



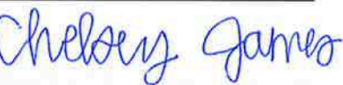
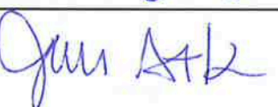

**Title I, Part A Schoolwide Plan Template
Purpose and Directions
Utah Title I Schoolwide Planning Template**

Part A: General Information

School Name: West Jordan Elementary

LEA Name: Jordan District

Title I Schoolwide Planning Team

	Name	Signature
Principal	Jennifer Ludlow	
Title I facilitator or coordinator	Ami Shah	
Faculty Member	Chelsey James	
Faculty Member	Jamie Atkins	
Classified Member	Deidre Griggs	

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	Signature	Date
Principal: Jennifer Ludlow	Signature	Date

Title I, Part A Schoolwide Plan Template
Purpose and Directions

West Jordan Elementary has 471 students enrolled in the 2020-2021 school year. 221 students are female and 250 students are male. 36% of our student population are of an ethnic minority. 10% of our students are English Language Learners. 43% of our students are economically disadvantaged. Lastly, 20% of our students are involved in special education.

School Enrollment	471
Female	221
Male	250
Racial Minority	African American-27 Native American- 2 Asian-10 Hispanic- 118 Pacific Isander- 14
Immigrant	0
ELL	47
Free and Reduced Lunch	203
Special Education	92

Teacher Qualifications:

At West Jordan Elementary, 13 classroom teachers, a coach, and the school principal are ESL endorsed, while 3 classroom teachers are enrolled in the ESL endorsement program through the Jordan School District.

Person Id	Last Name	First Name	Endo Rec'd	Endorsement	License Area
468139	Allen	Amy	09/04/2020	Elementary Mathematics Special	Elementary
715582	Atkins	Jamie	07/01/2020	English as a Second Language	Early Childhood Education
718014	Atwell	Rebecca	07/01/2020	English as a Second Language	Elementary
533310	Brinton	Christina	07/01/2020	Mild / Moderate Disabilities	Special Education (K-12+)
570852	Cadena	Jessica	07/01/2020	English as a Second Language	Elementary
81374	Hamilton	Lora	07/01/2020	Mild / Moderate Disabilities	Special Education (K-12+)
696620	Hatch	Sarah	07/01/2020	English as a Second Language	Elementary
572987	James	Chelsey	07/01/2020	English as a Second Language	Elementary
85838	Jensen	Karen	07/01/2020	Severe Disabilities	Special Education (K-12+)
85838			07/01/2020	Mild / Moderate Disabilities	
680289	Johnson	Jaycee	07/01/2020	Music (K-12)	Secondary Education
114071	Josephson	Jessica	07/01/2020	English as a Second Language	Elementary
687823	Kjar	Kaleb	08/14/2020	English as a Second Language	Elementary
86211	Ludlow	Jennifer	07/01/2020	English as a Second Language	Early Childhood Education
86211			07/01/2020	Reading	
86211			07/01/2020	English as a Second Language	Elementary
86211			07/01/2020	Reading	
548892	McDougal	Kaelyn	07/01/2020	English as a Second Language	Early Childhood Education
548892			07/01/2020	English as a Second Language	Elementary
426757	Morrison	Genelle	07/01/2020	English as a Second Language	Elementary
426757			07/01/2020	Elementary Mathematics Special	
426757			07/01/2020	Elementary Mathematics	
426757			07/01/2020	English as a Second Language	Special Education (K-12+)
426757			07/01/2020	Mild / Moderate Disabilities	
48087	Oaks	Jeannie	07/01/2020	English as a Second Language	Early Childhood Education
51213	Pett	Andria	07/01/2020	English as a Second Language	Elementary
86853	Preece	Lucinda	07/01/2020	English as a Second Language	Elementary
692388	Shah	Ami	07/01/2020	Severe Disabilities	Special Education (K-12+)
692388			07/01/2020	Mild / Moderate Disabilities	
63530	Tanner	Ashley	07/01/2020	Science, Biological	Secondary Education
63530			07/01/2020	Psychology	
66047	Tyrrell	Lindamarie	07/01/2020	English as a Second Language	Special Education (K-12+)
66047			07/01/2020	Deaf and Hard of Hearing	
749376	White	Kylee	07/01/2020	Mild / Moderate Disabilities	Special Education (K-12+)

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 Data

District Benchmarks:

Math

Each grade level selected a power standard to create a learning scale in order to measure student proficiency of that standard. The following data shows the percentage of students that scored 75% or higher on the most recent assessment of that standard. First grade has 65% of their students proficient on 1.OA.8, second grade has 58% of students proficient on 2.NBT.5, third grade has 54% of students proficient on 3.OA.7, fourth grade has 42% of students proficient on 4.OA.3, fifth grade has 26% of students proficient on 5.NF.4, and sixth grade has 8% of students proficient on 6.NS.3.

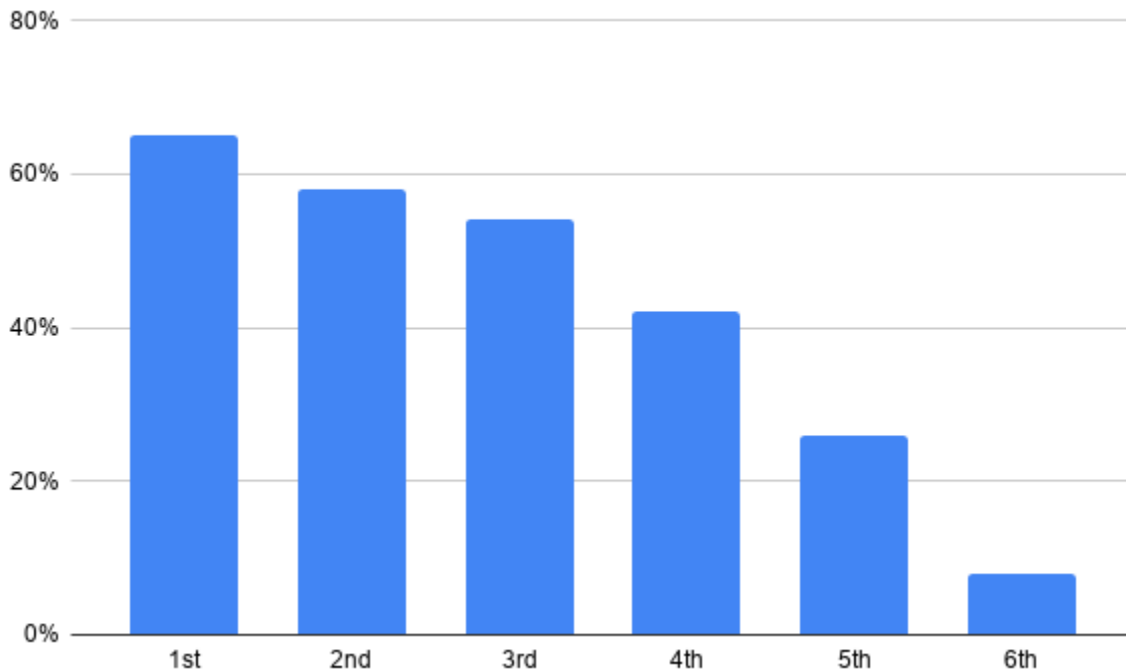


Table 1- Percentage of students proficient in identified Power Standard

ELA

Acadience:

Acadience Reading Diagnostic is an in-depth diagnostic assessment of literacy skills that assists educators to identify children at risk for reading difficulties and determine the skills to target for instructional support.

As shown in the table below, in the End of the Year (EOY) testing in 2019, students in kindergarten (10.45% increase) and second grade (3.48% increase) made growth in typical or better progress categories in Acadience assessment compared to 2018. Similarly, when the results for the Middle of the Year (MOY) testing are compared between 2019 and 2020, kindergarten and first-grade students made growth by 18.14% and 13.75% respectively in 2020 (see Table 2).

Because of the soft closure of schools in the spring of 2020, the End of the Year (EOY) Acadience assessment was not conducted in schools. Table 3 displays data for the Beginning of the Year (BOY) for the SY 2020-21 Acadience Testing that was conducted in the fall of 2020. In kindergarten, 60% of students are at below or well below typical progress compared to 40% of students that are making typical or well above typical progress. Similarly, in first grade 67% of students are making below or well below typical progress compared to 33% of students that are making typical or well above typical progress. In second and third grade respectively, 54% and 60% of students functioning at below or well below typical progress compared to 46% and 40% of students that are progressing at typical or well above typical level.

Grade	Year	Testing Point	Typical or Better Progress		Below or Well Below Typical Progress	
			Percentage	Percentage	Percentage	Percentage
0	2016	EOY	38.46%		61.54%	
	2017	EOY	24.24%		75.76%	
	2018	MOY	21.88%		78.13%	
		EOY	29.85%		70.15%	
	2019	MOY	35.38%		64.62%	
		EOY	40.30%		59.70%	
2020	MOY	53.52%		46.48%		
1	2016	EOY	63.38%		36.62%	
	2017	EOY	46.15%		53.85%	
	2018	MOY	70.83%		29.17%	
		EOY	61.43%		38.57%	
	2019	MOY	50.63%		49.37%	
		EOY	44.16%		55.84%	
2020	MOY	64.38%		35.62%		
2	2016	EOY	47.95%		52.05%	
	2017	EOY	56.16%		43.84%	
	2018	MOY	61.43%		38.57%	
		EOY	59.42%		40.58%	
	2019	MOY	57.14%		42.86%	
		EOY	62.90%		37.10%	
2020	MOY	42.31%		57.69%		

3	2016	EOY	54.84%	45.16%
	2017	EOY	63.29%	36.71%
	2018	MOY	59.15%	40.85%
		EOY	69.01%	30.99%
	2019	MOY	65.63%	34.38%
		EOY	44.44%	55.56%
	2020	MOY	53.23%	46.77%

Table 2- Acadience Data for Grades K-3 for years 2016-2020, MOY- Middle of the Year, EOY- End Of the Year

Grade K	Reference Data (Compare these results against a wider population)
West Jordan	20-21 BOY 70
Grade 1	Reference Data (Compare these results against a wider population)
West Jordan	20-21 BOY 63
Grade 2	Reference Data (Compare these results against a wider population)
West Jordan	20-21 BOY 68
Grade 3	Reference Data (Compare these results against a wider population)
West Jordan	20-21 BOY 68

Table 3- Acadience Data for Grades K-3, SY 2020-21, Beginning of the Year (BOY). Red- Well Below Typical Progress, Yellow- Below Typical Progress, Green- Above Typical Progress, Blue- Well Above Typical Progress.

PSI

The Phonics Screener for Intervention™ (PSI™) provides the assessor with data about a student’s ability to read words with phonics patterns, such as short vowels, long vowels, r-controlled vowels, and multi-syllable words.

PSI Screener assesses students on 16 phonics skills. The PSI screener was administered to 4th-6th grade students in fall 2020. As seen in Table 4 below, 7% of 4th grade and 3 % of 6th-grade students have mastered no skills in the PSI assessment. Similarly, there are 3% fourth grade, 5% fifth, and 12% sixth-grade students have already mastered all 16 phonics skills assessed by the PSI screener.

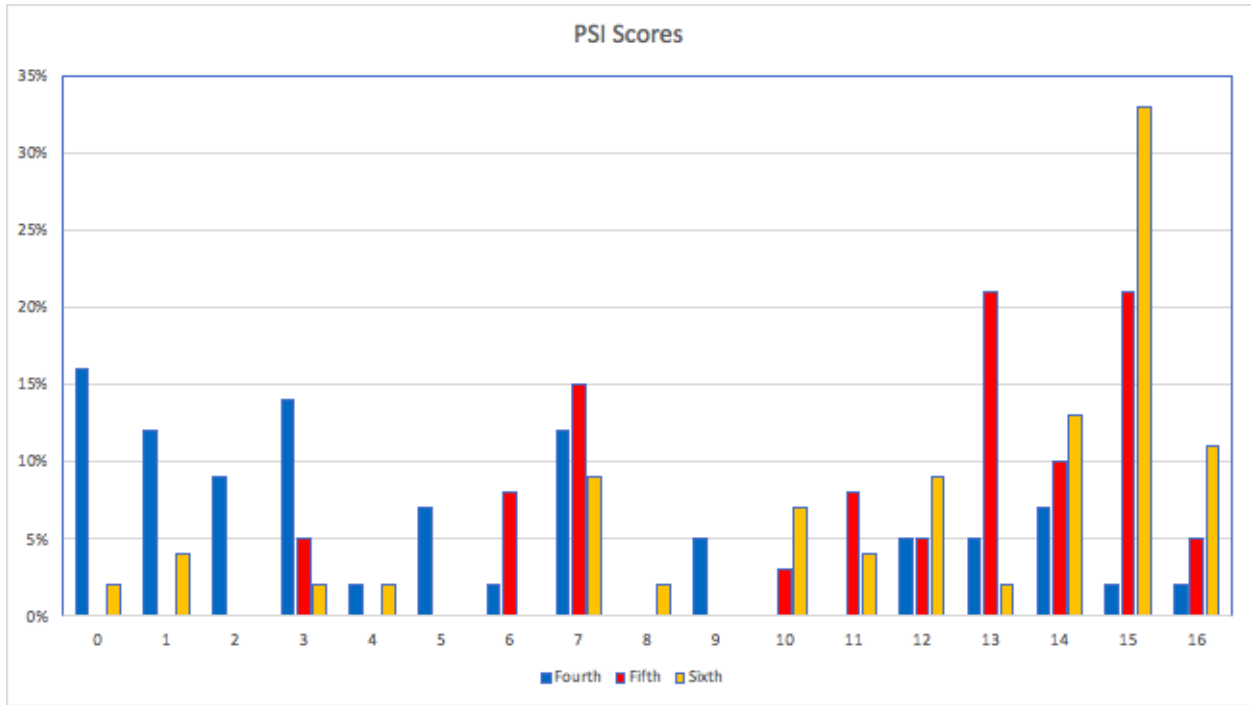


Table 4- PSI Screener Scores for Grade 4-6

WIDA

WIDA is a suite of English language proficiency assessments given to students who identify themselves as English Language Learners.

As seen in Table 4, English Language Students at West Jordan have consistently made progress in WIDA composite scores since the year 2018. The individual proficiency scores in reporting categories are also indicative of progress in all areas from the year 2018 to 2020 except for a slight reduction in listening proficiency score in 2020 of 4.3 compared to 2019 which had a score of 4.4.

WEST JORDAN SCHOOL Average Proficiency Level - Composite Scores			
Level	School Name	Year of Sch.	Pilot School?
Elementary	WEST JORDAN SCHOOL	2018	Yes
		2019	Yes
		2020	Yes

Level	School Name	Year of Sch.	Pilot School?	Avg. Composite Proficiency Level	Avg. Comprehension Proficiency Level	Avg. Literacy Proficiency Level	Avg. Oral Proficiency Level
Elementary	WEST JORDAN SCHOOL	2018	Yes	2.4	2.8	2.3	3.0
Elementary	WEST JORDAN SCHOOL	2019	Yes	2.7	3.3	2.5	3.1
Elementary	WEST JORDAN SCHOOL	2020	Yes	2.9	3.3	2.7	3.4

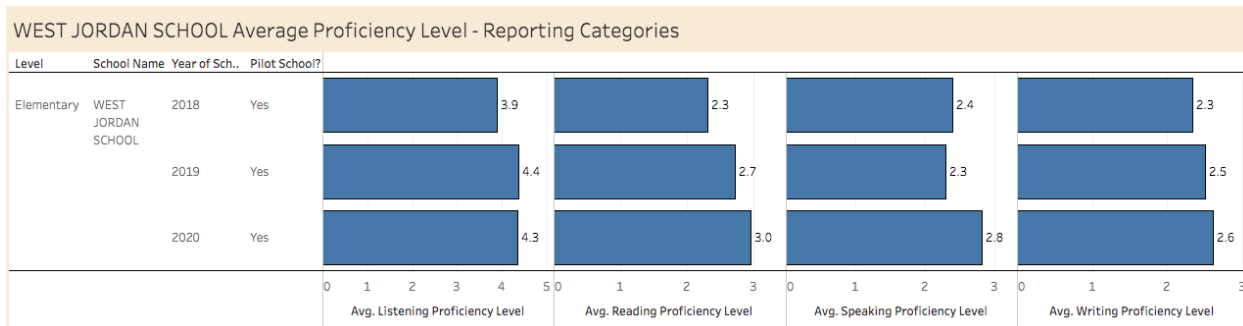


Table 4- Average WIDA competency level comparison from 2018 to 2020

Stakeholder School Climate:

The stakeholder School Climate survey was used to collect and report input about schools and educators for the purpose of educational improvement. The survey requested responses from survey participants regarding their experience and feelings with regard to educator trust and caring, school safety and security, instructional support, and for teachers, professional learning and support.

In West Jordan Elementary, 388 students, 70 parents, and 91 faculty participated in a Stakeholder School Climate survey and reported the following results.

Area	School Average	District Average
Student Survey Results		
<i>Caring and Trust (Grades K-2)</i>		
At the playground, I feel happy	88.10%	78.40%
At the library I feel happy	90.90%	71.40%
In the lunchroom I feel happy	81.80%	79.60%
<i>School Bullying (Grades K-2)</i>		
Other children at school are nice to me	51.70%	47.70%
I have friends at school who play with me	77.50%	77.70%
The adults at my school are nice to me	84.30%	78.90%
<i>School Safety (Grades K-2)</i>		
I know where to go if I get lost	58.80%	63.40%
I know who I can talk to if I need help	89.50%	87.10%
On the playground I feel safe	66.30%	70.20%

Walking home I feel safe	58.30%	64.10%
<i>Food Safety (Grades K-2)</i>		
The lunch line moves fast	27.40%	20.90%
The lunches at school are the right temperature	95.80%	86.40%
<i>Student Behavior (Grades 3-6)</i>		
There are many reminders about how to behave	76.40%	69.60%
Kids follow the rules most of the time	40.40%	35.70%
Students behave well at the library	42.10%	35.80%
<i>School Bullying (Grades 3-6)</i>		
I have been bullied at my school	44.80%	58.00%
Adult helped me right away	81.40%	72.70%
<i>School Security (Grades 3-6)</i>		
Nothing got stolen from me	56.60%	62.30%
<i>School Safety (Grades 3-6)</i>		
Feel very safe all or almost all the time	77%	84%
If there is a drill I know what to do	81.70%	80.40%
Parent Survey Results		
<i>Safety and Security</i>		
Never experiences Bullying	46.80%	48.90%
Always asked for identification during check-out	80%	61%
Asked to wear volunteer pass	98%	88.30%
Once the school has started, can only get through the main door	100%	96.60%
The route to the bus is safe	50.80%	33.40%
School will be able to manage the most emergency situations	79%	63.10%
My child is safe at school	66.70%	50.90%
My child has nothing stolen at school	90.30%	84.90%

Instructional Practices:

- Cooperative Learning
- Setting Objectives - I Can Statements

- Providing Feedback
- School-Wide Graphic Organizers for Writing
- Explicit Instruction
- Technology in the Classroom (One-to-One)
- Differentiation

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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

SMART Goal	In math, 60% of students will score a 3 or higher on the grade level learning scale for the identified power standard on the district post assessment.
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Strategies

I. Ensure quality of Tier 1 Instruction is provided in all classrooms, and offers to all students of varying needs and skills by:

- A. Creating lessons and common assessments through PLC and common planning time during PE, computers, music, and art. Time will be spent reviewing data individually, and also spent during collaborative time in grade level PLCs.
- B. Providing students with an environment where they can develop, explain, and show their mathematical comprehension and ability.
- C. Full-time, experienced teacher specialists will be hired to coach and assist in the areas of literacy, and math. In addition, these coaches will train and work with assistants at each grade level. Teacher specialists and aides will be hired to teach PE, music, computers and art so that teachers have additional time for collaboration and planning.
- D. Grade level teams will create and follow math curriculum maps to guide instruction and create a focus on delivering core instruction.
- E. Teachers will identify essential standards that will be given priority in instruction, assessment and intervention and create learning scales and assessments that measure student progress towards mastery.
- F. Provide All Day kindergarten to lower the Achievement Gap for at- risk and ELL students.
- G. Fund ESL endorsements for all licensed teachers to meet the needs of all ELL students.
- H. Purchase necessary technology to be used in the classroom to provide additional learning resources for all students.
- I. Hire additional teachers to reduce class size.

II. Facilitate Tier II and Tier III instruction for students in need based on assessments.

- A. Provide students with different settings conducive to skill levels through whole group, small group, and individual work to ensure opportunity for discussion and high engagement.
- B. Instructional aides will be hired to assist classroom teachers during the RTI blocks in math and language arts.
- C. Identify individual student needs based on unit and common assessments for all grades.
- D. Group students according to targeted needs based on common assessment data. Instruction, remediation, and enrichment activities to be

<p>Evidence-Based Research Support</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt (2010). <i>Math Expressions</i>. Orlando, FL: Houghton Mifflin Harcourt. ● Open Up Resources (2019). <i>Grade 6 Mathematics</i>. ● Ainsworth, L., & Viegut, D. (2006). <i>Common formative assessments: How to connect standards-based instruction and assessment</i>. Thousand Oaks, CA: Corwin Press. ● DuFour, R. (2010). <i>Learning by doing: A handbook for professional learning communities at work</i> (2nd ed.). Bloomington, IN: Solution Tree Press. ● Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>. London: Routledge. ● Santoyo, P. (2010). <i>Driven by data: A practical guide to improve instruction</i>. San Francisco, CA: Jossey - Bass. ● Santoyo, P., & Peiser, B. (2012). <i>Leverage leadership: A practical guide to building exceptional schools</i>. San Francisco: Jossey-Bass. ● Wiggins, G., & McTighe, J. (2005). <i>Understanding by design</i> (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>60% of students will achieve proficiency in the power standard that has been identified by the grade level team as measured by the final summative assessment at the end of the year. Teachers will pre-evaluate student understanding of the standard before it is first taught as part of a unit of study.</p>
<p>Professional Development to Support Strategies</p>	<ul style="list-style-type: none"> ● Each grade will receive 200 minutes of planning and collaboration time each week to work with their grade level team. Some of this time will be spent reviewing data individually. Time will also be spent in the collaborative work of PLCs. School leadership team members will regularly visit these daily meetings to provide necessary guidance as grade level teams continue developing into effective professional learning communities. ● Coaches will attend networking opportunities to collaborate with other schools. ● Regular, differentiated professional development opportunities will be made available to teachers based on need. ● Monthly new teacher meetings will be held to support provisional teachers, but all staff are welcome to attend.

Timeline	Beginning of year and on-going throughout the year, or as needed.
Responsible Parties	<ul style="list-style-type: none"> ● Administration ● Classroom Teachers ● Teacher Specialists ● Certified Interventionists ● District Specialists
<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"> ● As a part of each team’s daily collaborative PLC time, grade level teams will schedule data meetings to discuss Common Formative Assessment data. School leadership team members will attend these meetings. ● Our school leadership team will conduct weekly observations to collect coaching data as they work with individual teachers. ● This data will be shared within three days to provide timely and 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

SMART Goal	<p>60% of students in grades K-3 will make typical or better progress in reading as measured by Acadience.</p> <p>Grades 4-6 will demonstrate growth through the PSI universal screener by showing proficiency in at least two additional phonics skill groups, based on mastery of the PSI assessment.</p>
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Strategies

I. Ensure quality of Tier 1 Instruction is provided in all classrooms, and offers to all students of varying needs and skills by:

- A. Creating lessons and common assessments through PLC and common planning time during PE, computers, music, and art. Time will be spent reviewing data individually, and during collaborative time in grade level PLCs.
- B. Provide ongoing Professional Development on Lexia and Acadience strategies that can be implemented in the classroom.
- C. Full-time, experienced teacher specialists will be hired to coach and assist in the areas of literacy, and math. In addition, these coaches will train and work with assistants at each grade level. Teacher specialists and assistants will be hired to teach PE, Music, computers and art so that teachers have additional time for collaboration and planning.
- D. Grade level teams will create and use ELA curriculum maps to guide instruction and create a focus on delivering core instruction.
- E. Teachers will identify essential standards that will be given priority in instruction, assessment and intervention and create learning scales and assessments that measure student progress towards mastery..
- F. Implement Heggerty in K-2 and utilize the Fidelity Checklist.
- G. Implement 95% Group in K-1 and utilize PLC time to identify students needing Tier 2 instruction using the 95% Group program.
- H. Teachers and assistants progress monitor for Acadience Reading.
- I. A universal screener will be administered to all students K-6 three times per year (BOY, MOY, EOY).
- J. Provide All Day kindergarten to lower the Achievement Gap for at-risk and ELL students.
- K. Fund ESL endorsements for all licensed teachers to meet the needs of all ELL students.
- L. Purchase necessary technology to be used in the classroom to provide additional learning resources for all students.
- M. Curriculum planning days are provided three times a year for teachers to plan and align curriculum with the standards.
- N. Hire additional teachers to reduce class sizes.

II. Facilitate Tier II and Tier III instruction for students in need based on assessments.

<p>Evidence-Based Research Support</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt (2018). <i>Journeys</i>. Orlando, Florida:Houghton Mifflin Harcourt ● Auman, Maureen (2016). <i>Step Up to Writing</i>. Dallas, TX: Voyager Sopris Learning, Inc. ● Ainsworth, L., & Viegut, D. (2006). <i>Common formative assessments: How to connect standards-based instruction and assessment</i>. Thousand Oaks, CA: Corwin Press. ● DuFour, R. (2010). <i>Learning by doing: A handbook for professional learning communities at work</i> (2nd ed.). Bloomington, IN: Solution Tree Press. ● Platt, A. (2000). <i>The skillful leader: Confronting mediocre teaching</i>. Acton, Mass.: Ready About Press ● Santoyo, P. (2010). <i>Driven by data: A practical guide to improve instruction</i>. San Francisco, CA: Jossey Bass. ● Santoyo, P., & Peiser, B. (2012). <i>Leverage leadership: A practical guide to building exceptional schools</i>. San Francisco: Jossey-Bass. ● Wiggins, G., & McTighe, J. (2005). <i>Understanding by design</i> (Expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>60% of students will make typical or better progress in Acadience. There will also be an improvement in Running Records, Common Formative Assessments, and District Benchmark Assessment data due to an improvement in Tier I instruction, targeted intervention instruction at Tiers II and III, improvement in the collaborative practices of grade level professional learning communities.</p>

Professional Development to Support Strategies	<ul style="list-style-type: none"> ● Each grade will receive 200 minutes of planning and collaboration time each week to work with their grade level team. Some of this time will be spent reviewing data individually, and time will also be spent in the collaborative work of PLCs. School leadership team members will regularly visit these daily meetings to provide necessary guidance as grade level teams continue developing into effective professional learning communities. ● Coaches will attend networking opportunities to collaborate with other schools. ● Support teachers as they work to obtain an ESL endorsement. ● Regular, differentiated professional development opportunities will be made available to teachers based on need ● Monthly new teacher meetings will be held to support provisional teachers, but all staff are welcome to attend.
Timeline	<ol style="list-style-type: none"> 1. Administer Universal Screener by the end of September, the end of January and the end of May.. 2. Train new teachers and aides on 95% and Acadience progress monitoring by Oct. 1. 3. Implement 95% Group and Acadience progress monitoring by October 16. 4. Progress monitor below benchmark students every 3 weeks using PASI/PSI and every 6 weeks using Acadience. Benchmark students will be progress monitored every 6 weeks.
Responsible Parties	<ul style="list-style-type: none"> ● Administration ● Classroom Teachers ● Teacher Specialists ● Certified Interventionists ● District Specialists ● JELL Team

<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 gather informal observations using progress monitoring and checklists.● Coaches and Administration will see teachers using Heggerty in lessons.● Teachers will discuss these informal observations in PLCs.● JELL team will gather Acadience progress monitoring data and discuss strategies to address students' skill deficits.● As a part of each team's daily collaborative PLC time, grade level teams will schedule data meetings to discuss Common Formative Assessment data. School leadership team members will attend these meetings.● Our school leadership team will collect coaching data as they coach individual teachers. This data will be shared within three days to provide timely and effective feedback.● Assessments in Acadience and the universal screener will be given 3 times a year.
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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

SMART Goal	Improve our school culture with a 3% growth in the targeted area of School Safety student responses, specifically as it relates to other children being nice to them (Grades K-2)) and feeling safe most or a lot of the time (Grades 3-6), as identified in our 2019 -2020 school survey.
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Strategies

- A. Teachers will do an annual review of the school-wide behavior plan. Any questions or inconsistencies can be resolved at that time.
- B. School wide expectations will be posted throughout the school and students will be taught what expectations look like and sound like throughout the building during Culture Week the first week of school. Teachers will model poor examples and students will model good examples. A schedule will be created for these rotations.
- C. Morning meetings will be held each day to help establish a positive sense of community in each classroom. Teachers will be trained on the morning meeting format during opening days and support and coaching will be offered as needed.
- D. Teachers will implement a system of their choice for positives in their classrooms to supplement the school wide behavior plan.
- E. Teachers will post classroom rules, voice levels, and hierarchies of consequences in their classrooms and follow the established procedures.
- F. Teachers will start each day greeting students at the door, and will have a self starter immediately accessible to kids so that they can start the day busy and engaged in learning activities.
- G. Teachers will be taught the difference between an office referral and what should be handled within the classroom and will be held accountable for what falls within their stewardship.
- H. Structured Recess will be offered for students who continue to struggle both in and out of the classroom and need a tier 2 level of support.
- I. A social skills/anti-bullying program called Second Step will be utilized in morning meetings to teach positive social behaviors, conflict resolution skills, and anti-bullying strategies through age-appropriate curriculum. We will incorporate a kindness theme and encourage acts of kindness around the school.
- J. Quarterly student focus groups with administration and a group of teachers identified students about how they are feeling about school safety, bullying, and the school kindness emphasis.

Evidence-Based Research Support	<ul style="list-style-type: none"> ● DuFour, R. (2010). <i>Learning by doing: A handbook for professional learning communities at work</i> (2nd ed.). Bloomington, IN: Solution Tree Press. ● Epstein, J. (2011). <i>School, family, and community partnerships preparing educators and improving schools</i> (2nd ed.). Boulder, CO: Westview Press. ● Gruenert, S. (2015) <i>School Culture Rewired: How to Define, Assess, and Transform It</i>. Alexandria, VA: ASCD ● Henderson, A. (2007) <i>Beyond the Bake Sale: The Essential Guide to Family-School Partnerships</i>. New York, NY: The New York Press ● Hutchins, D. (2012) <i>Multicultural Partnerships: Involve All Families</i>. Larchmont, NY: Eye on Education. ● Thomas, B. (2012) <i>Promising Partnership Practices</i>. Baltimore, MD: National Network of Partnership Schools
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Improvement in identified areas from our school survey including school safety, and school climate from the students as a result of ongoing training and feedback to teachers, and the Second Step lessons, to improve student relationships. The results of the 2020-21 survey will be measured against the results of the 2019-20 survey with an anticipated 3 % growth in percentile.</p>
Professional Development to Support Strategies	<p>During our summer professional development days, our school leadership team provided professional development about the school-wide management system, morning meetings, and culture week.</p>
Timeline	<p>Beginning of year and on-going throughout the year.</p>
Responsible Parties	<ul style="list-style-type: none"> ● Administration ● Classroom Teachers ● Instructional Coaches ● Structured Recess Aide ● Students ● Parents

<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Last year, 52 % of our K-2 students reported that they felt kids were nice to them most of the time, and 77% of grades 3-6 felt safe most or a lot of the time. We plan to survey students mid-year and end-of-year to get feedback about students' opinions about whether or not school safety has improved. We anticipate a growth of 3% in school safety.</p>
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Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents are Purposes of the Program will be Met
PLC	\$14,986	Art specialist during PLC times.
En Lieu	\$33,779	PD, quarterly planning days, assistants, math textbooks, stipends, subs, misc expenses

Landtrust	\$53, 622	Classroom Assistants
Supply	\$26, 003	Misc school supplies, team budgets, paper, toner, etc.
Textbook	0.00	Math Textbooks (new adoption)
Technology	\$35, 262	Computer lab assistant, programs, etc
Equipment	\$9854.00	Moving to supply budget to cover the cost of school supplies
Title 1 Funds	\$363,865	Instructional Coaches, Music Specialist (60%), ESL endorsements, assistants,
Parent Involvement	\$4,674	Money will be spent for community events to encourage parents to be involved in our school.
McKinney Vento Assistant	\$9,000	Assistant hired to help with the needs of homeless students and families in need
Family Learning Center	\$9,000 for an aide.	To increase parent involvement through Mommy and Me preschool.
TSSA	\$94, 383	To increase teacher capacity through coaching, and implementation of early literacy programs.