

## Utah Title I Schoolwide Planning Template

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**Part A: General Information**

**School Name**    Oquirrh Elementary

**LEA Name**    Jordan School District

Title I Schoolwide Planning Team	Name	Signature
Principal	Shauna Worthington	<i>Shauna Worthington</i>
Assistant Principal	Jerri Crawford	<i>Jerri Crawford</i>
Faculty Member	Shana Mondragon	<i>Shana Mondragon</i>
Faculty Member	Megan Daly	<i>Megan Daly</i>
Faculty Member	Jeannie Wade	<i>Jeannie Wade</i>
Parent Representative - PTA	Jamie Parry	<i>Jamie Parry</i>

Schoolwide Title I plans 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.

<b>Principal:</b> Shauna Worthington	<b>Signature:</b> <i>Shauna Worthington</i>	<b>Date:</b> 11/16/20
<b>LEA Title I Director:</b> Lisa Robinson	<b>Signature:</b>	<b>Date:</b>

# Title I, Part A Schoolwide Plan Template

## Purpose and Directions

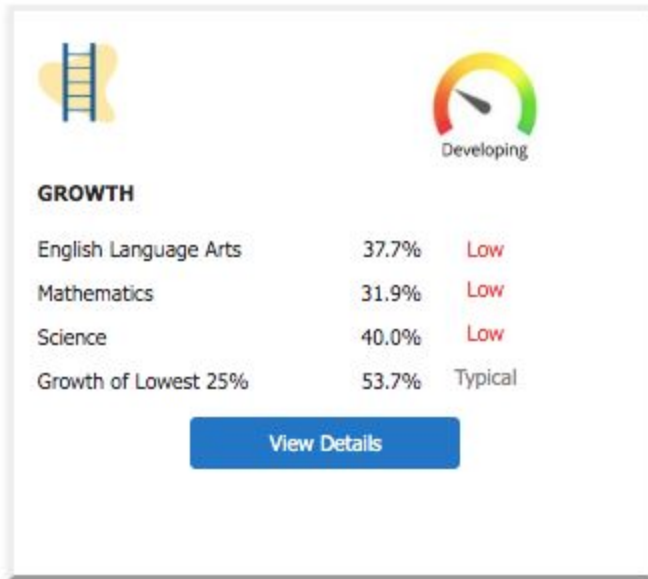
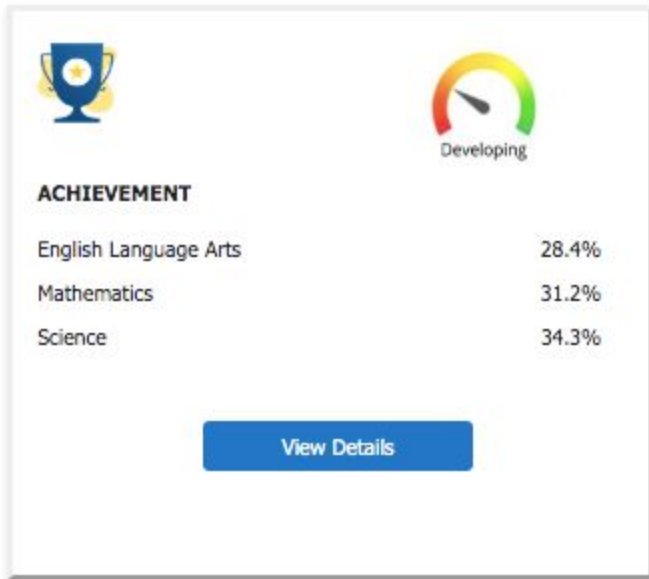
### Comprehensive Needs Assessment

#### ESSA Sec. 1114(b)(6)

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

#### 2018 State Report Card



**POINTS WEIGHTED TO OVERALL SCORE**



Achievement	37% (56 points possible)	18 points earned
Growth	37% (56 points possible)	20 points earned
English Learner Progress	9% (13 points possible)	4 points earned
Growth of the Lowest 25%	17% (25 points possible)	13 points earned

[View more info on the system >](#)

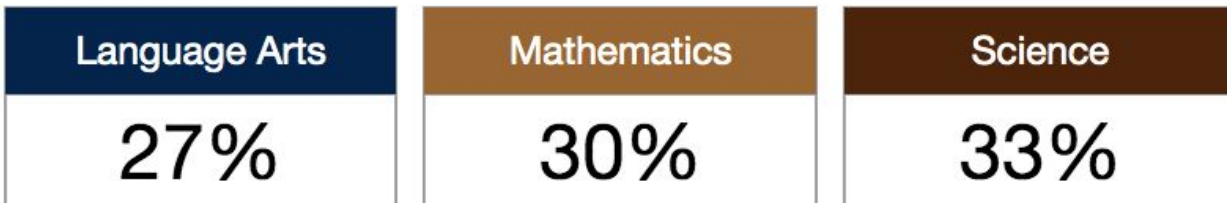
[View more info on the calculation >](#)

## Historical State Report Card Grades

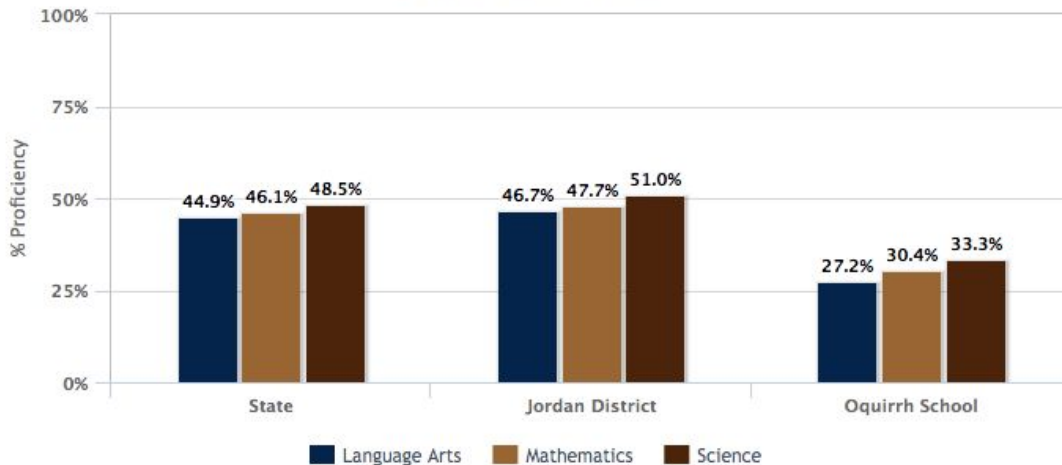


## 2018 SAGE Proficiency (new 6th grade science test)

### SAGE Results for Oquirrh School

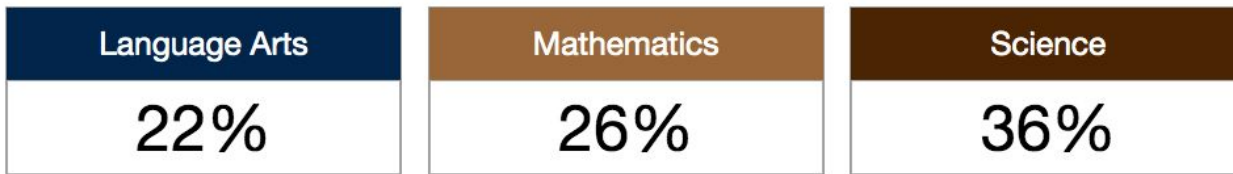


2018 SAGE % Proficient

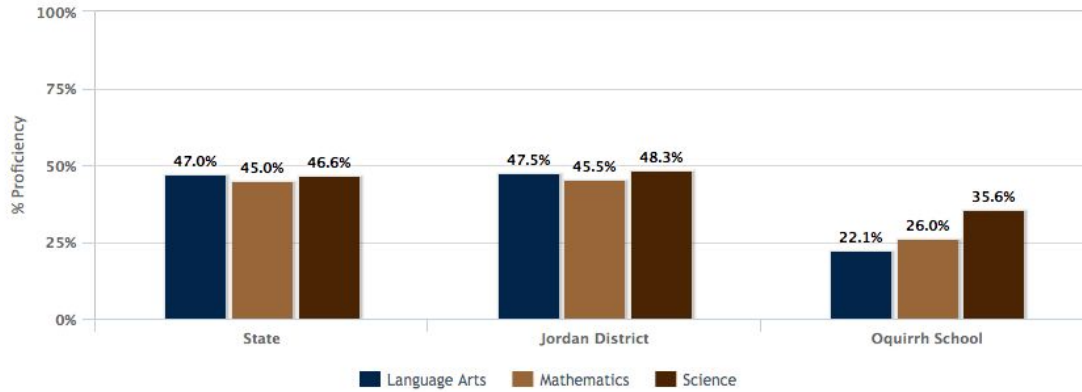


# 2019 SAGE Proficiency

## Student Proficiency Results for Oquirrh School



2019 % of Students Proficient



## 2018 SAGE Demographics

### SAGE Results for Oquirrh School by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	27.4%	30.9%	30.6%
African American	0.0%	0.0%	
American Indian	0.0%	20.0%	0.0%
Asian	42.9%	42.9%	33.3%
Caucasian	33.5%	35.6%	37.0%
Hispanic	18.5%	22.9%	28.1%
Multiple Races	29.4%	35.3%	11.1%
Pacific Islander	16.7%	25.0%	0.0%
Female	33.9%	32.5%	30.9%
Male	21.8%	29.4%	30.3%
Economically Disadvantaged	19.5%	27.1%	21.9%
Limited English Proficiency	15.9%	24.2%	25.7%
Students with Disabilities	7.7%	14.1%	17.5%
Mobile	17.2%	25.0%	29.4%

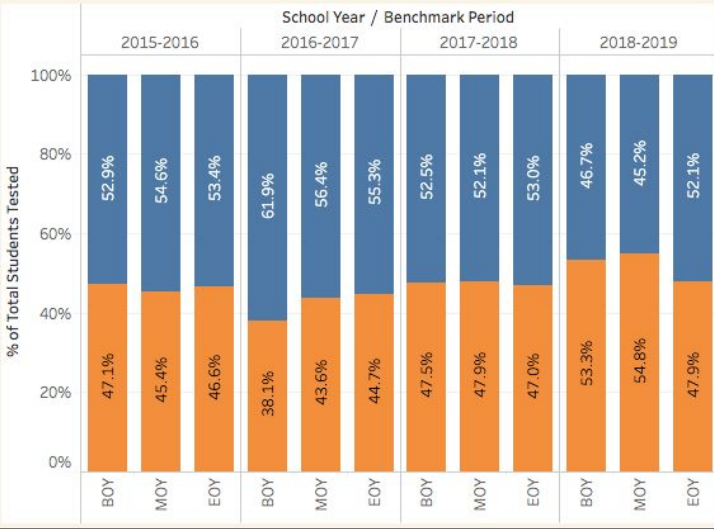
## 2019 SAGE Demographics

### Student Proficiency Results for Oquirrh School by Demographic Group

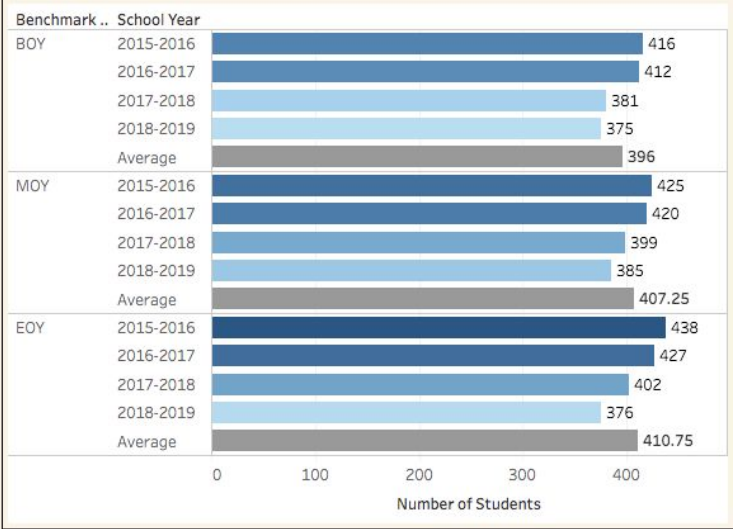
Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	22.1%	26.0%	35.6%
African American	25.0%	25.0%	0.0%
American Indian	33.3%	33.3%	33.3%
Asian	54.5%	45.5%	50.0%
Caucasian	27.4%	33.3%	47.1%
Hispanic	13.4%	17.2%	21.6%
Multiple Races	20.0%	6.7%	40.0%
Pacific Islander	0.0%	10.0%	11.1%
Female	22.2%	26.7%	34.9%
Male	22.0%	25.3%	36.1%
Economically Disadvantaged	14.8%	23.0%	26.1%
Limited English Proficiency	11.8%	21.4%	17.4%
Students with Disabilities	12.1%	12.3%	15.2%
Mobile	29.0%	29.0%	38.1%

# 2015-2019 Acadience/DIBELS Performance Data

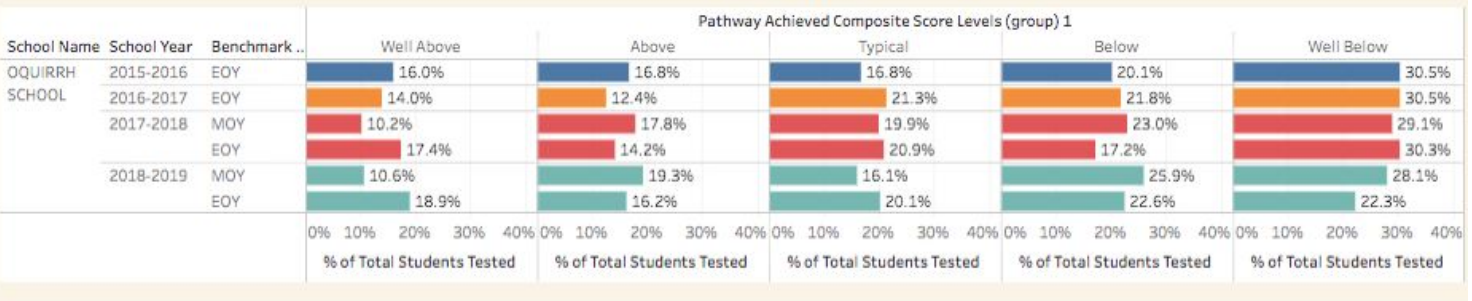
School Proficient vs. Nonproficient



School Number of Students Tested



Acadience Reading Growth by School, 2015-2019



## Demographic Data

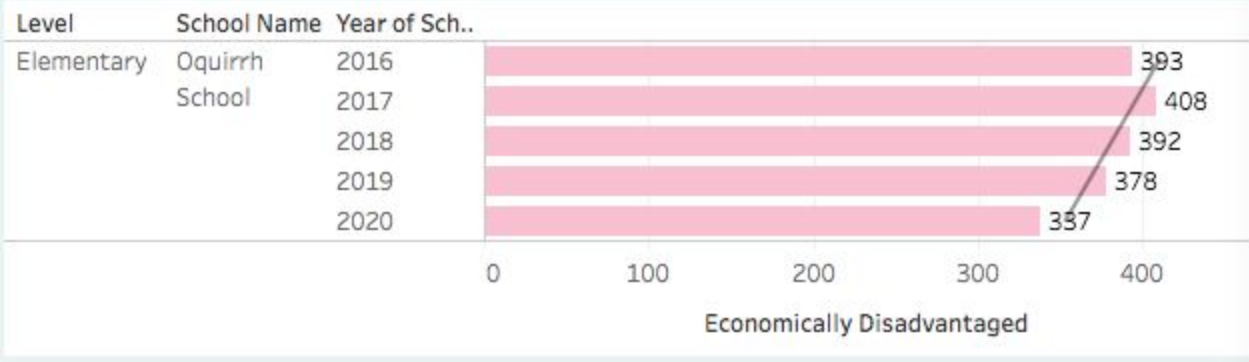
### Enrollment Data

Total School Populations



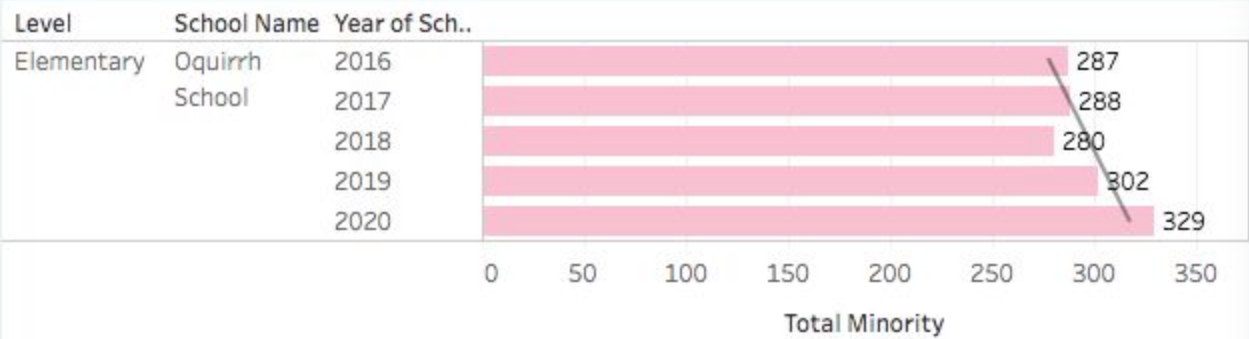
## Socioeconomic Status (Free/Reduced Lunch)

### School Economically Disadvantaged Population



## Ethnicity

### School Minority Population



### School African American Population





## School American Indian Population



## School Asian Population



## School Hispanic Population



## School Multiple Races Population



## School Pacific Islander Population

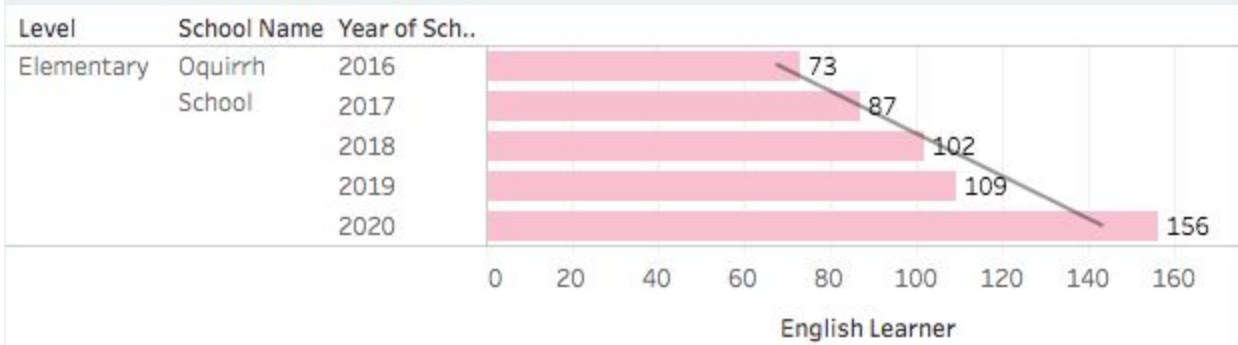


## School White Population



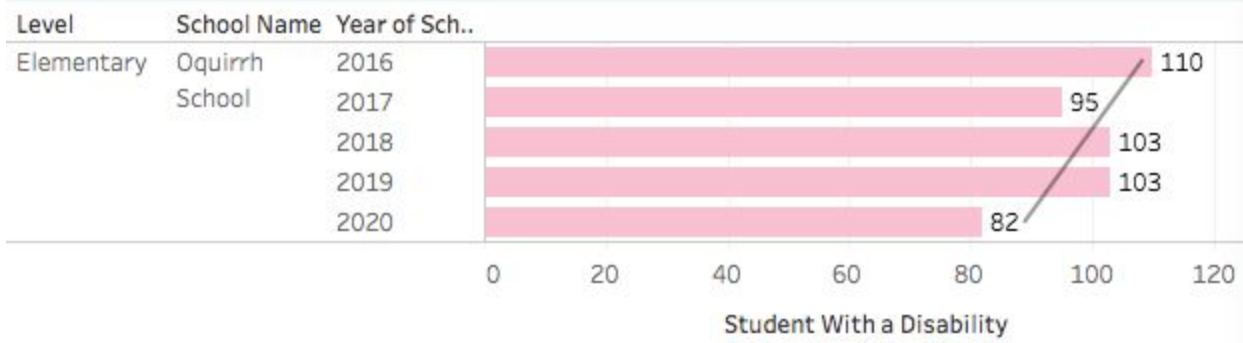
## English Language Learners

### School ELL Population



## Special Education

### School Students with a Disability Population



In addition to a special education resource program, Oquirrh houses three self-contained support classes. One is a kindergarten support class, and two are social emotional behavior support classes.

## School Climate

**\*\*Due to school dismissal due to COVID-19, this parent survey was not conducted for the 2019-2020 school year\*\***

### **Title I Parent Feedback Survey Summary 2018-2019**

1. The principal and teachers at this school are helpful and welcoming.	<input type="checkbox"/> YES 100%	<input type="checkbox"/> NO	<input type="checkbox"/> DON'T KNOW
2. The school offers parent and family activities and materials that assist parents in helping their children with school assignments.	<input type="checkbox"/> YES 98%	<input type="checkbox"/> NO 1%	<input type="checkbox"/> DON'T KNOW 1%
3. The school staff reaches out to parents, communicates with parents, and works with parents as partners in the education of their children.	<input type="checkbox"/> YES 92%	<input type="checkbox"/> NO 2%	<input type="checkbox"/> DON'T KNOW 6%
4. The school explains to parents the curriculum, the testing program, and the standards that students are required to meet.	<input type="checkbox"/> YES 86%	<input type="checkbox"/> NO 8%	<input type="checkbox"/> DON'T KNOW 6%
5. The school holds an annual meeting to explain their School Improvement and Title I program and services that are available to my student.	<input type="checkbox"/> YES 78%	<input type="checkbox"/> NO 2%	<input type="checkbox"/> DON'T KNOW 10%
6. I clearly understand how my student can receive additional help in school when it is needed.	<input type="checkbox"/> YES 82%	<input type="checkbox"/> NO 8%	<input type="checkbox"/> DON'T KNOW 8%
7. I understand how to make an appointment for parent/teacher conferences.	<input type="checkbox"/> YES 98%	<input type="checkbox"/> NO 2%	<input type="checkbox"/> DON'T KNOW
8. I attended parent/teacher conferences either during the appointed time or through special arrangements.	<input type="checkbox"/> YES 100%	<input type="checkbox"/> NO	<input type="checkbox"/> DON'T KNOW
9. I am familiar with the student/teacher/parent compact.	<input type="checkbox"/> YES 86%	<input type="checkbox"/> NO 4%	<input type="checkbox"/> DON'T KNOW 10%
10. There are a variety of opportunities for parents to volunteer to help at school.	<input type="checkbox"/> YES 92%	<input type="checkbox"/> NO 4%	<input type="checkbox"/> DON'T KNOW 4%

11. I feel I can be part of the decision-making process at school.	<input type="checkbox"/> YES 75%	<input type="checkbox"/> NO 10%	<input type="checkbox"/> DON'T KNOW 15%
12. Information that the school sends home to parents is easy to understand and in a language that parents use in the home.	<input type="checkbox"/> YES 96%	<input type="checkbox"/> NO 2%	<input type="checkbox"/> DON'T KNOW 2%
13. Students are provided recognition for their success in the classroom.	<input type="checkbox"/> YES 92%	<input type="checkbox"/> NO 2%	<input type="checkbox"/> DON'T KNOW 6%
14. Students are provided recognition for their success at school-wide programs.	<input type="checkbox"/> YES 86%	<input type="checkbox"/> NO 2%	<input type="checkbox"/> DON'T KNOW 12%
15. The information provided on my school's website is helpful and easy to find.	<input type="checkbox"/> YES 86%	<input type="checkbox"/> NO 4%	<input type="checkbox"/> DON'T KNOW 10%

16. What types of learning opportunities would you like for the school to provide for parents/families?

Classes	Check	Classes	Check
Parent skills	20%	Reading skills	23%
Health & Fitness	33%	Nutrition	16%
Mathematics skills	21%	Helping with homework	30%
English classes	21%	Test-taking skills	20%
Computer	22%	Other:	
<b>Check in the box which grade or grades your child/children attend.</b>	<u>K</u> 17	<u>1</u> 16	<u>2</u> 18
		<u>3</u> 10	<u>4</u> 8
		<u>5</u> 6	<u>6</u> 5

**Teacher Qualifications \*\*DOUBLE CHECKING THESE w/ HR\*\***

Assignment	Name	Degree	Endorsements
K Full Day	Marlena Shepard	BACHELORS Elementary Education	ESL
K Full Day	Michelle Foote	BACHELORS Geography	ESL
K Full Day	Alicia Barton	BACHELORS Special Education Elementary Education Early Childhood	Severe Disabilities ESL
1st	Sandra Darrington	BACHELORS Early Childhood	ESL
1st	Lusvisminda Kramar	BACHELORS Elementary Education Early Childhood	ESL
1st	Ron Kelly	BACHELORS Elementary Education	ESL
1st	Brenda Orton	BACHELORS Elementary Education	ESL
2nd	Elizabeth Slemboski	BACHELORS Elementary Education	
2nd	Stacy Kournianos	BACHELORS Elementary Education	ESL
2nd	Ariana Miskin	BACHELORS Elementary Education	
3rd	Jeannie Wade	BACHELORS Elementary Education	ESL
3rd	Brooke Payton	BACHELORS Elementary Education	Reading ESL
3rd	Angela Garside	BACHELORS Elementary Education	ESL
3rd	James Mietchen	BACHELORS Elementary Education	Gifted and Talented ESL
4th	Thomas Busch	BACHELORS Elementary Education	

4th	Sharon Velluto	BACHELORS Art Secondary Education	Visual Art K-12 ESL
4th	Jessica Burraston	BACHELORS Elementary Education	ESL
4th	Tori Davie	BACHELORS Elementary Education	ESL
5th	Ally Phillips	BACHELORS Elementary Education	ESL
5th	Amanda Hardman	BACHELORS Elementary Education	Math ESL
5th	Acadia Smith	BACHELORS Elementary Education	
5th	Kristen Dutcher	BACHELORS Elementary Education	
6th	Adrianna Davis	BACHELORS Elementary Education	
6th	Andrea Harris	BACHELORS Elementary Education	ESL
6th	Jordan Hayden	BACHELORS Elementary Education	
6th	Katie Zaragoza	BACHELORS Elementary Education	ESL
PE	Paul Pedler	BACHELORS Physical Education K-12	Coaching Health Education
Instructional Coach	Shana Mondragon	BACHELORS Elementary Education	
Social Emotional Learning Coach	Megan Daly	BACHELORS Elementary Education	ESL
SpEd	Janet Hone	BACHELORS Elementary Education Special Education	Mild/Moderate Disabilities
SpEd	Kathyrne Clark	BACHELORS	
SLP	Hsiu Chi Alberque	BACHELORS Speech/Language Pathology	
Psychologist	Jessica Sylvan-Martin	DOCTORATE School Psychology	

Social Worker	Vicki Robinson	BACHELORS Psychology, Sociology MASTERS Social Work	
BAA	Leanne Baker	BACHELORS	
SpEd	Carol Rideout	BACHELORS Special Education MASTERS Teaching and Learning	Mild/Moderate Disabilities ESL
SpEd	Sara Herrmann	BACHELORS Special Education	Mild/Moderate Disabilities
SpEd	Emma Micheel	BACHELORS Education	Mild/Moderate Disabilities



## **Instructional Practices**

- Cooperative Learning
- Setting Learning Objectives and Reviewing I Can Statements
- Providing Feedback
- Using Manipulatives and Non-linguistic Representations
- Graphic Organizers
- Explicit Instruction
- Visualization
- Inquiry-based Instruction
- Technology
- Differentiation
- Journeys Materials - used as a curriculum resource and instructional guide
- Data from DIBELS, Fountas and Pinnell, District Benchmarks (ELA/Math), Common Formative Assessments, and RISE Benchmarks will be used to guide instruction
- Questioning to Increase Student Learning and Engagement
- Class Discussions to Build Vocabulary and Deeper Depth of Knowledge
- Instructional strategies to support skills acquisition of students learning English as a second language.

**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	Oquirrh Elementary students will improve their scores on district created reading pre-test assessments to post-test assessments by 35%.
Strategies	<ol style="list-style-type: none"> <li>1. Provide a weekly time for grade level teams to meet as a Professional Learning Community (PLC) and discuss student reading performance.             <ol style="list-style-type: none"> <li>a. Teams will address the four essential PLC questions: What do we want our students to understand? How will we know if they understand it? How will we respond when students do not understand? How will we respond when students already understand?</li> <li>b. Through implementation of the Professional Learning Community (PLC) process, teachers will develop common curriculum maps that will allow them to focus instruction and create common formative assessments that measure student learning.</li> <li>c. Teams will use this data to identify students who may be in need of re-teaching or intervention and students who may need extended learning opportunities in order to ensure that all students are demonstrating growth.</li> <li>d. Provide enrichment assistants and teachers to allow collaborative time each week for teachers to meet as a Professional Learning Community and provide individualized interventions to students.</li> </ol> </li>   <li>2. Provide job embedded professional development opportunities and instructional supports for teachers.             <ol style="list-style-type: none"> <li>a. Provide substitutes to allow time for teacher participation in professional development opportunities, including coaching experiences.</li> <li>b. Provide instructional coaching staff to assist all teachers in improving instruction.</li> <li>c. Provide classroom assistants to support teacher efforts to provide high quality instruction for all students.</li> <li>d. Provide additional teachers for class-size reduction to improve the instructional environment of the classroom.</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>e. Provide opportunities for teachers to take classes associated with the ESL endorsement.</li> </ul> <ol style="list-style-type: none"> <li>3. Provide extended and integrated learning opportunities to increase knowledge and skills. <ul style="list-style-type: none"> <li>a. Provide Mom and Me pre-school instruction for students who will be in Kindergarten next year, as allowed by COVID restrictions.</li> <li>b. Provide an optional full day kindergarten schedule to some students.</li> <li>c. Students will receive keyboarding practice, time on Utah Compose, and RISE practice during the weekly computer rotation to improve their computer and test taking skills.</li> <li>d. Provide tutoring outside of regular school hours as needed and appropriate, as allowed by COVID restrictions.</li> </ul> </li> <li>4. Increase and improve parent and family engagement to improve literacy. <ul style="list-style-type: none"> <li>a. Conduct home visits with as many families as possible to create positive relationships and discuss goals for the school year.</li> <li>b. Provide Mom and Me pre-school instruction for students who will be in Kindergarten next year, as allowed by COVID restrictions.</li> <li>c. Provide adult classes in the Family Learning Center to improve language instruction in the home, as allowed by COVID restrictions.</li> <li>d. Provide on level take home books to students in 1st-3rd grade, as allowed by COVID restrictions.</li> <li>e. Hold a family engagement night where families participate in activities that will improve student performance at school and in the home, as allowed by COVID restrictions.</li> </ul> </li> </ol>
<p>Evidence-Based Research Support</p>	<p>Journeys Comprehensive Core Literacy Program, Houghton Mifflin Harcourt</p> <p>Becker, Henry Jay, and Joyce L. Epstein. "Parent Involvement: A Survey of Teacher Practices." <i>ELEM SCHOOL J The Elementary School Journal</i>: 85. Print.</p> <p>DuFour, R., DuFour, R., Eaker, R. (2008). <i>Revisiting professional learning communities at work</i>. Bloomington, IN: Solution Tree Press.</p> <p>DuFour, R., DuFour, R., Eaker, R., &amp; Many, T. (2006). <i>Learning by doing: A handbook for professional learning communities at work</i>. Bloomington, IN: Solution Tree.</p> <p>DuFour, R., Marzano, R. (2011). <i>Leaders of learning: How districts, school, and classroom leaders improve student achievement</i>. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement</i>. London: Routledge.</p>

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<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>We expect that careful planning and analysis will lead to quality Tier I instruction and focused Tier II instruction in English Language Arts which will lead to a 35% increase in student scores from the English Language Arts pre-test to the English Language Arts post-test.</p> <p>Teachers will administer a pre-assessment for the whole year and will administer the same assessment at the end of the year to show growth (SLO). Teachers will also administer quarterly benchmarks, unit tests and other common formative assessments and will submit their data through Mastery Connect. Teachers will assess students' reading ability with monthly running records and DIBELS progress monitoring as well as Fountas and Pinnell assessments. Teachers and computer assistants will use RISE formative and Utah Compose to further assess reading and writing skills. Teachers will administer the end of year RISE assessment for English Language Arts.</p>
<p>Professional Development to Support Strategies</p>	<ul style="list-style-type: none"> <li>● Collaborative meetings focused on strengthening the components of PLCs, including effective data analysis.</li> <li>● Teachers will take district professional development opportunities and receive coaching from the instructional coaches. Teachers will also participate in peer and team coaching opportunities.</li> <li>● Teachers will obtain an ESL endorsement within 3 years of teaching at Oquirrh.</li> </ul>
<p>Timeline</p>	<p>On-going, regularly re-visited during planning and PLC meetings.</p>
<p>Responsible Parties</p>	<p>Administrators, instructional coaches, teachers, assistants, families, students</p>
<p>Evaluation Process</p> <p>(How will the school monitor</p>	<ul style="list-style-type: none"> <li>● Administrators and instructional coaches participate in PLC meetings</li> <li>● Administrators and instructional coaches conduct classroom walk-through observations</li> <li>● Documented growth on progress monitoring tools</li> <li>● Team and individual data discussions after each benchmark assessment</li> </ul>

the implementation of the strategies and action steps associated with this goal?)	
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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	Oquirrh Elementary students will improve their scores on district created math pre-test assessments to post-test assessments by 35%.
Strategies	<ol style="list-style-type: none"> <li>1. Provide a weekly time for grade level teams to meet as a Professional Learning Community (PLC) and discuss student math performance.             <ol style="list-style-type: none"> <li>a. Teams will address the four essential PLC questions: What do we want our students to understand? How will we know if they understand it? How will we respond when students do not understand? How will we respond when students already understand?</li> <li>b. Through implementation of the Professional Learning Community (PLC) process, teachers will develop common curriculum maps that will allow them to focus instruction and create common formative assessments that measure student learning.</li> <li>c. Teams will use this data to identify students who may be in need of re-teaching or intervention and students who may need extended learning opportunities in order to ensure that all students are demonstrating growth.</li> <li>d. Provide enrichment assistants and teachers to allow collaborative time each week for teachers to meet as a Professional Learning Community and provide individualized interventions to students.</li> </ol> </li>   <li>2. Provide job embedded professional development opportunities and instructional supports for teachers.             <ol style="list-style-type: none"> <li>a. Provide substitutes to allow time for teacher participation in professional development opportunities, including coaching experiences.</li> <li>b. Provide instructional coaching staff to assist all teachers in improving instruction.</li> <li>c. Provide classroom assistants to support teacher efforts to provide high quality instruction for all students.</li> <li>d. Provide additional teachers for class-size reduction to improve the instructional environment of the classroom.</li> </ol> </li> </ol>

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Evidence-Based Research Support	<p>Math Expressions Comprehensive Core Math Program, Houghton Mifflin Harcourt</p> <p>Becker, Henry Jay, and Joyce L. Epstein. "Parent Involvement: A Survey of Teacher Practices." <i>ELEM SCHOOL J The Elementary School Journal</i>: 85. Print.</p> <p>DuFour, R., DuFour, R., Eaker, R. (2008). <i>Revisiting professional learning communities at work</i>. Bloomington, IN: Solution Tree Press.</p> <p>DuFour, R., DuFour, R., Eaker, R., &amp; Many, T. (2006). <i>Learning by doing: A handbook for professional learning communities at work</i>. Bloomington, IN: Solution Tree.</p> <p>DuFour, R., Marzano, R. (2011). <i>Leaders of learning: How districts, school, and classroom leaders improve student achievement</i>. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement</i>. London: Routledge.</p>

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<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>We expect that careful planning and analysis will lead to quality Tier I instruction and focused Tier II instruction in math which will lead to a 35% increase in student scores from the math pre-test to the math post-test.</p> <p>Teachers will administer a pre-assessment for the whole year and will administer the same assessment at the end of the year to show growth (SLO). Teachers will also administer quarterly benchmarks, unit tests and other common formative assessments and will submit their data through Mastery Connect. Teachers will assess students' math fluency through regular progress monitoring. Teachers and computer assistants will use RISE formative to further assess math understanding and skills. Teachers will administer the end of year RISE assessment for Mathematics.</p>
<p>Professional Development to Support Strategies</p>	<ul style="list-style-type: none"> <li>● Collaborative meetings focused on strengthening the components of PLCs, including effective data analysis.</li> <li>● Teachers will take district professional development opportunities and receive coaching from the instructional coaches. Teachers will also participate in peer and team coaching opportunities.</li> <li>● Teachers will obtain an ESL endorsement within 3 years of teaching at Oquirrh.</li> </ul>
<p>Timeline</p>	<p>On-going, regularly re-visited during planning and PLC meetings.</p>
<p>Responsible Parties</p>	<p>Administrators, instructional coaches, teachers, assistants, families, students</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps)</p>	<ul style="list-style-type: none"> <li>● Administrators and instructional coaches participate in PLC meetings</li> <li>● Administrators and instructional coaches conduct classroom walk-through observations</li> <li>● Documented growth on progress monitoring tools</li> <li>● Team and individual data discussions after each benchmark assessment</li> </ul>



associated with this goal?)	
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**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**

<b>SMART Goal</b>	Oquirrh Elementary will reduce the number of office referrals requiring student behavior interventions by 10%.
<b>Strategies</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities for students to develop self awareness, self management, social awareness, relationship skills, and decision making skills             <ol style="list-style-type: none"> <li>a. All teachers will implement the Move This World program, starting and ending each day with instructional videos.</li> <li>b. All teachers will utilize the wellness center as a tool to help students learn to identify and manage their emotions and stress.</li> <li>c. Provide a social emotional learning coach to implement and manage the wellness center. This coach will also develop other social emotional learning programs and opportunities as needed.</li> <li>d. Provide support assistants in the wellness center as needed.</li> <li>e. Provide additional support on the playground and in the lunchroom, including grade level assistants. Playworks trainings may be implemented as a professional development opportunity.</li> <li>f. Provide a Jr. Coach program to teach and encourage appropriate play and conflict resolution on the playground.</li> <li>g. Provide leadership opportunities for students.</li> </ol> </li>   <li>2. Create a system of support to help meet the complex needs of students and their families through coordinated educational, health, human, and community services.             <ol style="list-style-type: none"> <li>a. Provide adult classes in the Family Learning Center, as allowed by COVID restrictions, in a variety of areas, including: English and Spanish language acquisition, computer skills, parenting, Love and Logic, budgeting, crafts, health, family literacy, math, etc.</li> <li>b. Survey the community to determine needs and involve families in making decisions.</li> <li>c. Implement family engagement activities, including Family Science Night and Cultural Day events, as allowed by COVID restrictions.</li> <li>d. Provide increased access to health related services and community resources through the development of a Family Support Team, to</li> </ol> </li> </ol>

include the school psychologist, school social worker, McKinney-Vento assistant, and parent liaison.

- e. Provide an assistant principal to assist with student, teacher, staff, and family support in order to provide increased opportunities for communication about student needs.

3. Develop a school culture that encourages and rewards student social and academic achievement

- a. Grade level team leaders will continue to review and revise the school code of conduct. All employees will monitor and reward positive behavior in these areas.
- b. Grade level teams will develop and clearly teach classroom rules and expectations (behavioral and academic) to all students and will monitor student progress.
- c. Grade level team leaders will develop and maintain reward systems to provide incentives for students with positive behavior, including Mountain Man tickets, Principal's 100 Club, and Mountain Man awards.

Evidence-Based Research Support

Becker, Henry Jay, and Joyce L. Epstein. "Parent Involvement: A Survey of Teacher Practices." *ELEM SCHOOL J The Elementary School Journal*: 85. Print.

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DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree.

DuFour, R., Marzano, R. (2011). *Leaders of learning: How districts, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree.

Hattie, John. (2009). *Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement*. London: Routledge.

Hattie, John. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge.

Lemov, Doug. (2010). *Teach like a Champion: 49 Techniques That Put Students on the Path to College*. San Francisco: Jossey-Bass.

Santoyo, Paul. (2010). *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass.

	Santoyo, Paul, and Brett M. Peiser. (2012). <i>Leverage Leadership: A Practical Guide to Building Exceptional Schools</i> . San Francisco: Jossey-Bass.
Expected Impact in Core Academic Areas  (How will success be measured on an annual basis?)	We believe that with embedded professional development for faculty and staff, increased opportunities for students to learn essential skills, a focus on school-wide positive behavior supports, and strong collaboration, we can reduce the number of student behaviors requiring intervention by 10%.  We will maintain usage data for Move This World and the wellness center. We will maintain a record of services provided to families as well as an attendance record of participation at Family Learning Center classes. We will conduct a survey at the end of the year to assess family, student, and teacher perspectives.
Professional Development to Support Strategies	<ul style="list-style-type: none"> <li>● Provide time for team meetings focused on a variety of effective behavior management strategies. Teachers will receive individual assistance and additional training to address student needs.</li> <li>● Faculty and staff will receive training on working with diverse populations and students with trauma.</li> <li>● Teachers will receive training on how to better involve and engage families in their students' progress.</li> </ul>
Timeline	On-going, regularly re-visited during planning and PLC meetings.
Responsible Parties	Administrators, instructional coaches, teachers, assistants, families, students
Evaluation Process  (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<ul style="list-style-type: none"> <li>● Administrators and instructional coaches participate in PLC meetings</li> <li>● Administrators and instructional coaches conduct classroom walk-through observations</li> <li>● Documented growth on progress monitoring tools</li> <li>● Office referral, wellness center visit, and Move This World usage reports.</li> </ul>

## 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	\$430,056	<p>This budget will provide:</p> <ul style="list-style-type: none"> <li>● Salaries for full-time licensed teachers</li> <li>● Family Learning Center assistants</li> <li>● Enrichment assistants to teach CAMPS classes</li> <li>● Grade level assistants</li> <li>● Playworks professional development</li> <li>● ESL endorsement fees</li> <li>● Additional hours for part time teachers fulfilling goals of the Title I plan</li> </ul>
Title 1 Parent Involvement	\$4,674	<p>This budget will provide:</p> <ul style="list-style-type: none"> <li>● Mom and Me preschool materials</li> <li>● Family Learning Center materials</li> <li>● Family engagement night materials</li> <li>● Cultural Day materials</li> <li>● Materials for other family programs or events</li> </ul>
Land Trust	\$84,426	<p>This budget will provide:</p> <ul style="list-style-type: none"> <li>● Enrichment assistants to teach CAMPS classes</li> <li>● Computer lab assistants</li> <li>● Grade level assistants</li> </ul>
Beverley Taylor Sorenson Arts Learning Program	.4 FTE	<p>This budget will provide:</p> <ul style="list-style-type: none"> <li>● Partial salary for the BTSALP art specialist</li> </ul>
Ed Tech	\$28,373	<p>This budget will provide:</p> <ul style="list-style-type: none"> <li>● New technology resources</li> </ul>
K-3 Grant	District budget	<p>This budget will provide:</p> <ul style="list-style-type: none"> <li>● A literacy assistant</li> <li>● Partial salary of a kindergarten assistant</li> <li>● Partial salary for instructional coach</li> </ul>
PLC	\$18,791	<p>This budget will provide:</p> <ul style="list-style-type: none"> <li>● Partial salary for the BTSALP art specialist</li> <li>● Enrichment assistants to teach CAMPS classes</li> <li>● Grade level assistants</li> </ul>

In Lieu	\$25,559	<p>This budget will provide:</p> <ul style="list-style-type: none"> <li>● Supplies and assistants for the wellness center</li> <li>● Substitute teachers for professional development and IEP meetings</li> <li>● Supplies for students and teachers</li> <li>● Additional technology as needed</li> <li>● Additional classified staff and supplies as needed</li> <li>● Textbooks</li> </ul>
General Supply Budget	\$22,277	<p>This budget will provide:</p> <ul style="list-style-type: none"> <li>● Supplies for students and teachers</li> </ul>
Optional Extended Day Kindergarten Grant	District budget	<p>This budget will provide:</p> <ul style="list-style-type: none"> <li>● Salary for one full-time kindergarten teacher</li> </ul>
Teacher Student Success Act	\$108,171	<p>This budget will provide:</p> <ul style="list-style-type: none"> <li>● Partial salary for instructional coach</li> <li>● Coaching and other professional development opportunities</li> <li>● Stipends for team leaders working on our school goals and initiatives</li> </ul>