & planners.
Title 1 Parent & Family Engagement	$500	School Climate #4.7 Use Parent Involvement bulletin board, display rack, school newsletter, outside marquee, and student planners to increase communication between school and home.
Title 1 Special Ed Funds	$0 $85,000	School Climate #3.11 Provide a full-time psychologist to assist in behavioral intervention, social skills, and character education.

Title 1	$69,000	School Climate #3.12 Provide a School Improvement Specialist and/or an Assistant Principal to facilitate improved student behavior, and leadership/social skills
Title 1 Other Funds	$15,000	School Climate #3.5, 3.13 Hire paraprofessionals as needed to increase supervision of students at times when high incidents of office referrals occur. Purchase equipment for structured recess activities.
Title 1 Other Funds	$4,000	School Climate #3.10 Provide opportunities for students to attend educational field trips (i.e. Biz Town, Clark Planetarium, etc.)
Title 1 BTS PLC Grant	$20,000 $52,000 $19,000 $10,000	School Climate #3.9, 3.10 Provide opportunities for students to be exposed to different learning experiences during and after school in the arts, STEM, etc. Assemblies, student art learning experiences, after school programs, Drama and STEM classes, etc. Provide personnel and supplies to teach classes as needed.
Title 1 – Parent & Family Engagement (Learning Center)	$500 (On hold due to CoVid)	Parent Involvement Plan and organize classes for parents in Family Learning Center such as English, Technology, etc. Host family events such as Family Picnic Night and Fiesta Cultural
Title 1 – Parent & Family Engagement (Learning Center)	$500 (On hold due to CoVid)	Parent Involvement Computers/technology for Family Learning Center
Title 1 – Parent & Family Engagement (Learning Center)	$12,000 (On hold due to CoVid)	Parent Involvement Personnel for Family Learning Center