Oquirrh Elementary

The Title I, Part A Schoolwide Plan Template
Purpose and Directions

Utah Title I Schoolwide Planning Template

Part A: General Information

School Name: Oquirrh Elementary **LEA Name: Jordan School District**

Title I Schoolwide Planning Team	Name	Signature
Principal	Jennifer Ludlow	
Title I facilitator or coordinator	Lisa Robinson	
Faculty Member	Angela Anderson	
Faculty Member	Janet Hone	
Faculty Member	Tiffany Clifford	
Faculty Member	Preston Tenney	
Faculty Member	Brooke Payton	
Faculty Member	Clinton Tyler	
Faculty Member	Genelle Morrison	
Parent Representative	Melissa Baker	
Parent Representative	Laura Rasmussen	
Parent Representative	Milly Astwood	
Community/Business Representative	NA	

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
Lisa Robinson		8/28/20

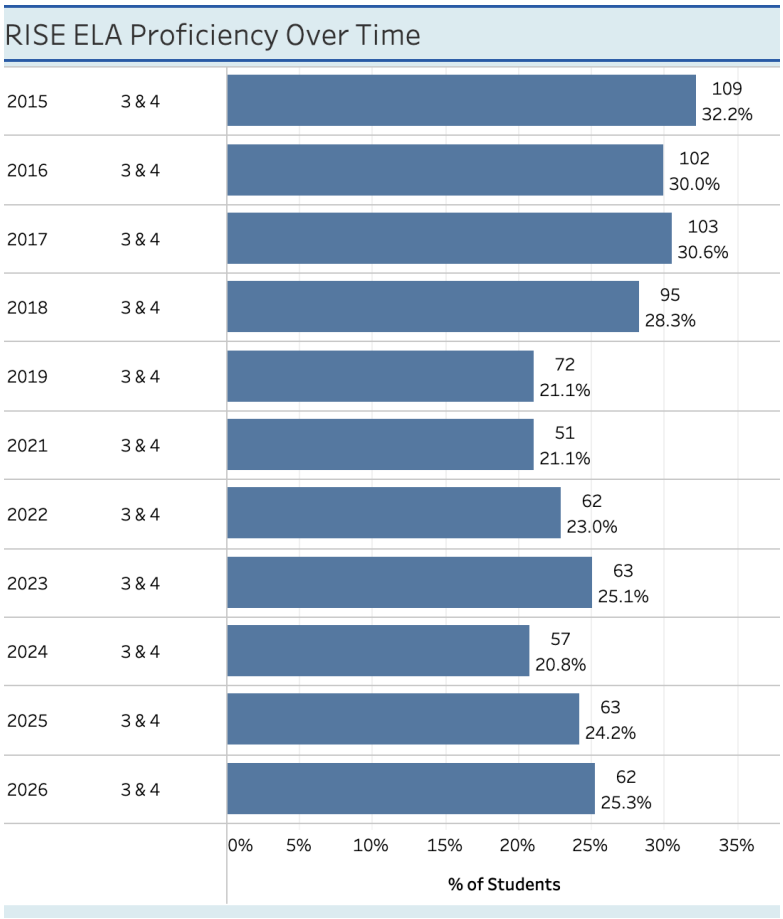
Title I, Part A Schoolwide Plan Template
Purpose and Directions

Part B: 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: Longitudinal student academic and nonacademic achievement, professional learning opportunities, school climate and culture data, etc.

List all sources of data collected and analyzed. Summarize main findings including an examination of student, teacher, school and family/community strengths and needs. Findings should include a detailed analysis of all student groups of 10 or more students (i.e., students identified as economically disadvantaged, students with disabilities, students identified as English language learners, and students by major racial and ethnic groups. This analysis should show a direct relationship between the data and the root causes in the Comprehensive Needs Assessment to the priorities identified in the next sections.

Student Achievement Trends/Opportunities for Growth

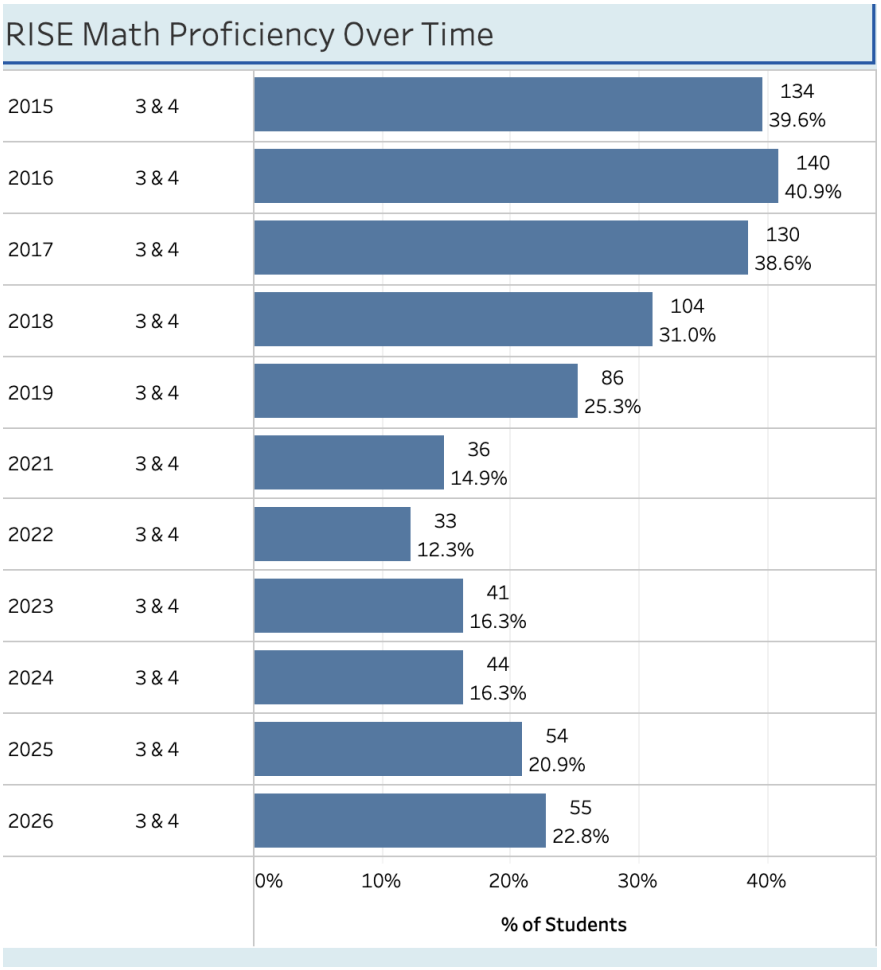
RISE Proficiency
The trends in English Language Arts (ELA) proficiency between 2015 and 2026 show an initial period of high performance followed by a decline and a recent, steady recovery. Performance peaked in 2015 with 32.2% of students achieving proficiency, but this figure began a gradual decline over the next several years, reaching a pre-pandemic low of 21.1% in 2019. After maintaining that 21.1% level in 2021, the proficiency rate experienced some fluctuation, including a dip to 20.8% in 2024. However, the most recent data indicates a positive upward trend, with proficiency rising to 24.2% in 2025 and reaching 25.3% by 2026.



Math proficiency followed a similar overall pattern but experienced much more dramatic shifts in student performance over the same period. The subject reached its highest proficiency level of 40.9% in 2016, which was significantly higher than the ELA peak during that same timeframe. Following this peak, Math scores saw a sharp and continuous decline, plummeting to a low of 12.3% in 2022. Since that low point,

Math performance has shown consistent annual improvement, climbing back up to 20.9% in 2025 and 22.8% in 2026.

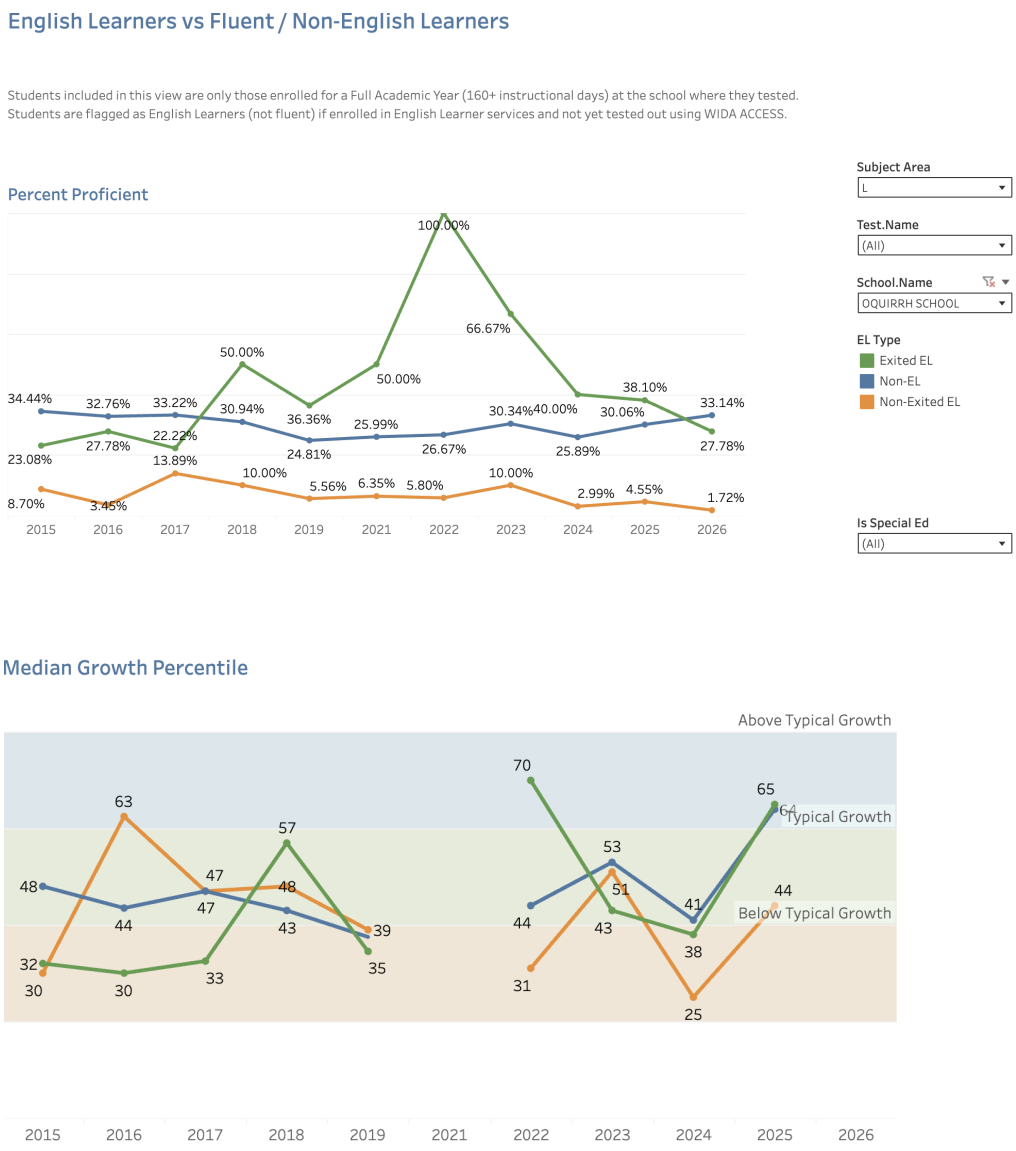
When comparing the two subjects, Math has historically shown higher peaks but also suffered a much more severe impact during the pandemic years compared to ELA. While Math proficiency fell by more than 28 percentage points from its peak to its lowest point, ELA proficiency only saw a maximum decline of about 11 percentage points. Despite these differences in volatility, both subjects are currently in a period of sustained recovery, with 2026 marking the second consecutive year of growth for both ELA and Math. ELA has currently recovered a larger portion of its historical peak proficiency compared to Math



Rise Growth and Proficiency Ell vs Non-ELL

Active English Learners (Non-Exited EL) consistently show the lowest proficiency rates in Language Arts, starting at 8.70% in 2015 and dropping to a low of 1.72% by 2026. In contrast, the regular student population (Non-EL) maintains a relatively stable proficiency rate, hovering between 24.81% and 34.44% across the same period. Notably, students who transitioned out of services (Exited EL) frequently outperform both groups, experiencing a dramatic peak of 100.00% proficiency in 2022 before declining to 27.78% in 2026. Regarding growth, the median growth percentiles have fluctuated significantly, with active English Learners hitting a low of 25 in 2024, while both Exited EL and Non-EL groups rebounded to 65 and 64, respectively, in 2025

Language Arts

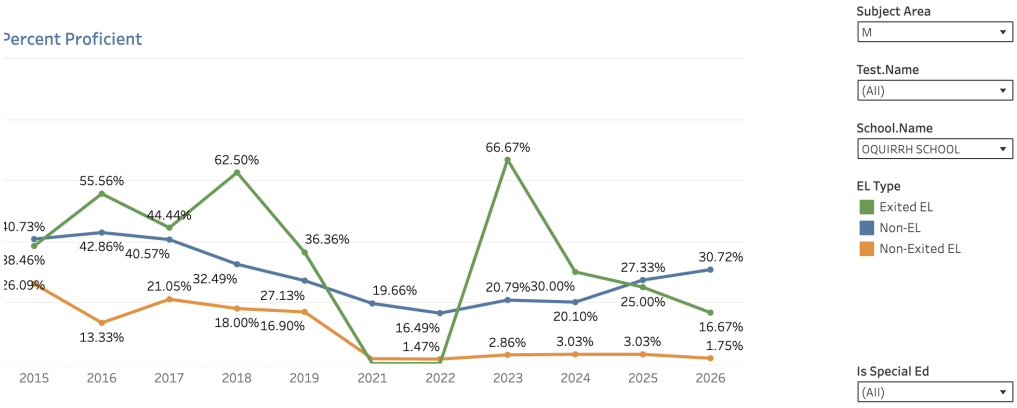


Active English Learners (Non-Exited EL) consistently demonstrate the lowest proficiency rates in Mathematics, beginning at 11.27% in 2015 and falling to a low of 1.72% by 2026 . Meanwhile, the regular student population (Non-EL) displays steadier performance, with proficiency rates remaining between 18.06% and 31.39% over the same timeframe . Students who exited services (Exited EL) show highly volatile results, peaking at 61.11% proficiency in 2022 before experiencing a sharp decline to 11.11% in 2026 . In terms of growth, median growth percentiles dipped significantly in 2024 (with Non-Exited EL at 28 and Exited EL at 38) before rebounding in 2025 to 39 for Non-Exited EL, 46 for Exited EL, and a peak of 55 for Non-EL .

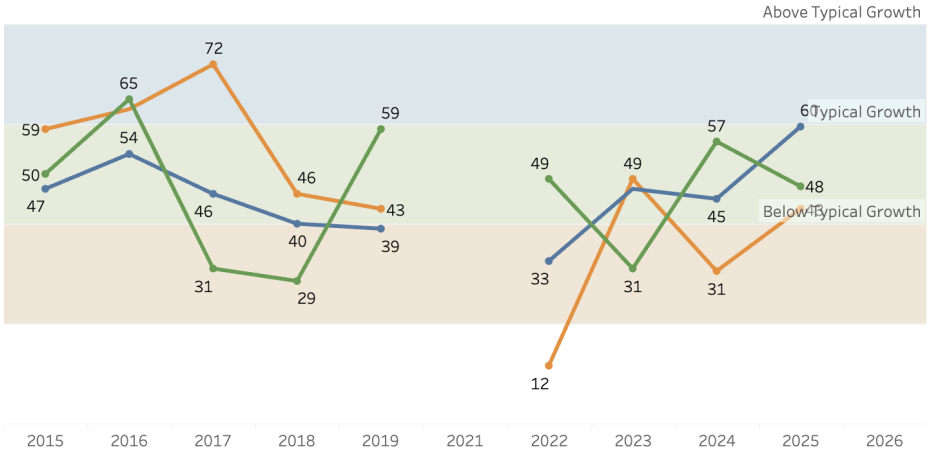
Math

English Learners vs Fluent / Non-English Learners

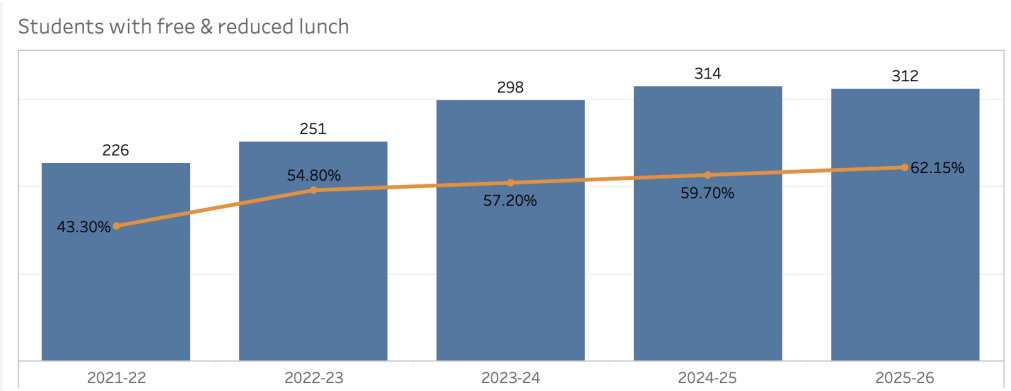
Students included in this view are only those enrolled for a Full Academic Year (160+ instructional days) at the school where they tested.
Students are flagged as English Learners (not fluent) if enrolled in English Learner services and not yet tested out using WIDA ACCESS.

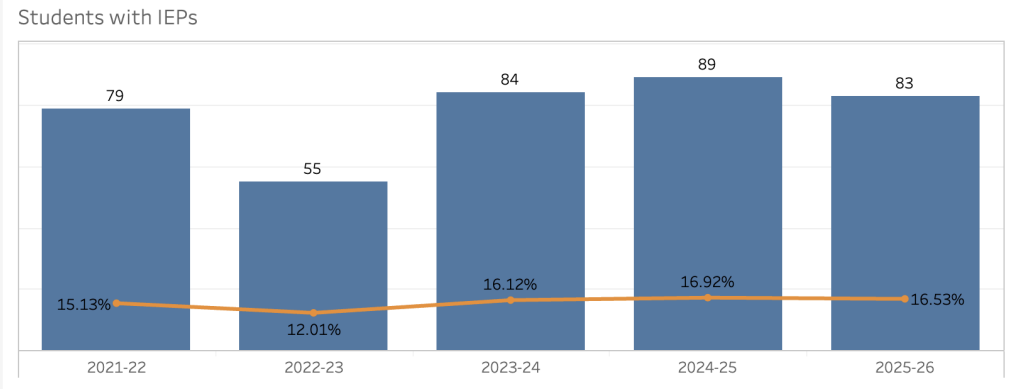


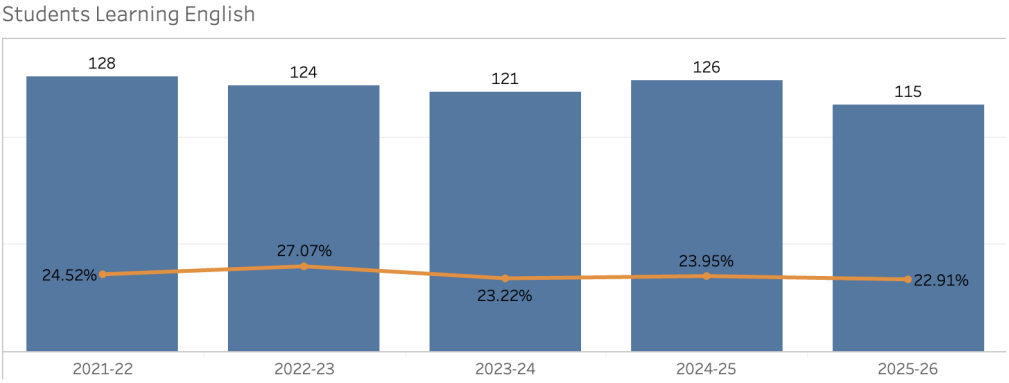
Median Growth Percentile

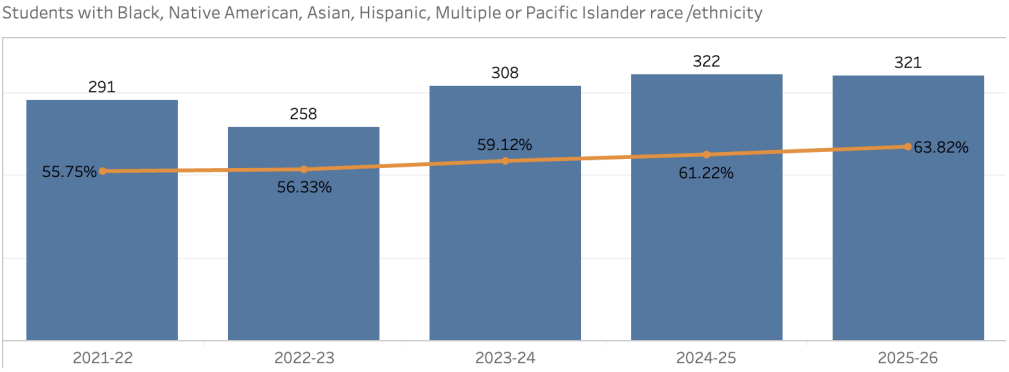


Demographic Data Summary: Over the 2021–2026 period, the student body has experienced a significant increase in financial need, with the percentage of students receiving **free and reduced lunch** rising from 43.30% to 62.15%. The school's demographic diversity has also grown, as students identifying as **Black, Native American, Asian, Hispanic, Multiple, or Pacific Islander** now comprise 63.82% of the population, up from 55.75%. While the number of **English Language Learners** has slightly decreased to 115, other support populations are expanding, including a **refugee student population** that has more than doubled to 3.78%. Furthermore, **student homelessness** and the enrollment of **students with IEPs** remain significant factors, accounting for approximately 8% and 16.5% of the total population, respectively

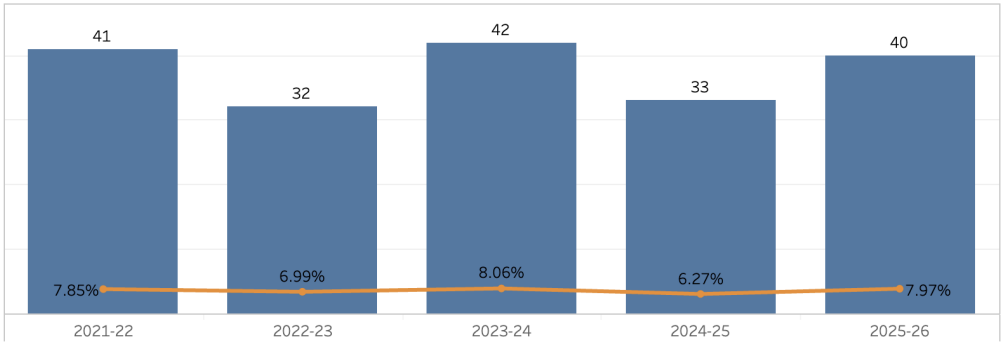




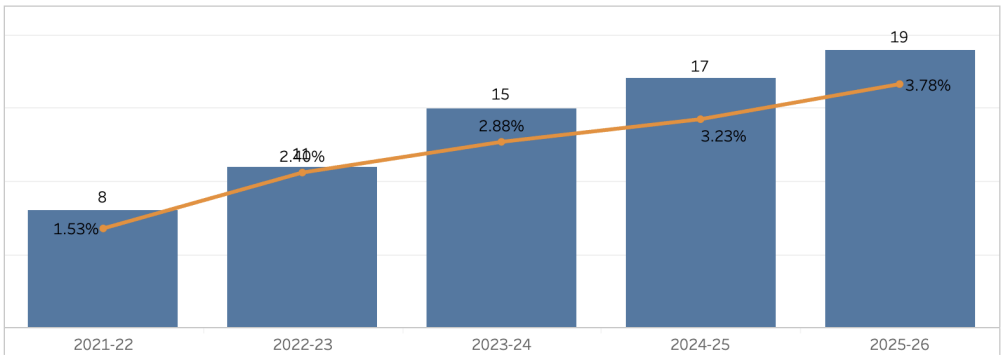




Students who are homeless



Students who are refugees



School Climate Data/Opportunities for Growth:

Oquirrh Elementary demonstrates a **positive school climate** where over 92% of parents feel welcome and 100% of respondents report that their children have never had items stolen while on school property. The school maintains **high security standards**, with 100% of volunteers wearing visitor passes and nearly all parents entering through a single designated door near the main office. **Opportunities for growth** include addressing the 39.5% of students who have experienced some level of bullying and improving the perceived safety of travel routes to school, which over 20% of parents feel are only "somewhat" or "not very" safe,. Additionally, the school could strive for more **consistent security checks**, as 7.7% of respondents indicated they are never asked for identification when checking their child in or out

School Year: 2025-26

School Name: Oquirrh Elementary

School

School Security

Oquirrh Elementary: 2025-26 - When checking my child in or out of school, I am:

	# of Respondents	% of Respondents
Always/almost always asked to show identification.	34.00	87.2%
Often asked to show identification.	1.00	2.6%
Sometimes asked to show identification.	1.00	2.6%
Never asked to show identification.	3.00	7.7%
Grand Total	**39.00**	**100.0%**

Oquirrh Elementary: 2025-26 - When volunteering at my child's school, I am:

	# of Respondents	% of Respondents
Always/almost always asked to wear a visitor's pass	31.00	100.0%
Grand Total	**31.00**	**100.0%**

Oquirrh Elementary: 2025-26 - Once school has started:

	# of Respondents	% of Respondents
I can only get in through the door nearest to the main office.	38.00	97.4%
I rarely find other doors unlocked or propped open.	1.00	2.6%
Grand Total	**39.00**	**100.0%**

School Safety

Oquirrh Elementary: 2025-26 - The route my child travels to get to the bus or to school is:

	# of Respondents	% of Respondents
Extremely safe.	16.00	50.0%
Safe.	9.00	28.1%
Somewhat safe.	6.00	18.8%
Not very safe.	1.00	3.1%
Grand Total	**32.00**	**100.0%**

Oquirrh Elementary: 2025-26 - I believe personnel at my child's school would be able to manage:

	# of Respondents	% of Respondents
All or almost all emergency situations that could occur.	26.00	63.4%
A lot of emergency situations that could occur.	11.00	26.8%
Some emergency situations that could occur.	4.00	9.8%
Grand Total	**41.00**	**100.0%**

Oquirrh Elementary: 2025-26 - If I were to express a safety concern to the school administration, they would:

	# of Respondents	% of Respondents
Always/almost always address the concern promptly.	29.00	80.6%
Often address the concern promptly.	5.00	13.9%
Sometimes address the concern promptly.	1.00	2.8%
Rarely address the concern promptly.	1.00	2.8%
Grand Total	**36.00**	**100.0%**

School Bullying

Oquirrh Elementary: 2025-26 - Bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance that is repeated over time. My child has:

	# of Respondents	% of Respondents
Never experienced bullying.	23.00	60.5%
Experienced bullying 1-2 times.	10.00	26.3%
Experienced bullying 3-5 times.	4.00	10.5%
Experienced bullying more than 5 times.	1.00	2.6%
Grand Total	38.00	100.0%

Oquirrh Elementary: 2025-26 - When I reported bullying to my child's school administration, they:

	# of Respondents	% of Respondents
Always/almost always responded to me quickly.	4	40.0%
Often responded to me quickly.	6	60.0%
Grand Total	10	100.0%

Oquirrh Elementary: 2025-26 - This year, I have reported bullying to my child's school administration:

	# of Respondents	% of Respondents
Yes	10.00	66.7%
No	5.00	33.3%
Grand Total	15.00	100.0%

Oquirrh Elementary: 2025-26 - When I reported bullying to my child's school administration, they:

	# of Respondents	% of Respondents
Always/almost always handled the situation appropriately.	5	50.0%
Often handled the situation appropriately.	2	20.0%
Sometimes handled the situation appropriately.	3	30.0%
Grand Total	10	100.0%

School Environment

Oquirrh Elementary: 2025-26 - Individuals in my child's school:

	# of Respondents	% of Respondents
Highly encourage parent involvement.	25.00	67.6%
Encourage parent involvement.	11.00	29.7%
Barely encourage parent involvement.	1.00	2.7%
Grand Total	37.00	100.0%

Oquirrh Elementary: 2025-26 - When I visited my child's school this year, I felt:

	# of Respondents	% of Respondents
Very welcome in the school.	30.00	78.9%
Welcome in the school.	5.00	13.2%
Somewhat welcome in the school.	3.00	7.9%
Grand Total	38.00	100.0%

Secured Belongings

Oquirrh Elementary: 2025-26 - The school provides a place for my child to store his/her belongings that is:

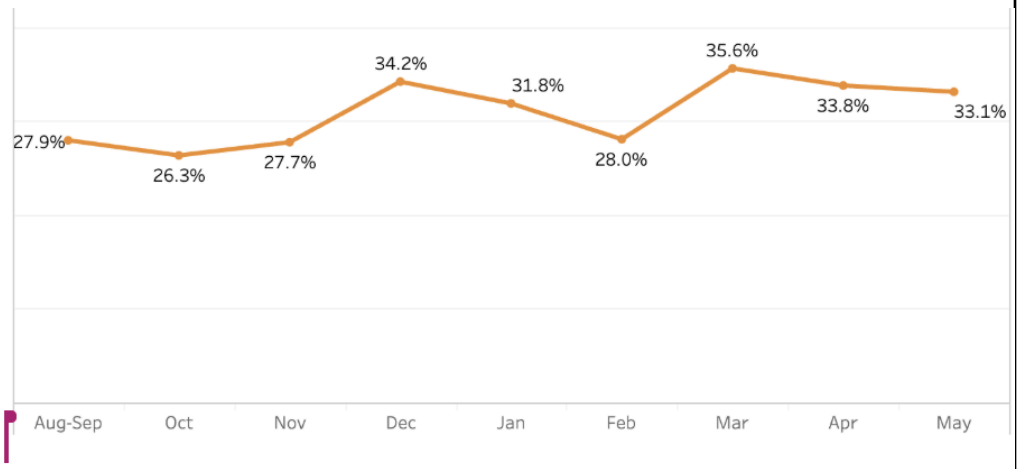
	# of Respondents	% of Respondents
Very secure.	17.00	44.7%
Secure.	11.00	28.9%
Somewhat secure.	8.00	21.1%
Not secure.	2.00	5.3%
Grand Total	38.00	100.0%

Oquirrh Elementary: 2025-26 - This year, while on school property during school hours, my child has:

	# of Respondents	% of Respondents
Never had anything stolen.	43.00	100.0%
Grand Total	43.00	100.0%

Attendance:
After reviewing our end-of-year data, we found that students on the critical attendance list made less academic progress than students who attended school more than 90% of the time. This finding reinforces the importance of regular attendance as a key factor in student growth and success.

Chronic Absenteeism: Percent of Students with "At Risk" Attendance in Panorama

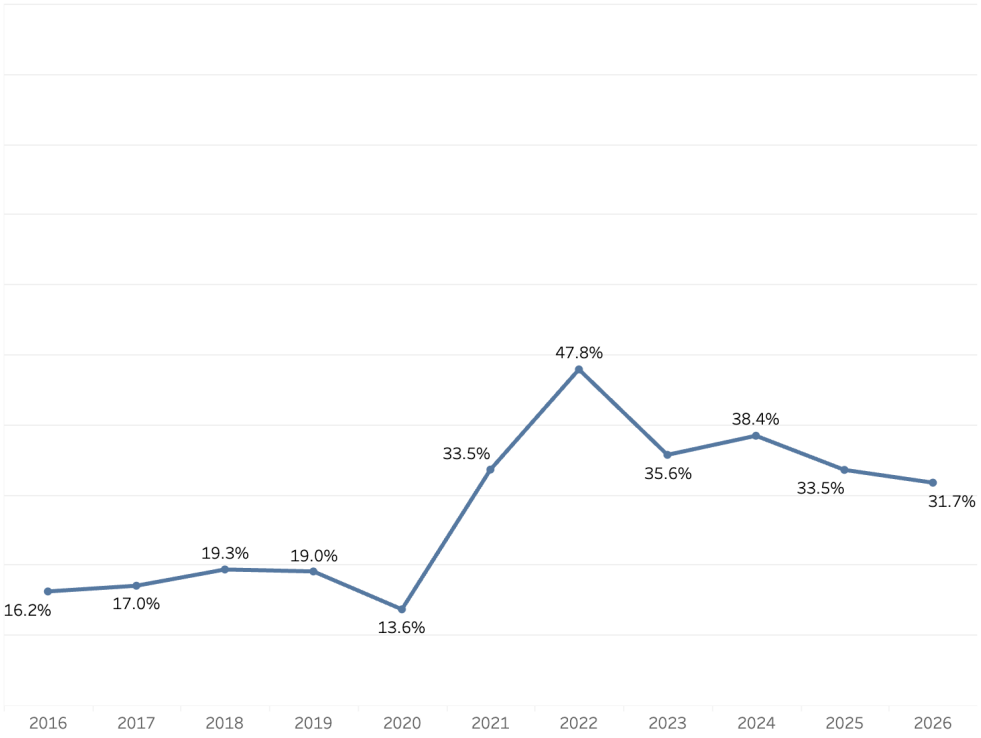


At Oquirrh School, regular attendees (Not Chronic Absentee) consistently outperform chronically absent students in Language Arts, maintaining proficiency rates between 22.70% and 33.22% from 2015 to 2026. In contrast, chronically absent students experience significantly lower achievement, starting at 26.09% in 2015, dropping to a low of 12.28% in 2021, and finishing at 19.23% in 2026. The proficiency gap was most severe in 2017, when regular attendees achieved a 33.10% proficiency rate compared to just 14.89% for chronically absent students. Following a general low for both groups during the 2019–2021 period, both student populations showed modest recovery trends in subsequent years.

Percent of Students Chronically Absent

The definition of chronic absentee for UT (as of 2020) refers to a student who 1) is enrolled 60 or more instructional days and 2) was ab
Source: Board Rule R277-708.

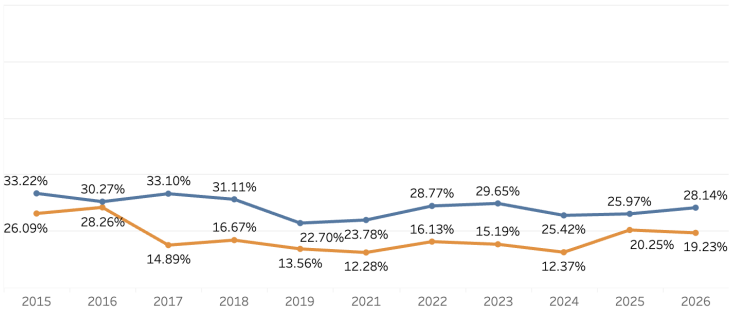
An absent day for these metrics is determined by the same business rules as in Panorama: an elementary absence is one or more attenc
absence is three or more attendance periods missed. **Student groups with fewer than 10 students are not shown.**

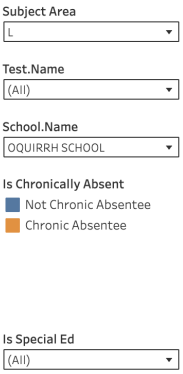


Chronic Absentee v Regular Attendee

Students included in this view are only those enrolled for a Full Academic Year (160+ instructional days) at the school where they tested.
Students are flagged as Chronic Absentees if they are absent 10% or more of their enrolled days.

Percent Proficient

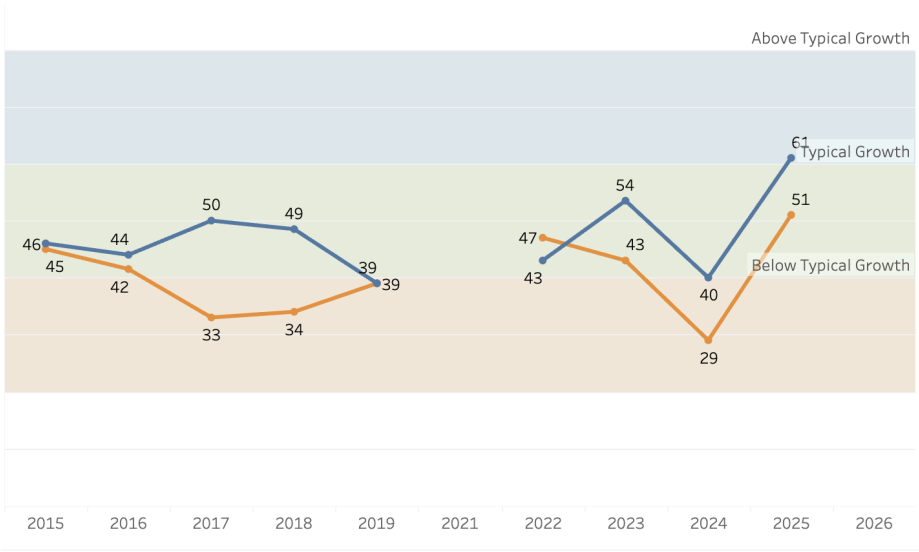




RIse Proficiency and Growth for Chronically absent students vs Non chronically absent students

Language Arts

Median Growth Percentile

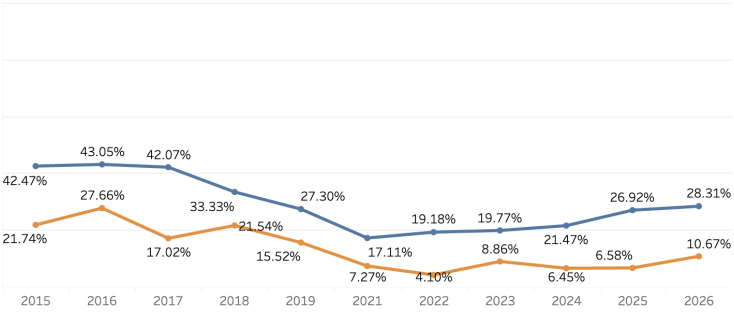


Math

Chronic Absentee v Regular Attendee

Students included in this view are only those enrolled for a Full Academic Year (160+ instructional days) at the school where they tested. Students are flagged as Chronic Absentees if they are absent 10% or more of their enrolled days.

Percent Proficient



Subject Area
M

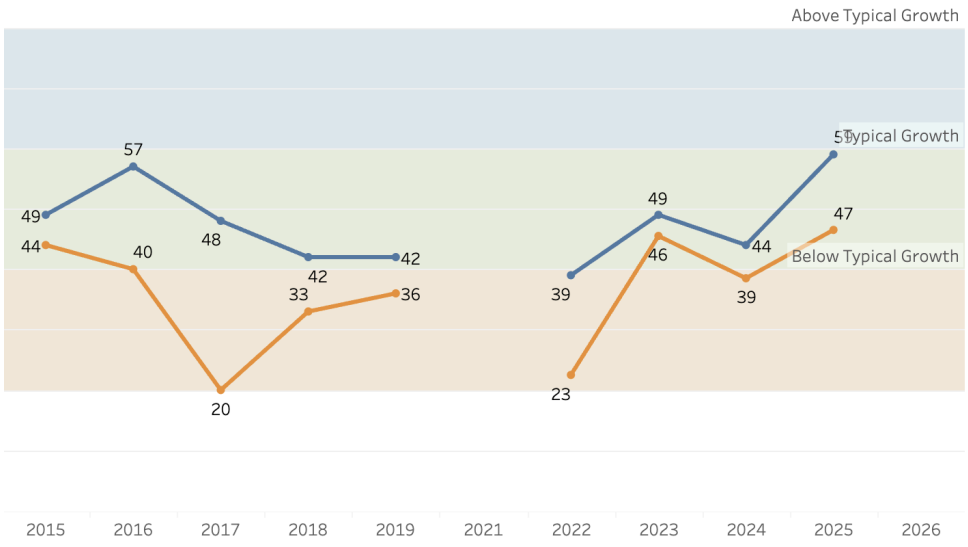
Test.Name
(All)

School.Name
OQUIRRH SCHOOL

Is Chronically Absent
Not Chronic Absentee
Chronic Absentee

Is Special Ed
(All)

Median Growth Percentile



Teacher qualifications: All teachers have a professional license or have applied and awaiting approval and are considered highly qualified.

8/17/2026 **License Areas and Endorsements for Jordan District** Page 1 of 2

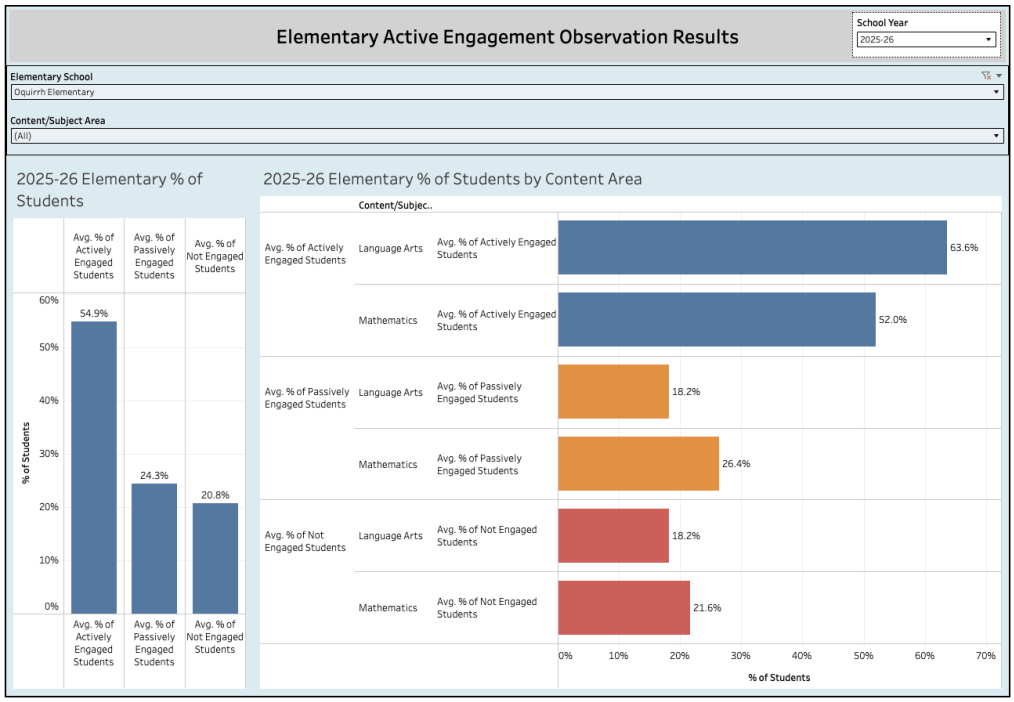
Oquirrh School

		License Level	License Area of Concentration	License Expiration	Lic Area Type	Endorsement	Endorsement Expiration
576879	Angela Anderson	Y	Elementary	06/30/2027	PRFSL	English as a Second Language	
463134	Alicia Barton	Y	Early Childhood Education	06/30/2031	PRFSL	English as a Second Language	
			Elementary		PRFSL	LETRS Science of Reading English as a Second Language	
			Special Education		PRFSL	Complex Support Needs	
695829	Michelle Bingham	Y	Speech - Language Technician	06/30/2030	PRFSL	English as a Second Language	
761879	Tiffany Clifford	Y	Elementary	06/30/2028	PRFSL		
683076	Laurel Coe	Y	Speech - Language Pathologist	06/30/2030	PRFSL		
696326	Michaela Connor	Y	Special Education	06/30/2031	PRFSL	Mild/Moderate Support Needs	
683257	Daisy Demarco	Y	Elementary	06/30/2027	PRFSL		
			School Leadership		PRFSL		
682342	Kylie Falke	Y	Early Childhood Education	06/30/2029	PRFSL	LETRS Science of Reading English as a Second Language	
555193	Michelle Foote	Y	Elementary	06/30/2029	PRFSL	LETRS Science of Reading English as a Second Language	
759694	Sydney Gardner	Y	Elementary	06/30/2027	PRFSL	LETRS Science of Reading English as a Second Language	
86988	Angela Garside	Y	Elementary	06/30/2030	PRFSL	Elementary Visual Arts Specialist English as a Second Language	
760465	Edith Griffin	Y	Elementary	06/30/2030	PRFSL		
			Special Education		PRFSL		
538972	Andrea Harris	Y	Elementary	06/30/2028	PRFSL	English as a Second Language	
715584	Jordan Hayden	Y	Elementary	06/30/2027	PRFSL	English as a Second Language	
85727	Janet Hone	Y	Early Childhood Education	06/30/2029	PRFSL		
			Elementary		PRFSL	LETRS Science of Reading	
			Special Education		PRFSL	Mild/Moderate Support Needs	
85978	Ron Kelly	Y	Elementary	06/30/2028	PRFSL	English as a Second Language	
564228	Jason Lee	Y	Elementary	06/30/2030	PRFSL		
86211	Jennifer Ludlow	Y	Early Childhood Education	06/30/2031	PRFSL	Reading English as a Second Language	
			Elementary		PRFSL	Reading English as a Second Language	
			School Leadership		PRFSL		
690561	Leslie Maluia	Y	Preschool Special Education	06/30/2031	PRFSL		
426757	Marie Morrison	Y	Elementary	06/30/2029	PRFSL	Elementary Mathematics Elementary Mathematics Specialist English as a Second Language	
			Special Education		PRFSL	Mild/Moderate Support Needs English as a Second Language	
722491	Cierra Mudrow	Y	Preschool Special Education	06/30/2031	PRFSL		
768383	Ashlyn Oldroyd	Y	Elementary	06/30/2029	PRFSL		
808046	Jessica Olsen	X	Elementary	06/30/2028	ASOCT		
711163	Brenda Orton	Y	Early Childhood Education	06/30/2027	PRFSL	LETRS Science of Reading English as a Second Language	
49910	Cameon Patterick	Y	Early Childhood Education	06/30/2031	PRFSL	English as a Second Language Instructional Coach	
			Elementary		PRFSL	LETRS Science of Reading English as a Second Language	

8/17/2026 **License Areas and Endorsements for Jordan District** Page 2 of 2

		License Level	License Area of Concentration	License Expiration	Lic Area Type	Endorsement	Endorsement Expiration
Oquirrh School							
488044	Brooke Payton	Y	Elementary	06/30/2027	PRFSL	LETRS Science of Reading	
						Reading	
						English as a Second Language	
						Instructional Coach	
						Teacher Mentor	
578671	Ally Peck	Y	Elementary	06/30/2027	PRFSL	English as a Second Language	
558626	Paul Pedler	Y	Secondary Education	06/30/2029	PRFSL	Health Education	
						Physical Education	
						Physical Education K-12	
						Coaching	
						English as a Second Language	
540524	Kathy Pretell	Y	Elementary	06/30/2030	PRFSL		
513035	Danielle Rigby	Y	Early Childhood Education	06/30/2027	PRFSL	English as a Second Language	
			Elementary		PRFSL	LETRS Science of Reading	
55393	Vicki Robinson	Y	Secondary Education	06/30/2031	PRFSL	Psychology	
						Sociology	
			School Social Worker		PRFSL		
787077	Ana Schell	Y	Elementary	06/30/2030	PRFSL	English as a Second Language	
58355	Kristen Sharp	Y	Early Childhood Education	06/30/2030	PRFSL		
			Elementary		PRFSL		
567396	Marlena Shepard	Y	Elementary	06/30/2031	PRFSL	LETRS Science of Reading	
						English as a Second Language	
771903	Polly Startup	Y	Elementary	06/30/2031	PRFSL	English as a Second Language	
774875	Carletta Taylor	Y	School Leadership	06/30/2028	PRFSL	Instructional Coach	
568795	Preston Tenney	Y	School Psychologist	06/30/2031	PRFSL		
			School Leadership		PRFSL		
772042	Clinton Tyler	Y	Elementary	06/30/2031	PRFSL		
99174	Jeannie Wade	Y	Elementary	06/30/2029	PRFSL	LETRS Science of Reading	
						English as a Second Language	

Instructional practices:
50% to 60% of students are not engaged in class. Engagement is defined as the frequency and intensity with which a student interacts with instructional materials, peers, and the instructor, evidenced by **active participation** (e.g., hand-raising, note-taking), **sustained focus** (e.g., eye contact with the speaker, time-on-task), and the **successful completion** of learning objectives within a specified timeframe.



Our instructional practices are focused on activating engagement during instruction. The faculty is intentional on teaching explicit reading skills and applying problem solving strategies and critical analysis. STEM enrichment, Computers, PE, and Art classes are part of weekly rotations to ensure all

	students have opportunities for extra experiences. RTI rotations for math and literacy are provided daily. The RTI rotations used to reteach or pre-teach specific skills to provide greater opportunity for student success.
Other data determined by the school:	Faculty will review monthly data on their progress monitoring and effectiveness of interventions of students to ensure student academic progress. Instruction will be adjusted based on evidence of student needs. ML needs will be identified and progress will be monitored. Instruction will be adjusted to best support student learning. Additional support for MLs will be provided by our ML interventionist. Classroom observations will routinely be done to help teachers with classroom management, high student engagement, questioning that presses high levels of student thinking and problem solving. Bi-weekly coaching meetings will be held with teachers to help them set bi-monthly goals to improve instruction with a goal to increase student academic achievement and engagement.

Prioritize the school's top needs as evidenced by the CNA

Priority 1	**Literacy: Implement Consistent, Collaborative Lesson Planning for Engagement** Establish and sustain a standardized, schoolwide planning protocol that ensures every grade-level team intentionally incorporates student engagement strategies, targeted vocabulary instruction, background knowledge activation, and higher-order questioning in weekly lessons. Lesson Plan will be used in conjunction with planning within 15 day instructional cycles in reading and math.
Priority 2	**Math: Increase Explicit Support for ML Student Groups** Proficiency for math remains well below the state and district average. ML students are particularly low performing. We will prioritize providing differentiated, evidence-based instruction and RTI interventions that address the specific engagement and learning needs of English Learners.
Priority 3	**Strengthen Attendance and Stakeholder Communication** Increase overall student attendance and reduce chronic absenteeism through implementation of a multi-tiered attendance support system that includes proactive family outreach, community partnerships, and data-driven interventions, as evidenced by improved daily attendance records, reduced chronic absenteeism rates, and increased family engagement in school activities.

Part C: Develop a Comprehensive Schoolwide Plan

1. Schoolwide Reform Goals and Strategies Form

A Schoolwide Plan consists of strategies the school will use to upgrade the entire educational program and improve outcomes for the lowest achieving students.

For each of the prioritized needs (From CNA), identify specific strategies the school will implement. Detail the who, what, how, and when of the strategy implementation. Strategies should be evidenced based (ESEA Sec. 8101(21)(A)).

Priority Area 1- Implement Consistent, Collaborative Lesson Planning for Engagement

Establish and sustain a standardized, schoolwide planning protocol that ensures every grade-level team intentionally incorporates student engagement strategies, targeted vocabulary instruction, background knowledge activation, and higher-order questioning in weekly lessons.

SMART Goal	Through a focus on increasing student engagement during Literacy blocks, students will increase proficiency on ELA RISE by 6% by the end of the 2028-29 school year.
Strategies	• Teachers will be engaged in purposeful planning for engagement. Plans will be organized in 15 day instructional cycles in Tier 1 Literacy. • Teams will use a standardized lesson planning template that includes sections for engagement strategies, vocabulary, background knowledge, and higher-order questioning. • Teams will plan weekly using the template for Tier 1 instruction in at least one subject area during scheduled team collaboration/planning time (e.g., every Thursday afternoon) • As a leadership team, we will choose 2 engagement strategies each year to focus on as a faculty during planning and implementation and will have scheduled observation throughout the year to collect data and analyze effectiveness of the strategies. • A coach facilitates planning and models best practices as needed. • Admin and coaches will review lesson plans and plc notes at least monthly for fidelity and to provide feedback. • Teachers will be given 2 days of summer planning time to prepare for the implementation of instructional cycles and common planning. A list of tasks for that planning day will be shared with each team before they meet. Each team leader will meet with the admin to review the plans made during this team planning time. • Teachers will receive stipends for these planning days. • PD will be provided on creating and planning for instructional cycles, as well as using the planning template, with ongoing PD happening regularly throughout the year. • Instructional/grade level aides/assistants will be hired to assist in Tier 2 interventions and data collection

	• Teachers will be hired to reduce class sizes to below 30 to have a greater focus on student engagement and growth. • Teachers will be given at least 3 full days of planning spread throughout the school year and subs for these days will be paid for using Title 1 funds. • Each year, staggered teams will attend conferences around RTI best practices and improving PLCS. Title Funds will be used to cover registration fees and subs.
Evidence-Based Research Support	Marzano "The Highly Engaged Classroom" Marzano Coaching Classroom Instruction
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	• 100% of grade-level teams submit at least one co-planned lesson using the template weekly • Walkthrough data shows increased use of the four planning elements(building background knowledge, targeted vocab instruction, higher order questioning,and use of identified engagement strategies) in observed instruction (baseline vs. end-of-year comparison) • Student work samples will be brought to planning meetings and will demonstrate application of higher-order questioning and vocabulary from planned lessons
Professional Development to Support Strategies	• Presenter from Marzano comes out on the first PD day to train staff on instructional cycles and collaborative planning • Select upcoming unit, identify target lesson, assign roles (planner, observer, facilitator) • Implement Lesson Studies protocol- Teams co-plan the target lesson using full template; Coach supports as needed • One teacher teaches the lesson; others observe with focus on template elements • Debrief observation data, refine lesson, document best practices • Monthly focus on goals and strategies in faculty meetings
Timeline	• Monthly: Principal and coach fidelity reviews • Quarterly: Compliance data analysis and adjustment • Mid-year (December): Progress review • End-of-year (June): Goal attainment verification
Responsible Parties	Lisa Robinson (Title One Director) Jennifer Ludlow (Principal) Doug Rigby (Marzano Partner) Brooke Payton (Oquirrh Instructional Coach) Carletta Taylor (Assistant Principal),

	Daisy Demarco (Intern AP)
Evaluation Process Articulate Benchmarks, Frequency and Resources (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	● Walkthrough data shows increased use of all four template elements in instruction ● Comparison: Baseline data (August) vs. midpoint (December) vs. end-of-year (June) ● Teacher self-assessments (pre- and post-survey) on confidence with the four elements ● Target: 20% increase in observed use of each element by year's end ● Student engagement scores from classroom observations (on-task behavior, participation)

Priority Area 2 - Math: Increase Explicit Support for ML Student Groups

Proficiency for math remains well below the state and district average. ML students are particularly low performing. We will prioritize providing differentiated, evidence-based instruction and RTI interventions that address the specific engagement and learning needs of English Learners. Time will be allocated each week for math intervention for all students based on need.

SMART Goal	Through the use of RTI based instructional practices, students will increase proficiency on Math RISE by 6% by the end of the 2028-29 school year. ML students will increase by 8 percent proficiency.
Strategies	● Time will be created within the master schedule to allow for RTI/Tier 2 groups Math 4 days a week at each grade level ● Teams will Identify ML students in greatest need of additional support using WIDA, RISE and other data ● Grade levels will use data from common assessments in Literacy and math to identify areas of need and form RTI groups. Targeted interventions will occur with ML students in mind. ● Teams will monitor RTI progress weekly, share at PLCs with focus on ML's in addition to other identified students. They will also use progress monitoring and RISE benchmarks to track progress throughout the year in addition to other common assessments. ● Coach will provide ongoing coaching and support during PLCs and RTI blocks ● Title 1 funds Pay for 2.72 Specials teachers to cover classes while classroom teachers are engaged in PLCs. ● In addition to RTI blocks provided with grade level peers, teams will place identified students in tier 2 WIDA focused small groups at least twice a week depending . ● Title 1 fund will be used to pay for aides to help provide tiered instruction for RTI in order to reduce group size and conduct WIDA practice groups. ● Each year, staggered teams will attend conferences around RTI best practices and improving PLCS. Title Funds will be used to cover registration fees and subs. ● Teachers can receive stipends for holding after school activities to help students make progress in May, i.e. tutoring, content based extension groups, etc. ● Title 1 funds will be used to purchase a Tier II program (Language for Learning) to support ML growth and small group instruction.
Evidence-Based Research Support	EVIDENCE-BASED IMPROVEMENT: SEA GUIDANCE FOR EVIDENCE-BASED INTERVENTIONS and LEA INVENTORY OF CURRENT PRACTICE. ISE, REL: Conducting Relevant Research through Networked Improvement Communities.

	Best Practices in Literacy Instruction (4th ed.) Fountas and Pinnell, New York, NY, 2011. U.S.Department of Education: **Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments.** https://ies.ed.gov/ncee/wwc/.../InterventionReports/wwc_leveledliteracy_091917.pdf
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	1. Accelerated Academic Growth for High-Need Students ML students will demonstrate faster-than-average growth on benchmark assessments because interventions are explicitly matched to their specific needs rather than generic supports. The regular progress monitoring ensures interventions are adjusted quickly when not working, preventing students from falling further behind. 2. Reduced Achievement Gaps By targeting high-need students to close their achievement gaps, the school will see a significant narrowing of performance disparities between these groups and their peers. This creates more equitable outcomes and ensures that student demographics are no longer predictive of academic success. 3. Improved Systematic Support Structures The focus on differentiated instruction and RTI interventions builds schoolwide capacity to identify and respond to student needs proactively. Teachers and interventionists will develop stronger expertise in evidence-based practices for MLs, creating sustainable systems that benefit all students beyond just this year's cohort.
Professional Development to Support Strategies	● Review progress monitoring data for high-need students — who's growing, who's stalled weekly during PLC's ● Identify students not responding to current interventions, brainstorm alternative approaches monthly during data PLC ● Plan and document new interventions with fidelity checks weekly during PLC's ● Share quick wins and successes across grade levels during PLC's as celebrations on agendas ● Use PD time for SIOP strategies, building background, vocabulary building, etc. at least bi-monthly
Timeline	Weekly PLC time will be utilized to take time to look at data and provide individualized development of support and instruction to ML/high needs students.
Responsible Parties	Lisa Robinson (Title One Director) Jennifer Ludlow (Principal) Brooke Payton (Oquirrh Instructional Coach) Carletta Taylor (Assistant Principal)

	Daisy Demarco (Intern AP)
Evaluation Process Articulate Benchmarks, Frequency and Resources (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	● Progress monitoring data entered at least bi-weekly for all high-need students ● Proof of interventions for both math and literacy ● Verify progress monitoring schedules match requirements ● Coach observation data on implementation quality of specific strategies ● Response-to-Intervention tiers — what % of students are moving from intensive to strategic to core instruction (RISE benchmarks, Acadience PM and benchmarks) ● By June 2027, 100% of English Learners will receive differentiated, evidence-based instruction and RTI interventions matched to their specific needs, with 6 percent growth in overall student proficiency and 8 percent growth in ML proficiency within 3 years

Priority Area 3 - Strengthen Attendance and Stakeholder Communication

Increase overall student attendance and reduce chronic absenteeism through implementation of a multi-tiered attendance support system that includes proactive family outreach, community partnerships, and data-driven interventions, as evidenced by improved daily attendance records, reduced chronic absenteeism rates, and increased family engagement in school activities.

SMART Goal	Increase daily attendance from 89% to 95% or higher and reduce chronic absenteeism (missing 20% or more of school days) from 33 % to below 25% by the 2028-29 school year.
Strategies	● Identify students on the critical attendance list and contact parents within the first month of school to discuss a success plan for their student based on their individual barriers. ● Build students' sense of belonging through classroom SEL instruction and bullying prevention ● Use a schoolwide attendance tracker to demonstrate weekly attendance averages. Trophies are given to the top 3 grades each week and announced in morning announcements. ● Use grade level, schoolwide, and individual attendance incentives in both scheduled and unscheduled attendance celebrations ● Assign an attendance case manager for each chronically absent student ● 1-2 times a month check-ins with families and students to monitor progress. ● Implement attendance contracts with families and students ● Connect families with housing assistance, food pantries, childcare resources etc. ● Provide morning check-in and afternoon check-out for students needing extra support ● Address bullying and safety concerns through restorative practices and quarterly parent nights (Vicki) ● Train staff to recognize and respond to signs of student anxiety and withdrawal. ● Support teachers in creating welcoming and inclusive student environments ● Provide appropriate Tier 2 supports using RTI and aide support ● Build relationships with families and community members through activities that promote collaboration and positive communication. ● Provide food to help support better attendance at these events ● Pay for the Panorama Behavior add on to better identify track incidences of bullying that may lead to frequent absenteeism ● Pay for an intern Assistant Principal that can track attendance, coordinate interventions, communicate with families, assist with bullying intervention, and help build a culture of safety, and positive behavior in the school.

Evidence-Based Research Support	Video Collection: Attendance Matters! (ISE.REL) Video: Voices from the Field: The Importance of Trauma-Informed Practices (ISE.REL) Advancing Home-School Relations through Parent Support Bergnehr, Disa – Ethnography and Education, 2015 (ERIC) Parent Support of Preschool Peer Relationships in Younger Siblings of Children with Autism Spectrum Disorder (ERIC) Parents' Support during Different Writing Tasks: A Comparison between Parents of Precocious Readers, Preschoolers, and School-Age Children ERIC
Expected Impact in Core Academic Areas (How will success be measured on an annual asis?)	1. Improved Academic Achievement and Growth Students will demonstrate accelerated academic progress because consistent attendance allows them to access daily instruction, participate in collaborative learning, and benefit from cumulative skill building. Research shows that chronically absent students are significantly less likely to read proficiently by third grade and more likely to drop out — by reducing absenteeism by 50%, you'll see corresponding gains in literacy rates, math proficiency, and overall assessment scores, particularly among high-need groups who have been most impacted by attendance gaps. 2. Stronger Family-School Partnerships The proactive, two-way communication and support strategies will transform family engagement from reactive (responding to problems) to proactive (building relationships before issues arise). Families will feel more connected to the school, better equipped to support their children's attendance, and more likely to reach out for help when barriers emerge. This partnership extends beyond attendance — families who feel valued and connected are more likely to participate in school events, support homework completion, and advocate for their children's educational needs. 3. Enhanced School Culture and Student Belonging By creating a welcoming environment where every student is noticed, supported, and celebrated for showing up, you'll build a positive school climate that reinforces itself. Students who feel they belong and are missed when absent are more motivated to attend regularly. This cultural shift reduces disciplinary incidents, improves social-emotional well-being, and creates a virtuous cycle where positive school experiences drive higher attendance, which in turn leads to more positive experiences. The attendance recognition programs and peer support systems will strengthen student relationships and school pride.

Professional Development to Support Strategies	● Co-plan family outreach communications and scripts with school counselors ● PD on effective parent conferences and attendance conversations ● Observe classroom practices and provide feedback on student engagement as well as students who may seem withdrawn or anxious ● Support teachers in analyzing attendance data for their students during PLC's and behavior PLC's ● Morning meeting materials focused on attendance and belonging ● Dedicate one PLC monthly to behavior and attendance problem solving ● Regular PD on behavior management and classroom environment in monthly faculty meetings. ● Monthly PD on classroom management practices to increase student engagement and feelings of safety and belonging in our school ● Solution Tree Conference attendance
Timeline	One monthly PLC to discuss behavior and attendance and how to involve families in the decision making process for attendance.
Responsible Parties	Lisa Robinson (Title One Director) Jennifer Ludlow (Principal) Brooke Payton (Oquirrh Instructional Coach) Carletta Taylor (Assistant Principal), Daisy Demarco (Intern AP) Vicki Robinson (School Counselor) Ryan Griffin (SEL Coach)
Evaluation Process Articulate Benchmarks, Frequency and Resources (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	● Chronic absenteeism tracking sheets with before/after comparisons ● Attendance dashboards with trend analysis and annotations ● End-of-year attendance report summarizing outcomes and goal attainment ● Family outreach records with dates, methods (call, visit, text), and outcomes ● Individualized attendance plans for at-risk and chronically absent students ● Attendance team meeting agendas and minutes showing data review and decision-making ● Communication logs showing outreach to families (dates, methods, responses) ● Attendance trend charts showing improvement over time

Communication Plan

Outline a communication plan specifying how staff, families, and other stakeholders will be made aware of the Schoolwide Plan.

- Hold a staff meeting at the beginning of the year to review school goals and plans and begin the process of building both staff compliance AND buy-in.
- Post school goals in the PLC room and refer to them frequently at faculty meetings, leadership team meetings,plcs and planning days etc
- Share the Title 1 plan with the Community
- Introduce lesson planning protocol at staff meeting with Doug Rigby
- Send family letter and update website about new focus
- Remind parents about plans and progress at least monthly in principal newsletters

2. Parent and Family Engagement

Summarize your parent and family engagement strategies that will be implemented to improve student learning (e.g. literacy training, technology use, math curriculum, etc.) ESEA 1118(e)(2).

- We will send weekly communications about events at our school and share information about important programs we are implementing in our school (i.e. attendance plan, incentives, etc.)
- We will hold quarterly SEL parent nights to teach parents about managing issues that come up with students (grief, anxiety etc) taught by our school counselor
- We will hold student and parent involvement nights to increase family engagement (i.e. Family Literacy, STEAM night, , Parents and Pastries, Parent Picnic, awards assemblies etc.)
- Weekly Principal's Pride events to bring parents in for positive student recognition
- We hold an extended Back to School Night to allow more time for parents to come in and meet with teachers and have more time to ask questions and make connections.
- Title 1 funds will be used to purchase food for family events including Back to School Night,Parents and Pastries, Parenting Nights, and STEAM night so that families don't have to choose between making meals or coming to our events.
- Title Funds will be used to purchase materials for STEAM Night activities and experiments.
- We involve parents in TSSA, Landtrust and Title 1 planning
- We share monthly messages from admin on our school website, as well as other helpful information for parents

Part D: Template Matrix for Combining Funds to Support Our Schoolwide Program

Show how Title I funds, along with other local, state and/or federal resources, will be used to implement the Schoolwide Program Strategies

Program	Amount Available	How the Intents are Purposes of the Program will be Met
Title I	$753, 600	Title I Budget will cover: ● Extra Teachers for class size reduction ● Specials teachers to cover classes while classroom teachers are engaged in PLCs ● Aides/assistants to teach tier 2 instruction and perform other duties assisting students and teachers ● Summer Planning Stipends for teachers to prepare for Tier I and Tier II instruction (16 hours) ● Subs for Quarterly planning days throughout the year ● Conferences and PD costs for teachers to improve on PLC's and instructional practices as well as family and community involvement ● Stipends for teachers providing after school services. ● Purchase a Tier 2 language curriculum for small group ELL intervention. ● Purchase a Panorama Add-on ● Pay for a intern Assistant Principal ● Pay for teachers and assistant to help at Parent Events
Land Trust	$94, 380	Landtrust will cover: ● Aides/assistants to support Tier 2 instruction and other duties assisting students and teachers
TSSA	$133, 767	TSSA will cover: ● Additional teacher for class size reduction ● Part time School based initiative coach
In Lieu of Fees	$31, 956	In Lieu will cover: ● Substitutes for PD and IEP meetings ● Additional supplies and technology needs for teachers, aides, and students??
District Supply Budget	$20,438	District Supply Budget will cover: ● Yearly supplies for students and teachers to increase proficiency, attendance, and growth.
PLC	$21, 314	District PLC Budget will cover: ● The cost of one assistant to help cover rotations

Part E: Staff Qualifications Assurances

All teachers and instructional paraprofessionals must meet State certification and licensure requirements.

Documentation for school staff demonstrates the following:

_____ All teachers are state certified, i.e., have a Professional license, Associate license, or LEA-Specific license (Board Rule R277-301) and appear as USOE Qualified in a State of Utah Licensing database.

_____ All instructional paraprofessionals are highly qualified, i.e., a high school graduate/GED and one of the following: an associates degree (or higher), at least 48 semester hours at an accredited college or university, or a passing score on one of the approved paraprofessional assessment tools accepted by the State of Utah.

We, the undersigned, hereby certify that to the best of our knowledge we have complied with all of the components of our Title I Schoolwide Program and have developed our plan based on the needs and strengths identified through a comprehensive analysis of current academic and non-academic data. We have built into our plan a process for evaluating whether the evidence-based strategies are resulting in improved student achievement outcomes.

_____ _____

School Principal LEA Title I Director

_____ _____

Date Date