

Title I, Part A Schoolwide Plan Template Purpose and Directions

Utah Title I Schoolwide Planning Template

Part A: General Information

School Name: Westvale Elementary School

LEA Name: Jordan School District

Title I Schoolwide Planning Team

	Name	Signature
Principal	April Gaydosh	
Assistant Principal	Garett York	
Instructional Coach (4th-6th)	Emily Harbison	
Online Teacher/Technology Lead	Jen Palomin	
Teacher/SEL Lead	Racheal Fawcett	
Teacher Leader	Amanda McCullough	
Literacy Coach (K-3)	Connie Roe	
PTA Parent Representative	Melissa Stanger	
Parent Representative/Family Learning	Yamina Jolley	
Parent Representative/EL Lead	Tristen Parsons	
Community Representative/SCC	Chelsea Lewis	

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	Signature	Date

Title I, Part A Schoolwide Plan Template Purpose and Directions

Comprehensive Needs Assessment (2018-19 data comparison)

ESSA Sec. 1114(b)(6)

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

Student achievement trends Reading pre and post-test benchmarks in all grade levels indicate that students are growing in both ELA and math. We would like to increase this percentage in both ELA and math, in an effort to close our achievement gaps and increase overall proficiency. This is addressed in smart goal #1 of our plan.

As a team we would also like to address the translation of benchmark proficiency and RISE proficiency. We believe that we can begin to close this gap through implementing small group targeted differentiated instruction daily with increased fidelity. In addition, we have included a Math and ELA intervention block within the daily schedules of all grade levels to teach evidence-based interventions in both reading and math.

Based on Dibels beginning, middle, and end of year testing, students in kindergarten through 3rd grade did not consistently make expected growth. This indicates a lack of differentiation and diagnostic teaching that our students need to grow.

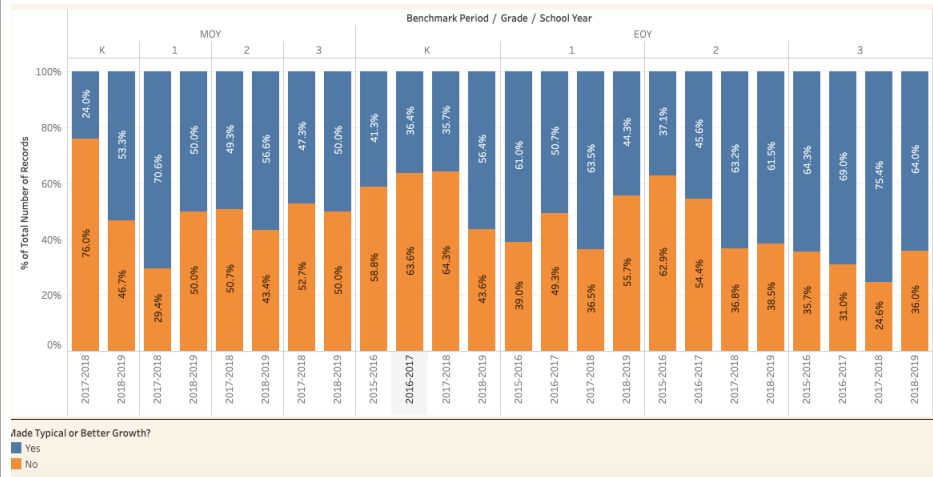
Both formative and summative evaluation data will need to be analyzed through the upcoming school year, as we plan for continuous improvement for each student, sub group of students, and the school as a whole. Effective, varied, and differentiated evidence based instructional

Math Benchmark ELA (Reading) Benchmark

Grade	Pre-Test	Post-Test	Growth	BM 1	BM 2	BM 3	Average % Prof.
K				82%	86%	83%	84%
1	55%	82%	27%	80%	77%	73%	77%
2	31%	63%	33%	53%	61%	74%	63%
3	40%	70%	30%	66%	61%	67%	65%
4	47%	70%	22%	61%	63%	64%	63%
5	33%	58%	41%	54%	53%	60%	56%
6	53%	74%	21%	77%	68%	77%	74%
Average % Proficient	43%	70%	29%	68%	67%	71%	69%

Writing Benchmark

Grade	Pre-Test	Post-Test	Growth	BM 1	BM 2	BM 3	Average % Prof.
K				31%	58%	70%	53%
1	28%	82%	53%	59%	71%	75%	68%
2	38%	70%	33%	58%	69%	69%	65%
3	39%	60%	21%	63%	61%	69%	64%
4	42%	63%	21%	55%	59%	63%	59%
5	29%	68%	68%	51%	57%	51%	53%
6	33%	63%	31%	56%	60%	68%	59%
Average % Proficient	35%	68%	38%	53%	62%	66%	60%



Demographic data

At Westvale we are seeing an increasing number of students identified as homeless. Based on 2017-18 verified SAGE results, our economically disadvantaged students are scoring almost 10% lower than our overall average. We will need to address the specific needs of these students through school provided resources in both basic physical and social-emotional needs. At Westvale we are also seeing an increasing number of students identified as ELL. These students, based on 2017-18 verified SAGE results, are scoring over 15% lower than our overall average. We will need to address the specific needs of these students through providing differentiated reading instruction and evidence-based interventions. In addition, finding creative ways to provide extension opportunities, additional supports for this group of students, and translation services for families to increase school/family communication. We will continue to monitor growth data for our students with disabilities. We will find opportunities to give teachers professional development in intervention strategies, as well as increase communication between special education and regular education teachers.

2019 Elementary School Demographics Summary											
School Name	Total K-12	Economically Disadvantaged	English Learner	Student With a Disability	Total Minority	African American	American Indian	Asian	Hispanic	Multiple Race	Pacific Islander
Westvale School	583.0	288.0	96.0	79.0	181.0	11.0	4.0	14.0	150.0		16.0

Total enrollment- 583

Economically Disadvantaged- 288

English Language Learners- 96

Students with Disability- 79

Total Minority- 181

African American- 11

American Indian- 4

Asian- 14

Hispanic- 150

Pacific Islander- 16

SAGE results (2017-18) -19/20 not released as of Oct.2019

SAGE Results for Westvale School by Demographic Group			
Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	38.2%	42.0%	34.9%
African American	N<10	N<10	N<10
Asian	N<10	N<10	N<10
Caucasian	44.6%	48.8%	44.0%
Hispanic	24.3%	30.0%	20%-29%
Multiple Races	30%-39%	40%-49%	N<10
Pacific Islander	30%-39%	30%-39%	N<10
Female	45.2%	43.6%	36.0%
Male	31.8%	40.5%	33.8%
Economically Disadvantaged	29.5%	31.9%	25.9%
Limited English Proficiency	16.7%	27.1%	11%-19%
Students with Disabilities	16.9%	21.9%	11%-19%
Mobile	≤20%	N<10	N<10

School climate
 The School Survey of Stakeholder Input Elementary Report indicates opportunities for climate and culture improvement. There is a need to continue to increase communication within the school, as well as, between school and home. Educators need to find ways to communicate effectively with families about academic and behavioral expectations, as well as individual progress. The school will need to provide activities that promote parental engagement in school activities and students academic support. Based on both the student and parent results, students safety and problem-solving, though increased in a positive direction from the previous year, continues to be an area for growth. We will need to continue finding creative ways to promote positive character and problem-solving strategies with students. School safety was a highlighted area for growth based on teacher survey results. Behavior expectations and rewards/consequences need to continue to be clarified and communicated with students. School-wide procedures will also be identified as we calibrate our discipline handling and reporting. We will also look to streamline our positive behavior interventions in an effort to increase fidelity. Westvale will continue to work on targeting student needs in behavior for tier 1, while also

Table 4. Percentage Agreement from Parents

	School Average Agreement	District Average Agreement
School Climate		
I feel welcome at this school.	100%	97%
I think people from all different backgrounds would feel welcome at this school.	100%	95%
There are plenty of opportunities for parents/guardians to be involved at this school.	98%	96%
There are many things about this school that I like.	99%	96%
School Safety		
I think students at this school resolve their differences peacefully.	93%	92%
This school seems to do a good job keeping kids safe from bullying.	93%	89%
I think my child's personal belongings are safe at this school.	96%	95%
Principal*		
I can rely on this principal to prioritize the learning needs of my child.	98%	94%
This principal cares about my child's well-being.	100%	95%
This principal is responsive to my concerns.	98%	92%
This principal handles problems effectively.	98%	91%
Teacher Emotional Support		
This teacher would help my child if my child needed help.	100%	97%
This teacher is considerate of my child's feelings.	100%	95%
This teacher is a good role model for the children.	100%	97%
Teacher Learning Support		
This teacher teaches so that my child understands.	97%	96%
This teacher challenges my child academically.	98%	95%
This teacher helps my child feel confident in his or her learning.	97%	94%
Teacher Communication		
This teacher communicates important information in a timely manner.	95%	93%
This teacher is clear and concise when communicating with me.	100%	95%
I am satisfied with the methods this teacher uses to communicate with me (i.e., email, websites, notes, etc.).	98%	94%

*Percentage of parents who reported ever meeting or speaking with the principal: 60 %

Table 5. Percentage Agreement from Teachers and Staff

	School Average Agreement	District Average Agreement
Faculty Professional Environment		
Professional development is generally aligned with school-wide goals.	97%	95%
I coordinate my instruction with other teachers.	100%	95%
I have regular opportunities to collaborate with other teachers.	97%	96%
I have participated in professional development that supports my teaching of Utah Core Standards.	97%	96%
This school provides a positive environment for teachers.	97%	89%
Staff Professional Environment		
This school provides a positive work environment.	100%	92%
I receive ongoing training or feedback that helps me fulfill my role at this school.	84%	84%
A person from any culture would feel comfortable working at this school.	100%	95%
I feel that the work I do is appreciated.	100%	88%
School Safety		
Students at this school solve problems without fighting.	84%	86%
Personal belongings are safe at this school.	92%	94%
Students at this school are safe from bullying.	77%	86%

Teacher Qualifications

District	School	Ssn	Person Id	Last Name	First Name	Endo Rec'd	Endorsement	License Area
Jordan District	Westvale School (ELEM)	XXX-XX-9259	586647	Azbill	Beverly	07/01/2020	English as a Second Language	Elementary
		XXX-XX-2355	90218	Cudney	Cynthia	07/01/2020	English as a Second Language	Early Childhood Education
			90218			07/01/2020	Reading	
			90218			07/01/2020	Reading	Elementary
			90218			07/01/2020	English as a Second Language	
		XXX-XX-4329	427557	Daniels	Vickie	07/01/2020	Elementary Mathematics	Elementary
			427557			07/01/2020	English as a Second Language	
		XXX-XX-2290	269780	Davenport	Melanie	07/01/2020	English as a Second Language	Elementary
		XXX-XX-4180	572961	Fawcett	Rachael	07/01/2020	English as a Second Language	Elementary
		XXX-XX-6738	684597	Greenwood	Jamie	07/01/2020	English as a Second Language	Elementary
		XXX-XX-7498	165782	Harbison	Emily	07/01/2020	English as a Second Language	Elementary
		XXX-XX-5245	326697	Hatch	Lani	07/01/2020	Reading	Elementary
			326697			07/01/2020	Elementary Mathematics	
		XXX-XX-8681	690275	Henderson	Rachel	07/01/2020	Visual Art (6-12)	Secondary Education
			690275			07/01/2020	Visual Art (K-12)	
		XXX-XX-1542	685119	Hillis	Amber	07/01/2020	English as a Second Language	Elementary
		XXX-XX-4725	488106	Koehler	Annette	07/01/2020	English as a Second Language	Elementary
			488106			07/01/2020	Theatre (1-8)	
		XXX-XX-3876	561494	Koontz	Roxanne	07/01/2020	English as a Second Language	Elementary
		XXX-XX-9355	745336	Kothlow	Jenessa	10/06/2020	Mild / Moderate Disabilities	Special Education (K-12+)
		XXX-XX-9392	38885	Lewis	Malece	07/01/2020	Mild / Moderate Disabilities	Special Education (K-12+)
		XXX-XX-3412	691616	Livingston	Anna	07/01/2020	English as a Second Language	Elementary
		XXX-XX-1769	76343	Marriott	Linda	07/01/2020	English as a Second Language	Audiologist/Communication
		XXX-XX-1054	573258	McCullough	Amanda	07/01/2020	English as a Second Language	Elementary
		XXX-XX-7262	692812	Moon	Amanda	07/01/2020	English as a Second Language	Elementary
		XXX-XX-3723	557010	Moore	Chelsea	10/29/2020	English as a Second Language	Elementary
		XXX-XX-1752	86496	Morris	Jonathan	07/01/2020	English as a Second Language	Elementary
		XXX-XX-9639	556989	Mortensen	Ashley	07/01/2020	English as a Second Language	Elementary
			556989			07/01/2020	English as a Second Language	
			556989			07/01/2020	Mild / Moderate Disabilities	
		XXX-XX-8907	581537	Palomin	Jennifer	07/01/2020	Elementary STEM	Elementary
			581537			07/01/2020	English as a Second Language	
			581537			07/01/2020	Elementary Mathematics	
		XXX-XX-8384	412912	Parsons	Tristen	07/01/2020	English as a Second Language	Elementary
			412912			07/01/2020	Reading	
		XXX-XX-4786	84495	Pickett	Elizabeth	07/01/2020	English as a Second Language	Early Childhood Education
		XXX-XX-6074	554303	Pond	Jennifer	07/01/2020	English as a Second Language	Elementary
		XXX-XX-7824	710590	Reid	Anna	07/01/2020	English as a Second Language	Elementary
		XXX-XX-2497	679362	Scott	Susan	07/01/2020	English as a Second Language	Elementary
		XXX-XX-1791	87141	Sessions	Kirsten	07/01/2020	Mild / Moderate Disabilities	Special Education (K-12+)
		XXX-XX-0836	62959	Sullivan	Catherine	07/01/2020	English as a Second Language	Early Childhood Education
			62959			07/01/2020	Library Media (K-12)	
			62959			07/01/2020	English as a Second Language	
		XXX-XX-7098	453051	Tapia	Jaclyn	07/01/2020	English as a Second Language	Early Childhood Education
			453051			07/01/2020	English as a Second Language	

District	School	Ssn	Person Id	Last Name	First Name	Endo Rec'd	Endorsement	License Area
Jordan District	Westvale School (ELEM)	XXX-XX-4584	745554	Wilson	Emily	07/01/2020	Music (6-12)	Secondary Education
		XXX-XX-0423	513323	Wilkowski	Rebecca	07/01/2020	English as a Second Language	Elementary
		XXX-XX-4362	573126	York	Garett	07/01/2020	Gifted / Talented	Elementary

Schoolwide Reform Goals and Strategies

SMART Goal #1
(Academics-upper grades)

Westvale Elementary 4th-5th grade students will increase scores from 40% or more in English Language Arts and 40% or more in Math from pre-test to post-test.

Strategies

Improvement of Tier I and Tier II instruction in language arts and math will lead to greater growth and overall higher achievement.

Collaborative teams will meet a minimum of two times per week to answer the first question of PLCs, "What knowledge and skills do we expect students to learn?"

1. Grade level teams will utilize district and state assessments as road maps to guide instruction.
2. Curriculum maps will continue to be used to guide instruction as well as scope and sequence of teaching standards. Grade levels will also be creating and utilizing proficiency scales for power standards in both reading and math.
3. Our instructional coaches will be utilized to assist in continuing use of best practices, modeling lessons, and assisting in creating targeted lessons for individual student needs.

Collaborative teams will meet at minimum, two times per week, to answer the second question of PLCs, "How will we know when students have learned the intended outcomes?"

4. Grade level teams will create and/or use district provided common assessment on each standard. (ie. Biweekly assessments, unit pre and post-tests, and quarterly benchmarks)
5. Grade level teams will use the results from common formative assessments to analyze and track how students are progressing toward achievement goals.
6. Collaborative time will be included on the master schedule, providing collaborative time for teachers to analyze student data in order to drive instruction and provide interventions and extensions as needed.

Collaborative teams will meet at minimum, two times per week, to answer the third question of PLCs, "How will we respond when some students do not learn?" and "How will we respond when some students have achieved the intended outcomes?"

7. W.I.N (What I Need) time will be built into the master schedule for every grade level, in both reading and math, as a time for targeted interventions.
8. Grade level teams will use evidence to plan for targeted interventions for students who did not learn and extended learning opportunities for those that have achieved the intended outcome.
9. Technology and software programs will be evaluated and purchased based on student need. Teachers will use programs as opportunities for student targeted practice and application of learned skills. Funds will be used to support the 1:1 Chromebook initiative.
10. Small group differentiated instruction will be implemented daily during English Language Arts small group time.

<p>Evidence-Based Research Support</p>	<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>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p> <p>Marzano, R.J. (2007). The Art and Science of Teaching. Alexandria, VA: ASCD.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ol style="list-style-type: none"> 1. Collaborative planning and diagnostic interventions, based on student centered data, will lead to quality Tier 1 instruction and more effective Tier 2 and 3 interventions in Reading and Math. We expect that this will have a positive impact on core academics, resulting in a 35% increase in Reading growth and a 50% increase in Math growth measured through pre and post benchmark scores. 2. Measurements of learning will also be gauged using a variety of assessment tools throughout the school year including but not limited to: <ul style="list-style-type: none"> -quarterly and standard specific benchmarking -unit common assessments -teacher created common formative assessments -running records -Dibels progress monitoring (K-3) -Fountas and Pinnelle assessments -Utah Compose -SAGE/RISE benchmarking tools by standard -End of year SAGE in Reading and Math

<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. Coaching and training will be provided to all teachers on explicit instructional strategies, data analysis, differentiation, classroom management, tier 2 and 3 intervention ideas, as well as any other job embedded topics that arise. 2. Endorsements in ELL 3. Professional development for building coaching capacities in our building in the following areas (teacher induction, instructional strategies, and blended learning) 4. Professional development on use of software in Reading (Lexia) and Math (Imagine Math) 5. Professional development in use of Acadiance Reading interventions for 4th, 5th, and 6th grades (95% intervention program) 6. Professional development in use of Heggerty phonics instruction for Kindergarten, 1st and 2nd grades, and special education. 7. Professional development in the Really Great Reading program for teachers K-3rd grade, in an effort to build instructional capacity and strong beginning reading skills)
<p>Timeline</p>	<p>Academic year of 2020-2021</p> <p>We will revisit our goals each year based on the data from the previous school year to determine if changes will be required.</p>
<p>Responsible Parties</p>	<p>Principal, CSIP/JELL Leadership team, Instructional coach, Literacy coach, teachers, classroom assistants, parents, students</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Teams will disaggregate and discuss student data during PLCs and Deep-Data Dives after each benchmark. Assessment scores are recorded in Mastery Connect along with a record of standards that each child has mastered.</p> <p>The Principal, instructional coach, and literacy coach will access and monitor lesson plans on the Google Drive, monitor data on Mastery Connect, meet with teachers on breaking down their data, and have ongoing meetings with teachers throughout the school year.</p>

Schoolwide Reform Goals and Strategies

SMART Goal #2 (Literacy- lower grades)	All K-3 classrooms will meet at least an expected years growth in DIBELS.
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Strategies

Improvement of Tier I and Tier II instruction in language arts will lead to greater growth in achievement.

Collaborative teams will meet at a minimum, two times per week to answer the first question of PLCs, "What knowledge and skills do we expect students to learn?"

1. Grade level teams will utilize district and state assessments as road maps to guide instruction.
2. Curriculum maps have been created and will continue to be used to guide instruction as well as scope and sequence of the teaching of standards.
3. Instructional coach and Literacy coach will work directly with teachers to assist in developing best practices, modeling lessons, and creating targeted lessons for individual student needs.
4. Grade levels will be creating and utilizing proficiency scales for power standards in both reading and math.
5. Small group differentiated instruction will be implemented daily to ensure targeted instruction. Lesson plans will be posted in Google Drive. (The Den)
6. Assistants will be used to implement additional small group instruction in classrooms. (K-5)

Collaborative teams will meet at minimum, two times per week, to answer the second question of PLCs, "How will we know when students have learned the intended outcomes?"

7. Grade level teams will create and give common assessments to students on each standard. (i.e. biweekly assessments, unit pre and post-tests, and quarterly benchmarks)
8. Grade level teams will use the results from progress monitoring to analyze and track how students are progressing toward pathways of progress goals.
9. Collaborative time will be included on the master schedule, providing collaborative time for teachers to analyze student data in order to drive instruction and provide interventions and extensions as needed.

Collaborative teams will meet at a minimum, two times per week, to answer the third question of PLCs, "How will we respond when some students do not learn?" and "How will we respond when some students have achieved the intended outcomes?"

10. W.I.N. (What I Need) time will be built into the master schedule for every grade level as a tie for targeted interventions.
11. Grade level teams will use evidence to plan for targeted interventions for students who did not learn and extended learning opportunities for those that have achieved the intended outcome.
12. Technology and software programs will be evaluated and purchased based on student need. Teachers will use programs as

<p>Evidence-Based Research Support</p>	<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>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p> <p>Marzano, R.J. (2007). The Art and Science of Teaching. Alexandria, VA: ASCD.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ol style="list-style-type: none"> 1. Collaborative planning and diagnostic interventions, based on student centered data, will lead to quality Tier 1 instruction and more effective Tier 2 and 3 interventions in Reading. 2. Measurements of learning will also be gauged using a variety of assessment tools throughout the school year including but not limited to: <ul style="list-style-type: none"> -quarterly and standard specific benchmarking -unit common assessments -teacher created common formative assessments -running records -Dibels progress monitoring (K-3) -Fountas and Pinnelle assessments -Utah Compose -SAGE/RISE benchmarking tools by standard -End of year SAGE in Reading and Math
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. Coaching and training will be provided to all teachers on explicit instructional strategies, data analysis, differentiation, classroom management, tier 2 and 3 intervention ideas, as well as any other job embedded topics that arise. 2. Endorsements in ELL 3. Professional development for building coaching capacities in our building in the following areas (teacher induction, instructional strategies, and blended learning) 4. Professional development on use of software in Reading (Lexia) and Math (Imagine Learning) 5. Professional development in use of Acadience Reading interventions for 4th, 5th, and 6th grades 6. Professional development in use of Heggerty phonics instruction for Kindergarten, 1st and 2nd grades, and special education. 7. Professional development in the 95% intervention program for teachers in kindergarten and 1st grades. 8. Professional development for K-3 teachers for Really Great Reading implementation, in an effort to build teacher capacity and promote strong early literacy skills.

Timeline	<p>Academic year of 2020-2021</p> <p>We will revisit our goals each year based on the data from the previous school year to determine if changes will be required.</p>
Responsible Parties	<p>Principal, CSIP/JELL Leadership team, Instructional coach, Literacy coach, teachers, classroom assistants, parents, students</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Teams will disaggregate and discuss student data during PLCs and Deep-Data Dives after each benchmark. Assessment scores are recorded in Mastery Connect along with a record of standards that each child has mastered.</p> <p>The Principal, instructional coach, and literacy coach will access and monitor lesson plans on the Google Drive, monitor data on Mastery Connect, meet with teachers on breaking down their data, and have ongoing meetings with teachers throughout the school year.</p>

Schoolwide Reform Goals and Strategies

SMART Goal #3
(climate/culture K-6)

Westvale Elementary will reduce the number of behavioral office referrals and minor incident reports by 20%.

Strategies

1. Develop and implement a school-wide discipline plan including standardized rules, expectations, along with positive and negative consequences.
 - a. Provide professional development on proper follow through of discipline plan, including classroom managed versus office managed behaviors.
 - b. Implement the use of Educators Handbook as a school-wide behavior data tracking and intervention system.
 - c. Implement the Second Step emotional wellness program into weekly grade level instruction.
 - d. Collect monthly data concerning office referrals and minor incidents.
 - e. Wolf bucks will be used as a school-wide positive behavior system with school stores being held every month.
 - f. An assistant principal will be employed for continued support of both academic and behavior goals/action steps.
2. Provide additional behavioral and academic support to students at all levels to promote a safe and positive school climate.
 - a. A full-time psychologist will provide behavior coaching and support for students.
 - b. Instructional coaches and special education teachers will work with classroom teachers on best practices and effective classroom management/engagement strategies.
3. Provide models and resources to build positive relationships, encourage leadership opportunities, and improve social skills.
 - a. Leadership opportunities will be provided for students to promote connection and ownership in the daily running of the school (i.e. Pack Protectors, Safety Patrol, Junior Coaches, etc.)
 - b. Student of the Week program to be awarded by classrooms and their teacher.
 - c. Students will be provided the opportunity to attend virtual field trips and in school activities that tie to the core curriculum and celebrate creativity and diversity.
4. Establish and maintain effective and dynamic communication through parent engagement.
 - a. Weekly phone calls and parent newsletters will be sent home from the principal, communicating important school-wide news and reminders.
 - b. Continue to connect with parents through our Parent/Community Resource center, offering virtual classes for parents and their families.
 - c. Provide families resources to engage with their children through distribution of Ready Rosie materials, Public Library notices, and Mental Health resources from the Jordan Education Family Learning Center.

<p>Evidence-Based Research Support</p>	<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>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p> <p>Marzano, R.J. (2007). The Art and Science of Teaching. Alexandria, VA: ASCD.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>We believe that with professional development, clarity in procedure, and positive behavior interventions, that we can decrease the number of inappropriate student behaviors requiring intervention. When behaviors and disruption to the learning process decrease, we believe that engagement and academic growth will consequently increase. We expect to see an increase in positive agreement of parent and student survey results as well.</p> <ol style="list-style-type: none"> 1. The detailed behavior plan and all required paperwork will be posted on Google Drive in an effort to increase communication and consistency. 2. Daily PLC agendas/minutes will be prepared, shared, reviewed to assist with discussion of high needs students. 3. Student discipline will be recorded in Educators Handbook and with school administration and in Skyward. Reports will be reviewed quarterly to determine progress or needs.
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. Teachers will participate in professional development on de-escalation strategies as needed. 2. MTSS training and supports implemented through PLCs 3. Second Step professional development and helpful information to be provided to teachers 4. Educators Handbook professional development for K-6th grade teachers.
<p>Timeline</p>	<p>Academic year of 2020-2021</p> <p>We will revisit our goals each year based on the data from the previous school year to determine if changes will be required.</p>
<p>Responsible Parties</p>	<p>Principal, CSIP Leadership team, Instructional coach, Literacy coach, teachers, classroom assistants, parents, and students</p>

<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<ol style="list-style-type: none">1. The principal and instructional coach will be active participants in PLC meetings.2. The principal will attend IEP meetings throughout the school year to assist in the planning and support for students.3. CSIP meetings4. Monthly Behavior tracking5. SAC committee meetings
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**Title I, Part A Schoolwide Plan Template
Purpose and Directions**

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

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents are Purposes of the Program will be Met
PLC budget	16,038	This budget pays for .20 of our Fine Arts teacher. Our rotations schedule allows for teachers to meet in collaborative PLCs for 90 minutes per week.
Beverly Taylor Sorensen Art Grant	40% of teacher salary	This budget pays for .40 of our Fine Arts teacher.
Land Trust	72,552	This budget will be used to provide instructional supports for differentiated small group instruction/ interventions. This budget is used to pay for a partial rotations teacher salary. It also funds instructional assistants that support small group instruction.
TSSA funding	163,178	This funding source will be used to grow teacher/ coaching capacity in the areas of blended learning, teacher induction/retention, and instructional practices. It will provide full to partial coach and support salaries for licensed employees.
K-3 District funding	Per position	This budget will be used to provide 17 hour assistants and an additional kindergarten teacher to support literacy development and our full day kindergarten program.
Title I- Family Involvement	4,700	This budget will be used to provide materials for the Family Learning Center, Family Engagement resources and information, and other family programming.

Title I- 7801	337,554	<p>This budget may provide salary for the following:</p> <ul style="list-style-type: none"> - 3-4 classroom teachers - part-time Assistant Principal and/or coaching support <p>We believe that highly qualified teachers are our best resource in the building. Hiring these additional teachers will allow for lower classes, provide additional opportunities for small group differentiated instruction, and encourage richer PLC data discussion. If we are able to secure a part-time Assistant Principal and/or coaching support, this supports both our academic and culture/climate goals.</p> <p>This budget may also support software/technology upgrades and purchases toward our goal of 1:1 technology for students in 3rd-6th grades and blended learning in K-2.</p>
District Supply	49,283	General school/classroom supplies
District Textbook	34,000	Textbook/software purchases in Math, Language Arts, Science, and Social Studies
Equipment/ Capital Outlay	19,365	Classroom/office furniture/building upgrades
Media Books	1,233	Book purchases for our Media Center
Technology	45,522	Assist in the planning, professional development, and purchasing of technology. This budget also pays for one technology assistant.
In Lieu of Fees- 1169	31,734	This fund is used for additional hours for assistants and subs for professional development opportunities.
PPE Supply Fund		This is a temporary fund used to supply and provide PPE and additional supplies for students, teachers, and staff members.