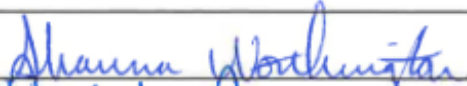
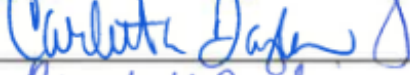

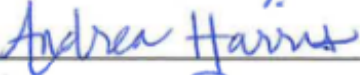




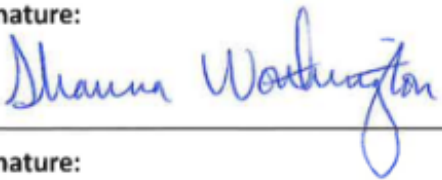

Utah Title I Schoolwide Planning Template

Part A: General Information

School Name Oquirrh Elementary LEA Name Jordan School District

Title I Schoolwide Planning Team	Name	Signature
Principal	Shauna Worthington	
Assistant Principal	Carletta Taylor	
Licensed Staff	Brooke Payton	
Licensed Staff	Andrea Harris	
Education Support Professional Staff	Kristine Parker	
Parent Representative - PTA	Ashley Heber	

Schoolwide Title I plans must be developed with the meaningful involvement and input of parents, other members of the community to be served, and teachers and staff who will carry out the plan.

Principal: Shauna Worthington	Signature: 	Date: 11.04.22 
LEA Title I Director: Lisa Robinson	Signature:	Date:

Title I, Part A Schoolwide Plan Template

Purpose and Directions

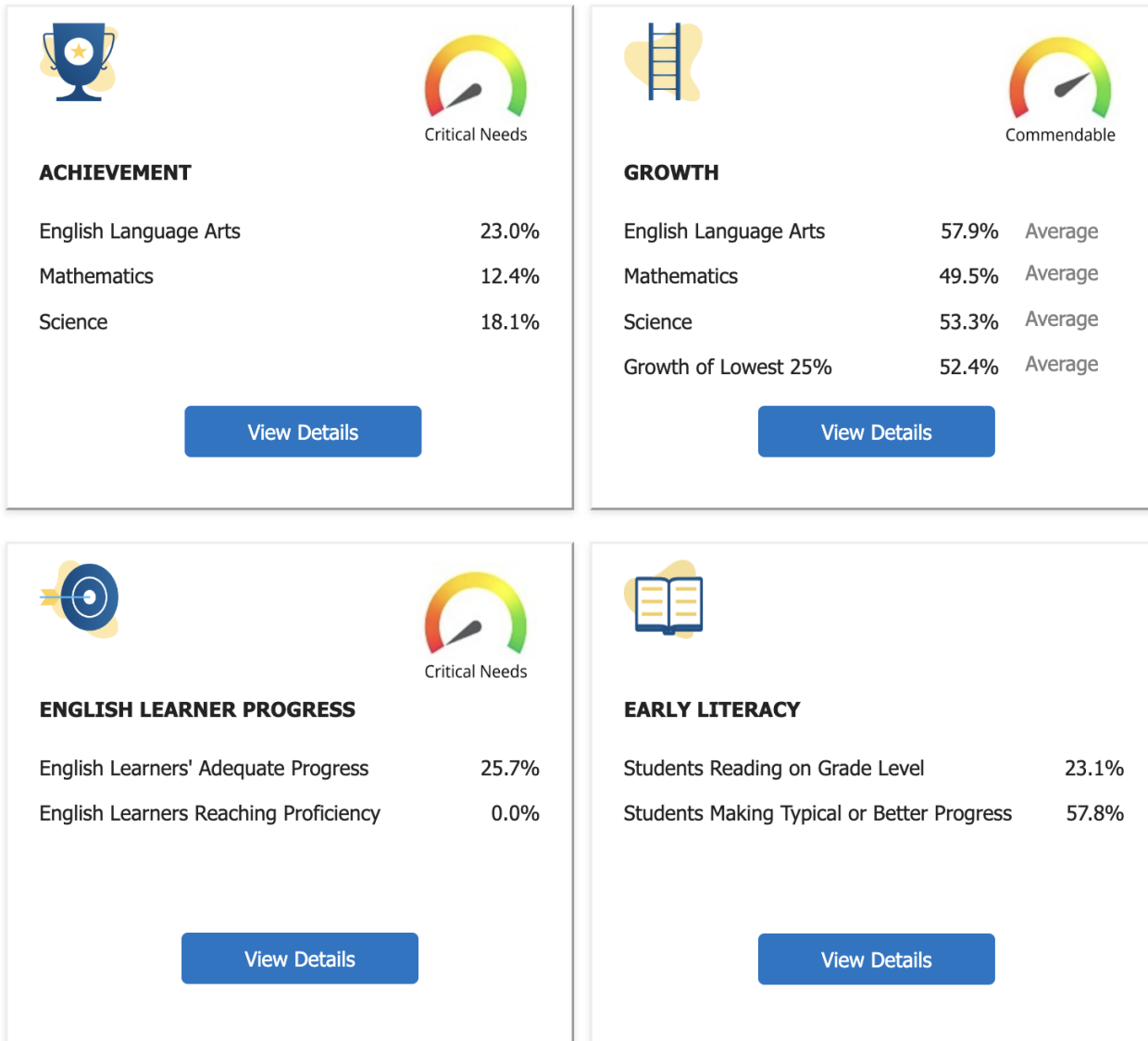
Comprehensive Needs Assessment

ESSA Sec. 1114(b)(6)

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

Student Achievement Trends

2021-2022 State Report Card



POINTS WEIGHTED TO OVERALL SCORE



Achievement	37% (56 points possible) 10 points earned
Growth	37% (56 points possible) 30 points earned
English Learner Progress	9% (13 points possible) 3 points earned
Growth of the Lowest 25%	17% (25 points possible) 13 points earned

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

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

2015-2022 RISE Proficiency

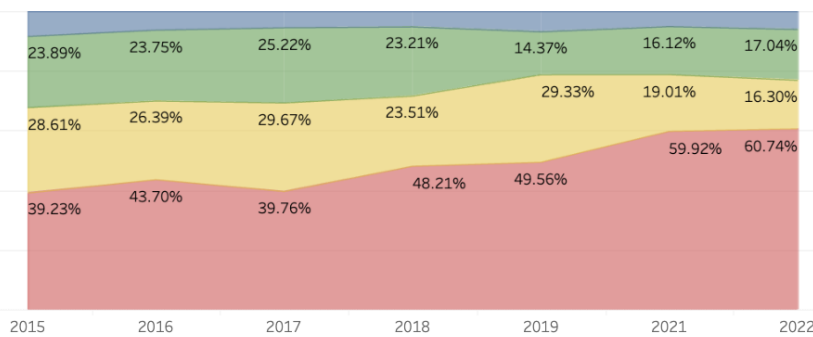
Percent at Each Proficiency Level, 2015-2022

RISE reports four overall proficiency levels: below proficient, near proficient, proficient, above proficient. Only students enrolled for a full academic year (160+ days) are shown.

English / Language Arts

Test.Name
(All)

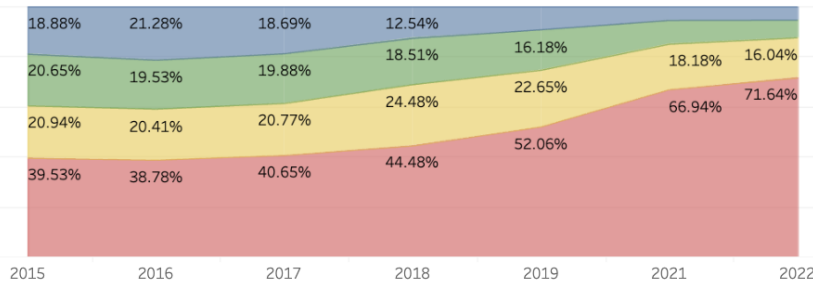
Course
(All)



Math

Test.Name
(All)

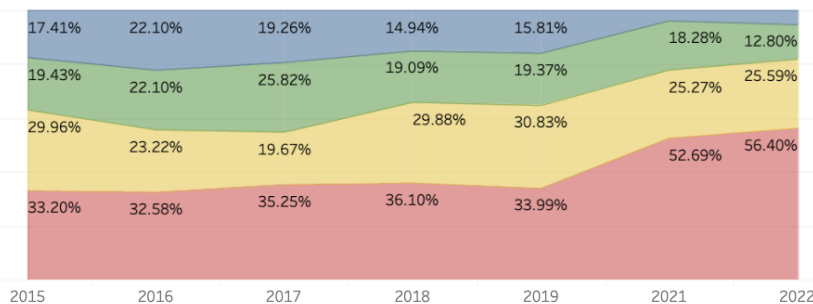
Course
(All)



Science

Test.Name
(All)

Course
(All)



School.Name
OQUIRRH SCHOOL

Teacher.Full.Name
(All)

Grade.Level
(All)

Is Honors
(All)

Is DLI
(All)

Is Chronically Absent
(All)

Is ELL Excluding Fluent
(All)

Is Homeless
(All)

Is Low Income
(All)

Is Special Ed
(All)

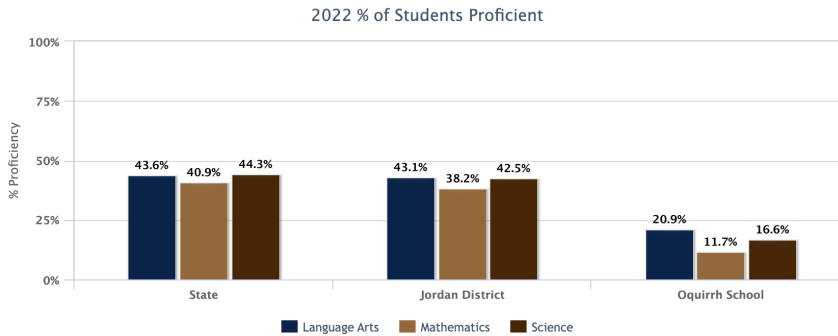
Sex
(All)

Race.State
(All)

2021-2022 RISE Proficiency Compared with State/District

Student Proficiency Results for Oquirrh School

Language Arts	Mathematics	Science
21%	12%	17%



2021-2022 RISE Proficiency by Demographic Group

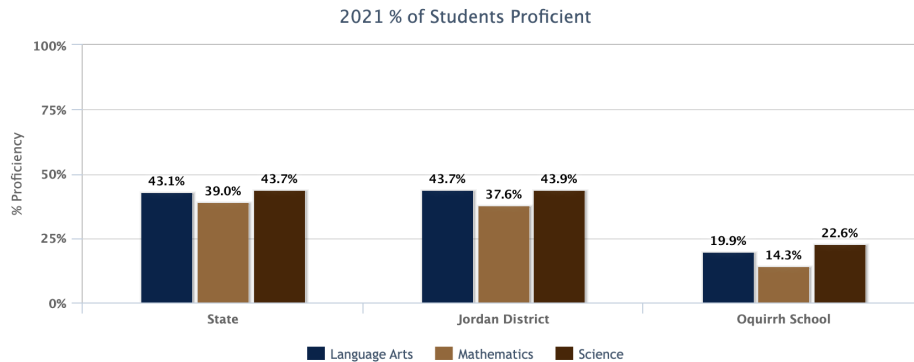
Student Proficiency Results for Oquirrh School by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	20.9%	11.7%	16.6%
African American	N<10	N<10	N<10
Asian	40%-49%	N<10	N<10
Caucasian	30.8%	22.0%	26.9%
Hispanic	12.7%	4.1%	8.7%
Multiple Races	≤20%	≤20%	≤20%
Pacific Islander	≤10%	≤10%	≤20%
Female	26.5%	9.9%	15.3%
Male	15.7%	13.2%	17.7%
Economically Disadvantaged	10.8%	5.2%	6.1%
Limited English Proficiency	13.2%	≤5%	8.5%
Students with Disabilities	≤5%	6.5%	≤10%
Mobile	≤10%	≤10%	≤10%

2020-2021 RISE Proficiency Compared with State/District

Student Proficiency Results for Oquirrh School

Language Arts	Mathematics	Science
20%	14%	23%



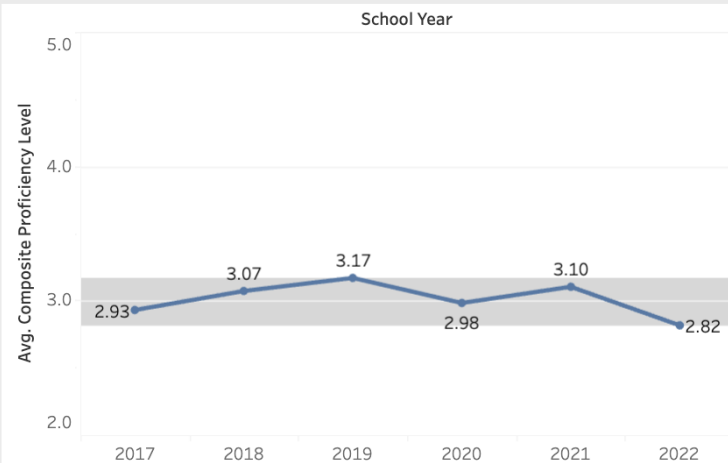
2020-2021 RISE Proficiency by Demographic Group

Student Proficiency Results for Oquirrh School by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	19.9%	14.3%	22.6%
African American	N<10	N<10	N<10
Asian	N<10	N<10	N<10
Caucasian	28.8%	24.6%	29.9%
Hispanic	9.5%	2.9%	15.9%
Multiple Races	N<10	N<10	N<10
Pacific Islander	≤20%	≤20%	N<10
Female	23.0%	10.1%	22.1%
Male	16.4%	18.9%	23.2%
Economically Disadvantaged	11.8%	6.5%	17.2%
Limited English Proficiency	5.3%	≤5%	15.0%
Students with Disabilities	≤10%	≤10%	≤10%
Mobile	≤10%	11%-19%	20%-29%

2016-2022 WIDA Performance Data (English Learner Progress)

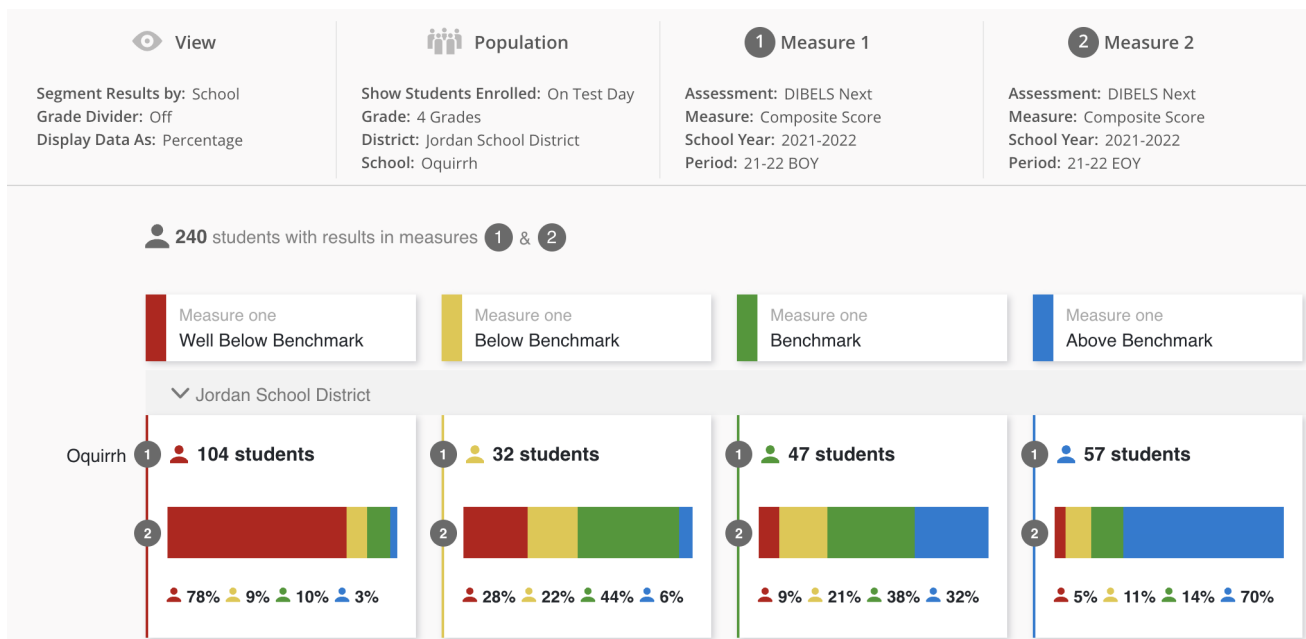
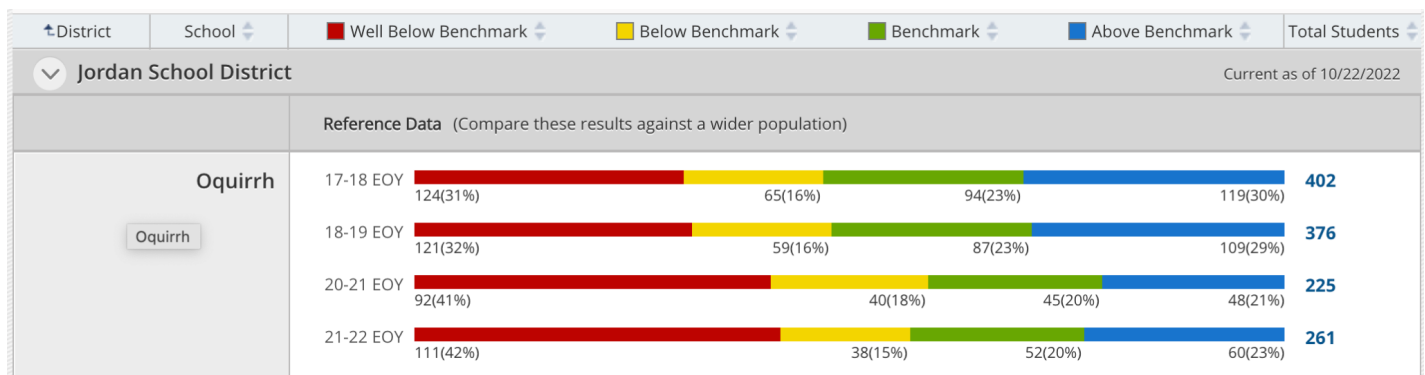
OQUIRRH SCHOOL Overall Composite Score



Oquirrh Elementary % of Students Making Adequate Progress by Initial LPL

Initial LPL (gr..	School Year / Made Adequate Progress?					
	2019		2020		2021	
	Yes	No	Yes	No	Yes	No
1-1.9	44.4% 8	55.6% 10	21.1% 4	78.9% 15	7.7% 4	92.3% 48
2-2.9	61.5% 16	38.5% 10	23.7% 9	76.3% 29	10.5% 2	89.5% 17
3-3.9	30.3% 10	69.7% 23	35.9% 14	64.1% 25	20.0% 3	80.0% 12
4-4.9	30.0% 3	70.0% 7	50.0% 3	50.0% 3		100.0% 5

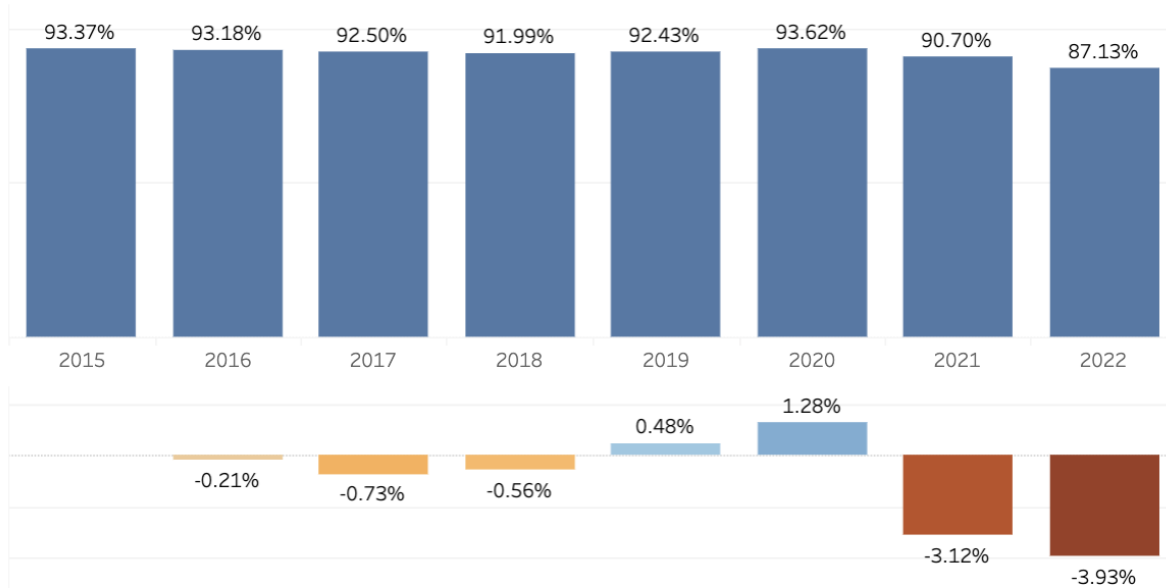
2017-2022 K-3 Acadience End of Year Performance Data (Early Literacy)



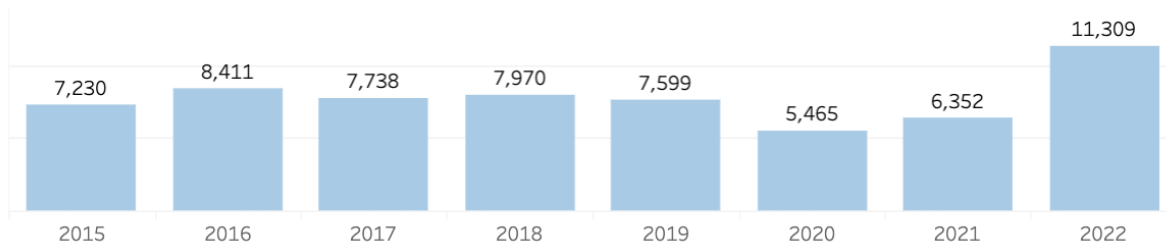
2014-2022 Attendance Data

Average student percent attendance over time

Percent attendance is calculated as total attended days / total membership days. The percent for each student is shown here averaged. Filters on the right will affect which students are included in the average. **Attendance metrics for 2020 are artificially high due to the pandemic school dismissal period.



Total count of absent days

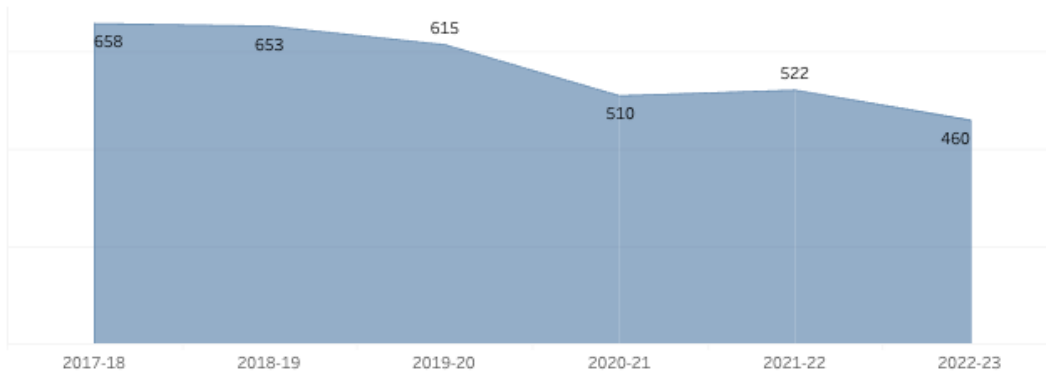


Demographic Data

Trends in Enrollment Counts by Student Demographic

The counts displayed here are based on students enrolled as of Oct 1 of the school year.

Total Counts




	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Free/Reduced Lunch Count	379	367	336	263	226	244
Free/Reduced Lunch Perce..	58%	56%	55%	52%	43%	53%
Special Ed Count	114	105	90	56	79	50
Special Ed Percent	17%	16%	15%	11%	15%	11%
English Learner Count	110	157	160	126	128	122
English Learner Percent	17%	24%	26%	25%	25%	27%
Asian Count	26	32	33	36	35	27
Asian Percent	4%	5%	5%	7%	7%	6%
Black Count	26	27	37	37	30	26
Black Percent	4%	4%	6%	7%	6%	6%
Hispanic Count	234	237	240	190	188	173
Hispanic Percent	36%	36%	39%	37%	36%	38%
Native American Count	24	28	28	21	18	15
Native American Percent	4%	4%	5%	4%	3%	3%
Pacific Islander Count	29	41	46	38	58	52
Pacific Islander Percent	4%	6%	7%	7%	11%	11%
White Count	596	580	522	415	418	372
White Percent	91%	89%	85%	81%	80%	81%
Homeless Count	43	40	55	43	41	31
Homeless Percent	7%	6%	9%	8%	8%	7%

School Year
(Multiple values) ▼

Feeder System
(All) ▼

School Level
(All) ▼

Grade Level
(All) ▼

School Name  ▼
OQUIRRH ELEMENTARY ▼

Sex
(All) ▼

Free/Reduced Lunch
(All) ▼

Special Ed
(All) ▼

English Learner
(All) ▼

Race/Ethnicity
(All) ▼

Native Language
(All) ▼

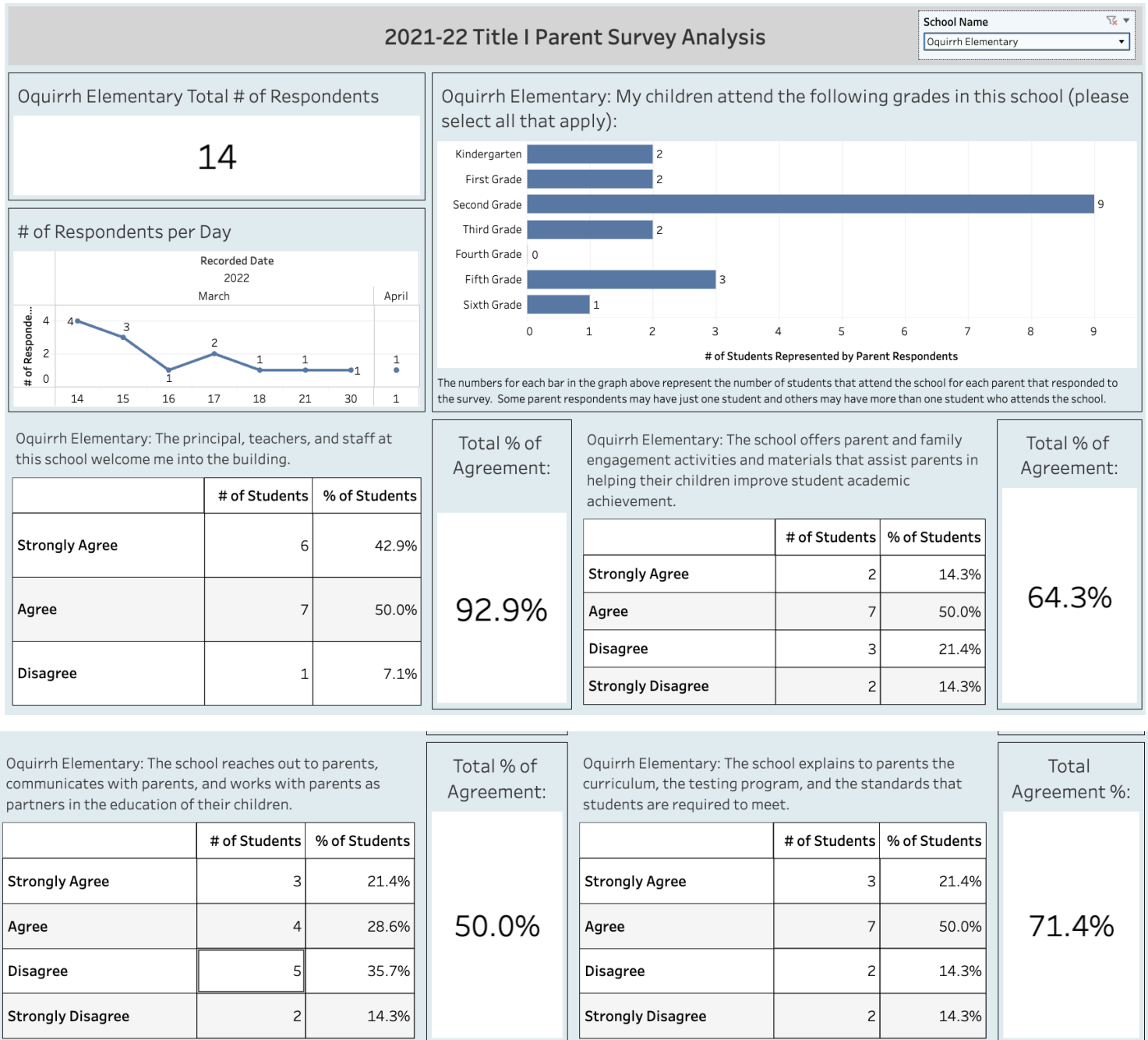
Homeless
(All) ▼

Note about race/ethnicity labels: These reflect the business rules of state/fed reporting where students can only belong to one group. If a student selects Hispanic Ethnicity, no matter what other race indicators are selected, that student is counted in the Hispanic category. If a student selects more than one race, but does not select Hispanic Ethnicity, that student is counted in the Multiple category.

Beginning in 2022-2023, Oquirrh no longer houses four self-contained Special Education support classes. Before that time, we housed two kindergarten support classes, and two social emotional behavior support classes.

School Climate

Title I Parent Feedback Survey Summary 2021-2022



Oquirrh Elementary: The school holds an annual meeting to explain their School Improvement and Title I program and services that are available to my student.

	# of Students	% of Students
Strongly Agree	2	14.3%
Agree	3	21.4%
Disagree	5	35.7%
Strongly Disagree	1	7.1%
I don't know/Not applicable	3	21.4%

Total % of Agreement:

35.7%

Oquirrh Elementary: I clearly understand how my student can receive additional help in school when it is needed.

	# of Students	% of Students
Strongly Agree	1	7.1%
Agree	6	42.9%
Disagree	6	42.9%
Strongly Disagree	1	7.1%

Total Agreement %:

50.0%

Oquirrh Elementary: I understand how to make an appointment for parent/teacher conferences.

	# of Students	% of Students
Strongly Agree	5	35.7%
Agree	8	57.1%
Disagree	1	7.1%

Total % of Agreement:

92.9%

Oquirrh Elementary: I attended parent/teacher conferences either during the appointed time or through special arrangements.

	# of Students	% of Students
Strongly Agree	7	50.0%
Agree	6	42.9%
Disagree	1	7.1%

Total % of Agreement:

92.9%

Oquirrh Elementary: I am familiar with the school-parent/family compact.

	# of Students	% of Students
Strongly Agree	2	14.3%
Agree	6	42.9%
Disagree	3	21.4%
Strongly Disagree	1	7.1%
I don't know/Not applicable	2	14.3%

Total % of Agreement:

57.1%

Oquirrh Elementary: There are a variety of opportunities for parents to volunteer to help at school.

	# of Students	% of Students
Strongly Agree	2	14.3%
Agree	6	42.9%
Disagree	3	21.4%
Strongly Disagree	2	14.3%
I don't know/Not applicable	1	7.1%

Total % of Agreement:

57.1%

Oquirrh Elementary: I feel I can be part of the decision-making process at school.

	# of Students	% of Students
Strongly Agree	3	21.4%
Agree	3	21.4%
Disagree	5	35.7%
I don't know/Not applicable	1	7.1%
Strongly Disagree	2	14.3%

Total % of Agreement:

42.9%

Oquirrh Elementary: Information that the school sends home to parents is easy to understand and in a language that parents use in the home.

	# of Students	% of Students
Strongly Agree	6	42.9%
Agree	6	42.9%
Disagree	1	7.1%
Strongly Disagree	1	7.1%

Total % of Agreement:

85.7%

Oquirrh Elementary: Students are recognized for their success in the classroom.

	# of Students	% of Students
Strongly Agree	3	21.4%
Agree	9	64.3%
Disagree	2	14.3%

Total % of Agreement:

85.7%

Oquirrh Elementary: Students are recognized for their success at school-wide programs.

	# of Students	% of Students
Strongly Agree	2	14.3%
Agree	5	35.7%
Disagree	2	14.3%
Strongly Disagree	1	7.1%
I don't know/Not applicable	4	28.6%

Total % of Agreement:

50.0%

Oquirrh Elementary: The information provided on my school's website is helpful and easy to find.

	# of Students	% of Students
Strongly Agree	3	21.4%
Agree	8	57.1%
Disagree	2	14.3%
Strongly Disagree	1	7.1%

Total % of Agreement:

78.6%

Teacher Qualifications

Assignment	Name	Degree/License	Endorsements
K Full Day	Ariana Miskin	BACHELORS Elementary Education	ESL
K Full Day	Michelle Foote	BACHELORS Geography Spanish Elementary Education	ESL
K Full Day	Danielle Rigby	BACHELORS Elementary Education Early Childhood Education	ESL
1st	Tiffany Clifford	BACHELORS Elementary Education (in progress)	
1st	Lusvisminda Kramar	BACHELORS Elementary Education Early Childhood Education MASTERS Educational Studies	ESL
1st	Brenda Orton	BACHELORS Early Childhood Education	ESL
2nd	Alicia Barton	BACHELORS Special Education Elementary Education Early Childhood Education	Severe Disabilities ESL
2nd	Stacy Kournianos	BACHELORS Elementary Education	ESL
2nd	Katie Zaragoza	BACHELORS Elementary Education	ESL
3rd	Jeannie Wade	BACHELORS Elementary Education	ESL
3rd	Marlena Shepard	BACHELORS Interdisciplinary Studies Elementary Education	ESL
3rd	Sydney Gardner	BACHELORS Elementary Education	

4th	Sarah Johnson	BACHELORS Elementary Education (in progress)	
4th	Jessica Burraston	BACHELORS Elementary Education	ESL
4th	Tori Davie	BACHELORS Elementary Education Early Childhood Education	ESL
5th	Ally Peck	BACHELORS Elementary Education	ESL
5th	Amanda Hardman	BACHELORS Elementary Education	Elementary Mathematics ESL
5th	Ron Kelly	BACHELORS Elementary Education MASTERS Curriculum & Instruction	ESL
6th	Angela Anderson (½ Time)	BACHELORS Elementary Education	
6th	Deborah Su'a (½ Time)	BACHELORS Elementary Education	
6th	Andrea Harris	BACHELORS Elementary Education Psychology	ESL
6th	Jordan Hayden	BACHELORS Elementary Education	ESL
Instructional Coach	Brooke Payton	BACHELORS Elementary Education	Reading ESL Instructional Coaching
Instructional Coach	Laurene Finch	BACHELORS Elementary Education Health Education Language Arts History MASTERS Curriculum & Instruction	Reading
BTSALP Visual Arts	Angela Garside	BACHELORS Elementary Education	ESL Visual Art (1-8)

PE	Paul Pedler	BACHELORS Physical Education K-12 Health Education Secondary Education	Coaching ESL
STEM	Kristen Sharp	BACHELORS Early Childhood Education	
Social Emotional Learning Coach	Ryan Griffin	BACHELORS Secondary Education Special Education MASTERS Early Childhood Education	Social Studies Composite Mild/Moderate Disabilities
SpEd	Janet Hone	BACHELORS Elementary Education Special Education	Mild/Moderate Disabilities
SLP	Joy Strong (½ Time)	BACHELORS Speech/Language Pathology MASTERS Speech/Language Pathology	
Psychologist	Alethia Harrison	MASTERS School Psychology (in progress)	
Social Worker	Vicki Robinson	BACHELORS Sociology Psychology Secondary Education MASTERS School Social Work	

Instructional Practices

- Teacher Clarity
 - Learning Intentions
 - Rationale
 - Success Criteria
 - Language Objectives
- Cooperative Learning
- Providing Feedback
- Using Manipulatives and Non-linguistic Representations
- Graphic Organizers
- Explicit Instruction
- Visualization
- Inquiry-based Instruction
- Technology
- Differentiation
- Questioning to Increase Student Learning and Engagement
- Class Discussions to Build Vocabulary and Deeper Depth of Knowledge
- Instructional strategies to support skills acquisition of multilingual students learning English
- Data from Acadience, 95% Group Phonics Assessments, District Benchmarks (ELA/Math), Common Formative Assessments, WIDA, and RISE will be used to guide instruction

Title I, Part A Schoolwide Plan Template
Purpose and Directions

Schoolwide Reform Goals and Strategies Form
Complete one page for each goal.

**SMART Goals should be directly related to the results of the comprehensive needs assessment
and tied to the Utah State Standards**

SMART Goal	Oquirrh Elementary will increase the number of Kindergarten - 6th grade students who score at or above benchmark on the Acadience reading assessment by 2% from BOY to EOY.
Strategies	<ol style="list-style-type: none">1. Provide a weekly time for grade level teams to meet as a Professional Learning Community (PLC) and discuss student reading performance.<ol style="list-style-type: none">a. Teams will address the four essential PLC questions: What do we want our students to understand? How will we know if they understand it? How will we respond when students do not understand? How will we respond when students already understand?b. Through implementation of the Professional Learning Community (PLC) process, teachers will develop common curriculum maps that will allow them to focus instruction and create common formative assessments that measure student learning.c. Teams will use this data to identify students who may be in need of re-teaching or intervention and students who may need extended learning opportunities in order to ensure that all students are demonstrating growth.d. Provide classroom assistants and teachers to allow collaborative time each week for teachers to meet as a Professional Learning Community and provide individualized interventions to students.2. Provide job embedded professional development opportunities and instructional supports for teachers.<ol style="list-style-type: none">a. Provide substitutes to allow time for teacher participation in professional development opportunities, including coaching experiences.b. Provide opportunities for teachers to take classes associated with the ESL endorsement.c. Provide instructional coaching staff to assist all teachers in improving instruction.d. Provide additional teachers for class-size reduction to improve the instructional environment of the classroom.e. Provide classroom assistants to support teacher efforts to provide high quality instruction for all students, including implementation of district-wide literacy initiatives.

	<ol style="list-style-type: none"> 3. Provide extended and integrated learning opportunities to increase knowledge and skills. <ol style="list-style-type: none"> a. Provide Mom and Me preschool instruction for students who will be in Kindergarten next year. b. Provide an optional full day kindergarten schedule to students. c. Provide tutoring outside of regular school hours. 4. Increase and improve parent and family engagement to improve literacy. <ol style="list-style-type: none"> a. Conduct home visits with as many families as possible to create positive relationships and discuss goals for the school year. b. Provide Mom and Me preschool instruction for students who will be in Kindergarten next year. c. Provide adult classes in the Family Learning Center. d. Hold family engagement activities where families participate in activities with school staff.
Evidence-Based Research Support	<p>Becker, Henry Jay, and Joyce L. Epstein. "Parent Involvement: A Survey of Teacher Practices." <i>ELEM SCHOOL J The Elementary School Journal</i>: 85. Print.</p> <p>DuFour, R., DuFour, R., Eaker, R. (2008). <i>Revisiting professional learning communities at work</i>. Bloomington, IN: Solution Tree Press.</p> <p>DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). <i>Learning by doing: A handbook for professional learning communities at work</i>. Bloomington, IN: Solution Tree.</p> <p>DuFour, R., Marzano, R. (2011). <i>Leaders of learning: How districts, school, and classroom leaders improve student achievement</i>. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement</i>. London: Routledge.</p> <p>Hattie, John. (2012). <i>Visible Learning for Teachers: Maximizing Impact on Learning</i>. London: Routledge.</p> <p>Lemov, Doug. (2010). <i>Teach like a Champion: 49 Techniques That Put Students on the Path to College</i>. San Francisco: Jossey-Bass.</p> <p>Santoyo, Paul. (2010). <i>Driven by Data: A Practical Guide to Improve Instruction</i>. San Francisco, CA: Jossey-Bass.</p> <p>Santoyo, Paul, and Brett M. Peiser. (2012). <i>Leverage Leadership: A Practical Guide to Building Exceptional Schools</i>. San Francisco: Jossey-Bass.</p>

<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>We expect that careful planning and analysis will lead to quality Tier I instruction and focused Tier II instruction in English Language Arts which will lead to an increase in the number of Kindergarten - 6th grade students who score at or above benchmark on the Acadience reading assessment by 2% from BOY to EOY.</p> <p>The district (K-3) and teachers (4-6) will administer the literacy Acadience assessment to students at the beginning and end of the year. Teachers will also administer quarterly benchmarks, unit tests and other common formative assessments. Teachers will regularly assess students' reading ability with 95% group phonics assessments. Teachers will administer the end of year RISE assessment for English Language Arts.</p>
<p>Professional Development to Support Strategies</p>	<ul style="list-style-type: none"> • Collaborative meetings focused on strengthening the components of PLCs, including effective data analysis. • Teachers will participate in professional development opportunities and receive coaching from the instructional coaches. Teachers will also participate in peer and team coaching opportunities. • Teachers will obtain an ESL endorsement within 3 years of teaching at Oquirrh.
<p>Timeline</p>	<p>On-going, regularly re-visited during planning and PLC meetings.</p>
<p>Responsible Parties</p>	<p>Administrators, instructional coaches, teachers, assistants, families, students</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<ul style="list-style-type: none"> • Administrators and instructional coaches participate in PLC meetings • Administrators and instructional coaches conduct classroom walk-through observations • Documented growth on progress monitoring tools • Team and individual data discussions after each benchmark assessment

Title I, Part A Schoolwide Plan Template
Purpose and Directions

Schoolwide Reform Goals and Strategies Form
Complete one page for each goal.

**SMART Goals should be directly related to the results of the comprehensive needs assessment
and tied to the Utah State Standards**

SMART Goal	Oquirrh Elementary will increase the number of Kindergarten - 3rd grade students who score at or above benchmark on the Acadience math assessment by 2% from BOY to EOY.
Strategies	<ol style="list-style-type: none">1. Provide a weekly time for grade level teams to meet as a Professional Learning Community (PLC) and discuss student reading performance.<ol style="list-style-type: none">a. Teams will address the four essential PLC questions: What do we want our students to understand? How will we know if they understand it? How will we respond when students do not understand? How will we respond when students already understand?b. Through implementation of the Professional Learning Community (PLC) process, teachers will develop common curriculum maps that will allow them to focus instruction and create common formative assessments that measure student learning.c. Teams will use this data to identify students who may be in need of re-teaching or intervention and students who may need extended learning opportunities in order to ensure that all students are demonstrating growth.d. Provide classroom assistants and teachers to allow collaborative time each week for teachers to meet as a Professional Learning Community and provide individualized interventions to students.2. Provide job embedded professional development opportunities and instructional supports for teachers.<ol style="list-style-type: none">a. Provide substitutes to allow time for teacher participation in professional development opportunities, including coaching experiences.b. Provide opportunities for teachers to take classes associated with the ESL endorsement.c. Provide instructional coaching staff to assist all teachers in improving instruction.d. Provide additional teachers for class-size reduction to improve the instructional environment of the classroom.e. Provide classroom assistants to support teacher efforts to provide high quality instruction for all students.

	<ol style="list-style-type: none"> 3. Provide extended and integrated learning opportunities to increase knowledge and skills. <ol style="list-style-type: none"> a. Provide Mom and Me preschool instruction for students who will be in Kindergarten next year. b. Provide an optional full day kindergarten schedule to students. c. Provide tutoring outside of regular school hours. 4. Increase and improve parent and family engagement to improve math. <ol style="list-style-type: none"> a. Conduct home visits with as many families as possible to create positive relationships and discuss goals for the school year. b. Provide Mom and Me preschool instruction for students who will be in Kindergarten next year. c. Provide adult classes in the Family Learning Center. d. Hold family engagement activities where families participate in activities with school staff.
Evidence-Based Research Support	<p>Becker, Henry Jay, and Joyce L. Epstein. "Parent Involvement: A Survey of Teacher Practices." <i>ELEM SCHOOL J The Elementary School Journal</i>: 85. Print.</p> <p>DuFour, R., DuFour, R., Eaker, R. (2008). <i>Revisiting professional learning communities at work</i>. Bloomington, IN: Solution Tree Press.</p> <p>DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). <i>Learning by doing: A handbook for professional learning communities at work</i>. Bloomington, IN: Solution Tree.</p> <p>DuFour, R., Marzano, R. (2011). <i>Leaders of learning: How districts, school, and classroom leaders improve student achievement</i>. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement</i>. London: Routledge.</p> <p>Hattie, John. (2012). <i>Visible Learning for Teachers: Maximizing Impact on Learning</i>. London: Routledge.</p> <p>Lemov, Doug. (2010). <i>Teach like a Champion: 49 Techniques That Put Students on the Path to College</i>. San Francisco: Jossey-Bass.</p> <p>Santoyo, Paul. (2010). <i>Driven by Data: A Practical Guide to Improve Instruction</i>. San Francisco, CA: Jossey-Bass.</p> <p>Santoyo, Paul, and Brett M. Peiser. (2012). <i>Leverage Leadership: A Practical Guide to Building Exceptional Schools</i>. San Francisco: Jossey-Bass.</p>

<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>We expect that careful planning and analysis will lead to quality Tier I instruction and focused Tier II instruction in English Language Arts which will lead to an increase in the number of Kindergarten - 3rd grade students who score at or above benchmark on the Acadience math assessment by 2% from BOY to EOY.</p> <p>The district will administer the math Acadience assessment to K-3 grade students at the beginning and end of the year. Teachers will also administer quarterly benchmarks, unit tests and other common formative assessments. Teachers will assess students' math fluency through regular progress monitoring. Teachers will administer the end of year RISE assessment for Mathematics.</p>
<p>Professional Development to Support Strategies</p>	<ul style="list-style-type: none"> • Collaborative meetings focused on strengthening the components of PLCs, including effective data analysis. • Teachers will participate in professional development opportunities and receive coaching from the instructional coaches. Teachers will also participate in peer and team coaching opportunities. • Teachers will obtain an ESL endorsement within 3 years of teaching at Oquirrh.
<p>Timeline</p>	<p>On-going, regularly re-visited during planning and PLC meetings.</p>
<p>Responsible Parties</p>	<p>Administrators, instructional coaches, teachers, assistants, families, students</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<ul style="list-style-type: none"> • Administrators and instructional coaches participate in PLC meetings • Administrators and instructional coaches conduct classroom walk-through observations • Documented growth on progress monitoring tools • Team and individual data discussions after each benchmark assessment

Title I, Part A Schoolwide Plan Template
Purpose and Directions

Schoolwide Reform Goals and Strategies Form
Complete one page for each goal.

**SMART Goals should be directly related to the results of the comprehensive needs assessment
and tied to the Utah State Standards**

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

	<ul style="list-style-type: none"> d. Provide increased access to health related services and community resources. e. Provide an assistant principal to assist with student, teacher, staff, and family support. f. Provide an attendance tracker to support student attendance. <p>3. Develop a school culture that encourages and rewards student social and academic achievement</p> <ul style="list-style-type: none"> a. Grade level team leaders will continue to review and revise the school code of conduct. All employees will monitor and reward positive behavior in these areas. b. Grade level teams will develop and clearly teach classroom rules and expectations (behavioral and academic) to all students and will monitor student progress. c. Grade level team leaders will develop and maintain reward systems to provide incentives for students with positive behavior, including Mountain Man tickets, Principal's 100 Club, and Mountain Man awards.
Evidence-Based Research Support	<p>Becker, Henry Jay, and Joyce L. Epstein. "Parent Involvement: A Survey of Teacher Practices." <i>ELEM SCHOOL J The Elementary School Journal</i>: 85. Print.</p> <p>DuFour, R., DuFour, R., Eaker, R. (2008). <i>Revisiting professional learning communities at work</i>. Bloomington, IN: Solution Tree Press.</p> <p>DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). <i>Learning by doing: A handbook for professional learning communities at work</i>. Bloomington, IN: Solution Tree.</p> <p>DuFour, R., Marzano, R. (2011). <i>Leaders of learning: How districts, school, and classroom leaders improve student achievement</i>. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement</i>. London: Routledge.</p> <p>Hattie, John. (2012). <i>Visible Learning for Teachers: Maximizing Impact on Learning</i>. London: Routledge.</p> <p>Lemov, Doug. (2010). <i>Teach like a Champion: 49 Techniques That Put Students on the Path to College</i>. San Francisco: Jossey-Bass.</p> <p>Santoyo, Paul. (2010). <i>Driven by Data: A Practical Guide to Improve Instruction</i>. San Francisco, CA: Jossey-Bass.</p>

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

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents are Purposes of the Program will be Met
Title 1	\$341,437 (including rollover from 20-21 school year)	This budget will provide: <ul style="list-style-type: none"> ● Licensed employee salaries ● Education Support Professional staff salaries ● ESL endorsement fees ● Additional hours for part time licensed teachers and interns fulfilling goals of the Title I plan ● Additional items as listed in the Title I plan
Title 1 Parent Involvement	\$2,200	This budget will provide: <ul style="list-style-type: none"> ● Mom and Me preschool materials ● Family Learning Center materials ● Family engagement activities' materials
Land Trust	\$73,905	This budget will provide: <ul style="list-style-type: none"> ● Education Support Professional employee salaries
Beverley Taylor Sorenson Arts Learning Program	.4 FTE	This budget will provide: <ul style="list-style-type: none"> ● Partial salary for the BTSALP art specialist
Ed Tech	\$29,432	This budget will provide: <ul style="list-style-type: none"> ● New technology resources
K-3 State Grant	District budget	This budget will provide: <ul style="list-style-type: none"> ● A literacy assistant ● Partial salary of a kindergarten assistant ● Partial salary for instructional coach
PLC	\$16,341	This budget will provide: <ul style="list-style-type: none"> ● Partial salary for the BTSALP art specialist
In Lieu	\$38,440.37	This budget will provide: <ul style="list-style-type: none"> ● Supplies and assistants for the student and staff wellness centers ● Additional supplies for students and teachers ● Additional technology as needed ● Additional Education Support Professional staff salaries

General Supply Budget	\$43,332	<p>This budget will provide:</p> <ul style="list-style-type: none"> Supplies for students and teachers; including postage, textbooks, media center materials, technology, and other supplies
Optional Extended Day Kindergarten Grant	District budget	<p>This budget will provide:</p> <ul style="list-style-type: none"> Salary for 1.5 full-time kindergarten teachers
Teacher Student Success Act	\$141,207	<p>This budget will provide:</p> <ul style="list-style-type: none"> Partial salary for instructional coach Coaching and other professional development opportunities and stipends Stipends for team leaders working on school goals and initiatives Substitute teachers for professional development, team meetings, student meetings, and IEP meetings Education Support Professional staff salaries Access to social emotional learning curriculum and data management systems Additional supplies for students and teachers
EARS	\$45,310	<p>This budget will provide:</p> <ul style="list-style-type: none"> Additional supports for multilingual students Substitutes for staff members to participate in professional development Partial salary for a full-time assistant principal