

Title I, Part A Schoolwide Plan Template
Purpose and Directions

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

School-wide 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

HOW IS THIS SCHOOL PERFORMING IN EACH SUBJECT AREA?

ENGLISH LANGUAGE ARTS	15.0%	↓ -4.5% decrease from 2023 score	View Details
MATHEMATICS	11.3%	↓ -2.6% decrease from 2023 score	View Details
SCIENCE	24.7%	↓ -0.7% decrease from 2023 score	View Details

Parents are informed three times a year of their student's progress on Acadience testing. This information has been valuable to teachers. The information is analyzed during PLCs. Reading skills, fluency, and decoding strategies are taught based on data. There is an intentional focus on student achievement, and instruction is adjusted based on student growth and proficiency. Improving student outcomes is the priority. Student data is used to determine whether a student will receive intervention, reinforcement, or extension specific to the skill aligned to a CORE standard for the week’s instruction.

2024-2025 Acadience Overall School Meeting expected growth

Average Percent of Students Achieving Typical or Better Growth

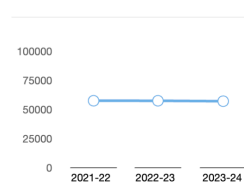
There are five growth levels assigned as Pathways of Progress indicators: Well Below Typical, Below Typical, Typical, Above Typical, or Well Above Typical. The percent shows how many students earned Typical, Above Typical or Well Above Typical pathways of progress. Students with no assigned pathway are not included. Where multiple classes are shown, the metric will be an average of the class percentages.

Year	Percent
2015-2016	53.5%
2016-2017	65.7%
2017-2018	68.6%
2018-2019	60.5%
2020-2021	41.4%
2021-2022	55.3%
2022-2023	54.3%
2023-2024	65.5%

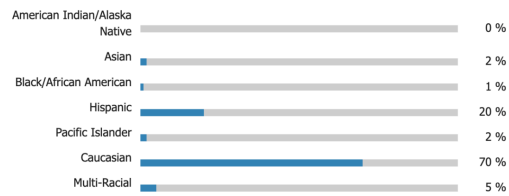
Demographic Data

STUDENT ENROLLMENT

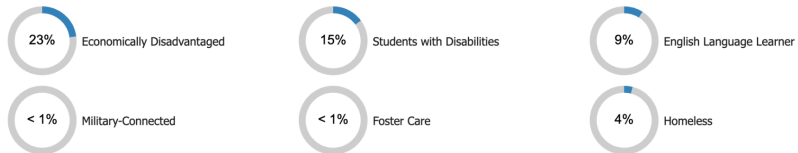
STUDENT ENROLLMENT OVER TIME



POPULATION BY RACE/ETHNICITY



POPULATION BY STUDENT GROUPS



Columbia Elementary has a very ethnically diverse population. 57% of the students are Hispanic. Other ethnic minority groups make up 10% of the population. Caucasian students make up 31% of the students. 41% of Columbia students are learning English as a Second Language. 17% of the students have a disability and 66% come from economically disadvantaged households.

School Climate

Student Behavior

Columbia Elementary: 2023-24 All - At my school there are:

	# of Respondents	% of Respondents
Many reminders about how to behave.	88	55.0%
Some reminders about how to behave.	46	28.8%
A few reminders about how to behave.	18	11.3%
Not many reminders about how to behave.	8	5.0%
Grand Total	160	100.0%

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To address inherent risk factors, we want students to CLEARLY recognize they have been taught and have the tools to positively interact with one another.

School Climate	Teacher Academic Support		
	truggling in	Columbia Elementary: 2023-24 - In the last two months, my child's teacher has notified me about something positive my child did in class:	
	% of Respondents		
	87.2%		
	5.1%		
	5.1%		
	2.6%		
	100.0%		
		# of Respondents	% of Respondents
		On a few occasions.	23 59.0%
		At least twice.	8 20.5%
		At least once.	5 12.8%
		Never.	3 7.7%
		Grand Total	39 100.0%
We have parents who may feel marginalized or disenfranchised, because they are not communicated with positive information about their student.			

Teacher Qualifications	Teacher Qualifications 2025-2026				
	Assignment	Name	Degree	Endorsements	HQ Highly Qualified
	Kindergarten	Jan Jarrett	Professional License	Preschool SPED	Y
	Kindergarten	Angela Stephens	Professional License	ESL	Y
	Kindergarten	Alexa Byrd	Professional License	ESL	
	1st Grade	Stacie Jensen	Professional License		Y
	1st Grade	Mikayla Christensen	Professional License	ESL	Y
	1st Grade	Sara Kirschbaum	Professional License	ESL	Y
	2nd Grade	Michelle Brigman	Professional License		Y
	2nd Grade	Abbey Knight	Professional License	STEM, ESL	Y
	2nd Grade	Alexandra Burns	Professional License	Gifted & Talented	Y
	2nd Grade	Betsy Chairez	Professional License	ESL	Y
	3rd Grade	Huiachen Chu	Professional License		Y
	3rd Grade	Michelle Collings	Professional License	ESL	Y

	3rd Grade	Angie Drope	Professional License	ESL, ASL, EdTech, STEM, School Leadership, Gifted/Talented	Y
	3rd Grade	Amanda Torgeson	Professional License	ESL	Y
	4th Grade	Jill Gabbert	Professional License	ESL, Mathematics	Y
	4th Grade	Carrie Donahue	Professional License	ESL	Y
	4th Grade	Emma Thatcher	LEA Specific	Out of State License	N
	4th Grade	Courtney Lewis	Professional License		Y
	5th Grade	Cynthia Alvarado	Professional License	ESL, Instructional Coaching	Y
	5th Grade	Brooklyne Donat	Professional License		Y
	5th Grade	Alema Tauiliili	Professional License	ESL	Y
	5th Grade	Kate Rugg	Professional License	ESL	Y
	6th Grade	Jennica Bodenhofer	Professional License	ESL	Y
	6th Grade	Kathryn Shurtleff	Professional License	ESL, History	Y
	6th Grade	Thomas Walton	Professional License	ESL, Mild/Moderate Disabilities	Y
	Resource	Shampa Mukherjee	Professional License	Mild/Moderate SPED	Y
	Resource	Pamela Sampson	Professional License	Mild/Moderate SPED	Y
	Instructional Coach	Sandy King	Professional License	ESL, School Leadership, Instructional Coach	Y
	Instructional Coach	Melinda Carpenter	Professional License	ESL, Elem. Math, Ed Tech, Instructional Coaching	Y
	Instructional Coach	Dawn Torres	Professional License	ESL, Reading	Y
	Culture & Climate Specialist	Ashlee Kaluf	Professional License	ESL	Y

	Social Emotional Learning	Daisha Nichols	Professional License	ESL	Y	
	Dance Specialist	Jessica Jensen	Professional License	Dance K-12	Y	
	School Psychologist	Jarrod Gardner	Professional License		Y	
	Counselor	Angelina Fernandez	Associate's License	School Counselor	N	
	Speech	Mindi Reimann	Professional License	ESL	Y	
	Speech	Benjamin Hepworth				
	Preschool	Kellie Blackham	Professional License	Special Education Mild/Moderate Disabilities	Y	
	Preschool Speech	Casey Stark	Professional License		Y	
	Principal	Keith Klein	Professional License	School Leadership	Y	
	Assistant Principal	Kathryn Crandall	Professional License	ESL, School Leadership, Special Education Mild/Moderate Disabilities	Y	
	Intern Assistant Principal	Victoria Domaleski	Professional License			
	<table><tr><td></td></tr><tr><td></td></tr></table>					

Instructional Practices	<ul style="list-style-type: none"> · Implicit and explicit vocabulary instruction · Focus on both every day vocabulary and academic vocabulary · Explicit instruction · Providing timely, specific feedback · Focus on strong, engaging tier I instruction, including peer observations. · Tier II small group intervention groups
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	<ul style="list-style-type: none"> · Technology · Differentiation for both gifted & talented and interventions in math and language arts · I Can statements · Using manipulatives and non-linguistic representations · Working in PLC groups to determine best practices and power standards. · Data from Acadience, JSD benchmarks, and common formative assessments will be used to guide instruction. · Questioning to increase student learning and engagement · Instructional strategies to support skills acquisition of students learning English as a second language. (SIOP)
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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

LITERACY GOAL

SMART Goal	<p>Columbia literacy goal is:</p> <ul style="list-style-type: none"> • 60% of our students will meet or exceed the typical growth on the EOY Acadience Reading Assessment.
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Strategies	<ol style="list-style-type: none"> 1. Teachers will use PLC time to plan instruction according to the Language Arts Standards of the Utah State Core. 2. Teachers will create a common grade level scope and sequence for the year and create common lesson objectives to guide Tier I instruction. Grade level teams will follow an instructional cycle of planning, instructing, assessing, and intervening, reinforcing, and extending. 3. Each grade level team will produce one common formative assessment weekly for language arts to determine student mastery of the grade level skills contained in the state standards. 4. RTI instructional groups are created based on the most recent
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	<p>data being analyzed.</p> <p>5. Support personnel will be hired and trained to assist in the delivery of tier I and II reading instruction.</p> <p>6. Teachers are trained in the Heggerty Phonemic Awareness Program and/or MSRC program and will use it daily.</p> <p>7. Teachers will be provided compensation for working beyond contract hours while attending family nights, professional development and providing student tutoring.</p> <p>8. Teachers will be hired to reduce class size.</p> <p>9. Technology and materials will be purchased to improve vocabulary instruction and all levels of literacy instruction.</p> <p>10. Teachers will also be using universal screeners provided by the district to assess which students need the most intervention.</p> <p>11. Students who score low on WIDA testing will be provided explicit language instruction.</p>
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Evidence-Based Research Support	<p>Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. 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 Columbia will have 80% of our students meeting or exceeding their expected growth on the EOY Acadience Reading Assessment.</p> <ul style="list-style-type: none"> · Teachers will track student progress of Student Learning Outcomes by giving the JSD Language Arts pre-test benchmark and end of year post-benchmark. · Common Formative assessments and frequent formative checks will be given frequently to check progress of Tier I and II instruction. This will guide instruction and identify students that need further interventions. · Data from Acadience, and common formative assessments will provide teachers with current and real-time data about student progress and needs. · Teachers will consistently use progress monitoring to assess student learning and growth. · The Acadience and other assessments will be used to determine final reading level at year's end.
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Professional	<ol style="list-style-type: none"> 1. Forty-minute, grade level Language Arts professional
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Development to Support Strategies	<p>development will be held during PLCs or on Fridays as needed.</p> <ol style="list-style-type: none"> 2. PLC and common planning time will be provided weekly. 3. Coaches and administration will observe classrooms and identify Tier I literacy strengths and areas for growth. 4. Teachers will have multiple opportunities to watch their colleagues teach and to debrief the lesson. Teachers will focus on high-impact strategies that improve student learning. 5. Coaching will provide support to grade levels and individual teachers. Coaching will be embedded into the daily practice. 6. Teachers and coaches will have opportunities to attend professional development at school, conferences and district classes to increase knowledge in Language Arts as applicable. 7. Columbia's Literacy Team will attend district literacy training throughout the year and present literacy PD to the teachers at Columbia. 8. Teachers are encouraged to obtain their ESL endorsement and to implement SIOP strategies into their lessons.
Timeline	Weekly PLCs will be utilized to provide each grade level individualized professional development in content and pedagogy.
Responsible Parties	<p>Three instructional coaches will ensure professional development is taking place and is effective. They will also ensure that teachers are progress monitoring in Acadience is taking place.</p> <p>One full-time, intervention teacher will ensure that intervention is taking place and is effective. They will also measure student growth of students receiving intervention.</p> <p>The principal will ensure that common formative assessments are being given, PLCs are taking place and are effective and that data is being used by teachers to measure growth.</p>
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with	<ul style="list-style-type: none"> · Informal and formal observations. · The JSD pre-test benchmark will establish the baseline for the year. · Student progress will be monitored and evaluated through Acadience and RI tests given monthly (4-6). · Monthly-guided reading progress may be assessed through running records. · During PLCs each grade level will use formative assessments to help teachers make decisions on how best to align Tier I and

this goal?)	<p>Tier II instruction to support student progress.</p> <ul style="list-style-type: none"> · Imagine Learning will also give teachers real-time data. · Teachers will analyze student writing by using a common rubric or Utah Compose. They will discuss student work samples in PLCs to determine growth and needs for further Tier I instruction or RTI.
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MATHEMATICS GOAL

SMART Goal	Columbia's math goal is to improve math proficiency from 13% (2023) to 20%, and we will have a 65% MGP score on the RISE test in 2024.
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Strategies	<ol style="list-style-type: none"> 1. Teachers will use PLC time to plan instruction according to the Math Standards of the Utah State Core. Teachers will teach the Utah Core Curriculum (review to solidify and enrichment to explore) using basic and fundamental strategies. 2. Professional development will provide specialists, coaches, and teachers the skills to thoroughly understand and identify the standards, objectives, and essential student learning outcomes for their instruction. This will include reaching back into previous grade level standards to prepare students for grade level content 3. Teachers will use pre-assessments, common formative assessments, and post-assessments to guide instruction and track student learning. 4. Teachers will use technology to build a blended learning environment so that they can differentiate and personalize learning. Online programs such as Nearpod, ImagineMath, ixl, Math Expressions, and others will support math instruction. Teachers will be provided professional development to support an environment where students are highly engaged in their learning, asking higher-order questions, and sharing their thinking strategies.
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	<ol style="list-style-type: none"> 5. Extended learning times may be provided in the form of extended day Kindergarten, and before/after school tutoring. Teachers will be provided compensation at contract rate. 6. Teachers will be provided compensation for working beyond contract hours while attending family nights, professional development, and providing student tutoring. 7. Specific focus will be placed on math fact fluency, including computer programs to support this focus.
Evidence-Based Research Support	<p>Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ul style="list-style-type: none"> • Expected impact on core academic areas will increase proficiency in Core Mathematics content in 30%. • The overall MGP score on RISE will meet or exceed 65% • Frequent formative assessments will be given throughout Tier I instruction to identify individual student understanding. This will guide instruction and help identify students that need further interventions. • Common formative unit assessments and a mid-year common assessment will be given to guide instruction. • Teachers will work collaboratively to create lessons tailored to skill needs. Through close monitoring and intentional interventions, student progress is expected.
Professional Development to Support Strategies	<ol style="list-style-type: none"> 1. Forty-minute, grade level Math professional development will be held during PLCs. PLC and common planning time will be provided weekly. 2. Coaches and principal will observe classrooms and identify Tier I math literacy strengths and areas for growth. 3. Coaching will also be provided as requested by grade levels or individual teachers as needed. 4. Teachers and coaches will have opportunities to attend school, conferences and district professional development to increase knowledge in math, as applicable. Teachers will have multiple opportunities to observe in other classrooms and receive coaching. 5. Columbia's Math Team will attend district math training throughout

	the year and present math PD to the teachers at Columbia.
Timeline	Professional development and PLCs throughout the 2023-2024 school year.
Responsible Parties	Teachers, administrators, support staff, coaches and district specialists
Evaluation Process <small>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</small>	<ul style="list-style-type: none"> Assessments will be reviewed during PLC. Teachers will evaluate their effectiveness of strategies used during instruction through the review of common assessments. Data will be analyzed by student proficiency results. Tier I instruction and RTI groups will be created and monitored frequently. On-going unit assessments will guide Tier I, II and III instruction. School leadership team will conduct weekly observations to collect data as they work with individual teachers. This data will be shared in a timely manner and with effective feedback.

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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

SCIENCE GOAL

SMART Goal	The goal for Science is to go from 33% proficient on the RISE test in 2024 to 35% proficient in 2025, for an increase of 2%
Strategies	<ol style="list-style-type: none"> Teachers will use PLC time to plan instruction according to the Science Standards of the Utah State Core. Teachers will create a common grade-level scope and sequence for the year to guide Tier I instruction. Through professional development, specialists, coaches, and teachers will collaborate and thoroughly understand and identify the standards, objectives and essential student learning outcomes for their instruction.

	<ol style="list-style-type: none"> 3. Teachers will use pre-assessments, common formative assessments, and post-assessments to guide instruction and track student learning. 4. Once a week, students will rotate to a science enrichment class taught by a certified science specialist. 5. Teachers will focus on Tier I instruction and provide students with opportunities to learn science with hands-on active experiences throughout the instruction of the science curriculum. 6. Students will have multiple opportunities to observe, inquire, question, formulate and test hypotheses, analyze data, report and evaluate their findings. 7. Teachers will be provided with professional development to support inquiry-based instruction. An emphasis will be on asking higher-order questions and engaging students in deeper conversations about their learning. Teachers will be hired to reduce class size. Assistants will be hired as needed to support common planning time. 8. STEAM is a focus at Columbia Elementary. Teachers will be encouraged to provide high-quality instructional activities in the areas of science, technology, engineering, the Arts, and math. 9. Teachers will be provided with compensation for working beyond contract hours while attending family nights, professional development, and providing student instruction. 10. Teachers will use the new FOSS science curriculum provided by the district. 11. Extra supplies, materials, and technology will be provided as needed for student instruction and professional development and substitutes will be provided for teachers to attend professional development.
Evidence-Based Research Support	<p>DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.</p> <p>DuFour, R., Marzano, R. (2011). Leaders of Learning: How districts, schools, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p>

	<p>Lemov, Doug. (2010). Teach Like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco: Jossey-Bass.</p> <p>Santoyo, Paul. (2010). Driven by Data: A Practical Guide to Improve Instruction. San Francisco, CA: Jossey-Bass.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ul style="list-style-type: none"> • The goal for Science Proficiency on the RISE test in 2025 is 35%. This will be done through informal and formal observations. • Common formative assessments will be reviewed during PLC • Data will be analyzed by student proficiency results. • Tier I instruction will be monitored frequently. • SLO progress will be a major focus. • On-going common formative assessments will guide Tier I, II, and III instruction.
<p>Professional Development to Support Strategies</p>	<ul style="list-style-type: none"> • Forty-minute, grade level Science professional development will be held during PLCs and/or Friday Faculty Meetings. • PLC and common planning time will be provided weekly. • Coaches and administration will observe classrooms and identify Tier I science strengths and areas for growth. • Coaching will also be provided as requested by grade levels or individual teachers as needed. • Teachers and coaches will be given opportunities to attend professional development at school, conferences and district classes to increase knowledge in science as applicable. • Qualified presenters may be hired as needed.
<p>Timeline</p>	<p>Professional development at the beginning and throughout the 2024-2025 school year will be provided as necessary.</p>
<p>Responsible Parties</p>	<p>Administrators, specialists, coaches, teachers, learning assistants, and other staff members.</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<ul style="list-style-type: none"> • Teachers will evaluate the effectiveness of strategies used during instruction by analyzing common assessments. • Data will be reviewed by student proficiency results. • Tier I instruction will be monitored frequently.

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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

SCHOOL CLIMATE GOAL

SMART Goal	Improve our school culture with 100% of students responding “agree” or “strongly agree” that they have had lessons about getting along with others on the school survey.
Strategies	<ol style="list-style-type: none">1. Teachers will be trained on the school-wide behavior plan. Any questions or inconsistencies can be resolved at that time.2. School wide expectations will be posted throughout the school and students will be taught what expectations look like and sound like throughout the building.3. Our SEL specials rotation will deliver multiple explicit lessons about how to get along with others throughout the year.
Evidence Based Research Support	<p>Carrington, J. (2020). <i>Kids These Days: A Game Plan for (Re)Connecting With Those We Teach, Lead, and Love</i> (2nd Ed.). IMpress.</p> <p>Desautels, L. (2023). <i>Intentional Neuroplasticity: Moving our Nervous Systems and Educational System Toward Post-Traumatic Growth</i>. Wyatt-Mackenzie. Kindle.</p>
Expected Impact in Core Academic Areas	Improvement in identified areas from our school survey including school safety, and school climate from the students as a result of ongoing

(How will success be measured on an annual basis?)	training and feedback to teachers. The survey results will be compared to the goal of 100% affirming they have been taught how to get along with others
Professional Development to Support Strategies	<ol style="list-style-type: none"> 1. During our professional development days, our school leadership team provided professional development about the school-wide management system. 2. Qualified presenters may be hired as needed. 3. The SEL specials teacher will deliver PD to the staff about the lessons that were delivered, so the skills taught can be reinforced in all settings
Timeline	Beginning of year and on-going throughout the year.
Responsible Parties	<ul style="list-style-type: none"> • The SEL teachers curriculum resource will contain multiple lessons that reference how to get along with others and focus on specific skills that lead to this. • Administrators, specialists, coaches, teachers, learning assistants, and primarily the SEL rotation teacher.
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"> • The climate survey results will be reviewed to determine if 100% of our students affirm lessons about getting along with others were taught.

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount	How the Intents are Purposes of the Program will be
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	Available	Met
Title I	\$625,320	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Salaries for several full time, licensed teachers and/or instructional coaches • An intensive ML and PBIS certified Teacher (to enhance the rate of instructional engagement) • Salaries for assistants that support student learning • Professional development classes for teachers and/or assistants • ESL endorsement fees and stipends • Teachers doing additional tutoring or staying additional hours on assigned projects • Stipends for teachers who meet Columbia Elementary engagement certification standards • Stipends for teachers who meet Columbia Elementary reading growth certification standards • Conferences and PD for teachers and administrators
Title I Parent Engagement	\$5,121	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Family engagement awards and incentives • Materials for other family programs or events
Land Trust	\$87,308	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Salary for one full time, licensed teacher
PLC	\$120,956	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Salary for three rotation/specials assistants
In Lieu	\$31,063	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Extra supplies for teachers and aides • Substitute teachers for PD and IEP meetings • Additional technology as needed • Textbooks
General Supply	\$31,906	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Supplies for students and teachers
Optional Extended Day Kindergarten	District Budget	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Salary for one full time kindergarten teacher
Teacher Student Success Act	\$118,944	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Two support personnel for parent and family outreach. • Additional technology to support learning outcomes