

## 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: Shauna Worthington**

**Title I Schoolwide Planning Team**

	Name	Signature
Principal	Shauna Worthington	
Assistant Principal	Jerri Mausbach	
Faculty Member	Keri Corfield	
Faculty Member	Emily Fankhauser	
Faculty Member	Lori Wiley	
Faculty Member	Juliana Brassfield	
Parent Representative - PTA	Beth LeFevre	
Parent Representative - SCC	Lalyta Harwood	
Community/Business Representative		

**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.**

<b>LEA Title I Director</b>	<b>Signature</b>	<b>Date</b>
<b>Principal</b>	<b>Signature</b>	<b>Date</b>

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

# Comprehensive Needs Assessment

## ESSA Sec. 1114(b)(6)

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

## Student Achievement Trends

### 2017 Grade Details

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**Elementary Grade: C**      Points: 269/600      45 %

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All Students Participation Rate: 100 % \*

Below Proficient Participation Rate: 100 % \*

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### Proficiency      Total: 115/300

Language Arts	31/100
Mathematics	39/100
Science	45/100

### Growth      Total: 154/300

#### All Students

Language Arts	29/50
Mathematics	29/50
Science	21/50

#### Below Proficient

Language Arts	30/50
Mathematics	27/50
Science	18/50

Schools receiving an "Elementary" grade are schools that do not have a 12<sup>th</sup> grade.

\* Of the tests that were expected to be taken, 1 % were not taken due to parental exclusion. These expected tests were excluded from both participation and proficiency rates.



2014



2015



2016



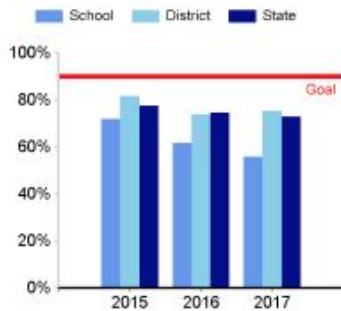
2017

Utah Education PACE\*

REPORT CARD

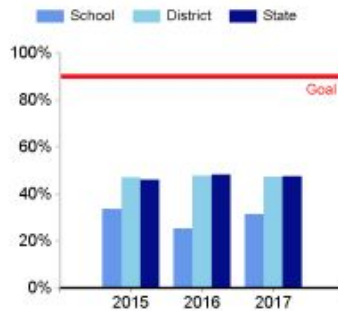
**OQUIRRH SCHOOL**  
 JORDAN DISTRICT  
 Grades K-6 School Year 2016-2017

**3rd Grade Reading Proficiency**



Approved reading assessment

**6th Grade ELA Proficiency**

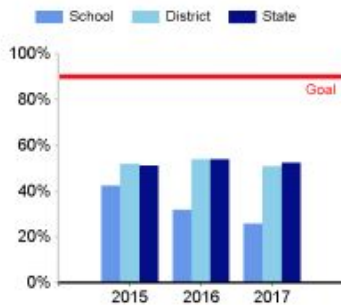


SAGE: 1st administration in 2014

**Kindergarten Readiness**

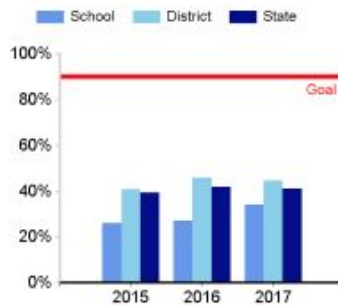
The Kindergarten readiness indicator is currently not available

**3rd Grade Math Proficiency**



SAGE: 1st administration in 2014

**6th Grade Math Proficiency**



SAGE: 1st administration in 2014

**School Demographics**

Enrollment	687
Race/Ethnic Minority	42%
English Learners	17%
Low Socio-Economic	62%
Students With Disabilities	15%
Chronic Absenteeism	19%
Mobility	25%

**Academic Performance**

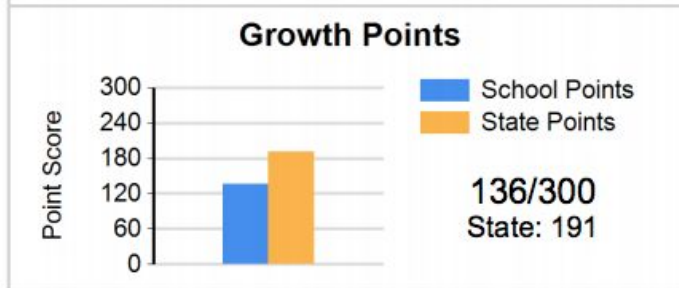
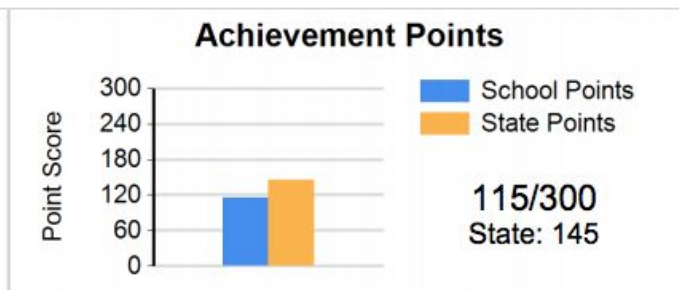
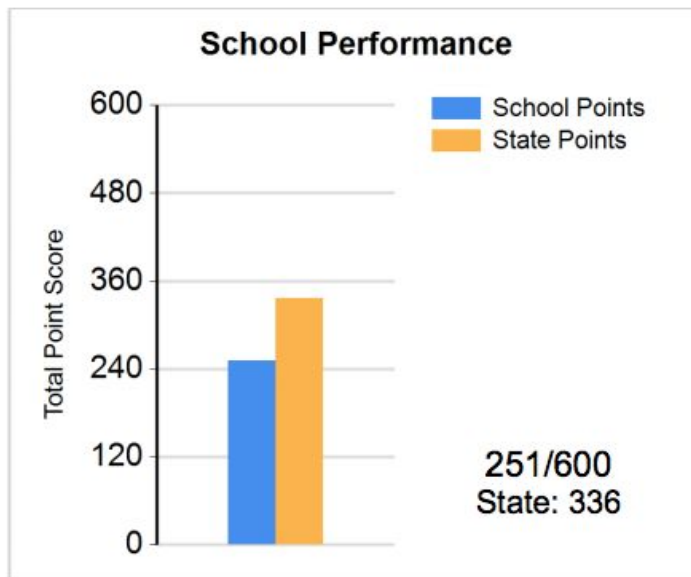
Grade Span Tested: **3-6**

**Percent Proficient**

SAGE Language Arts (ELA)	31%
SAGE Math	39%
SAGE Science	45%

**Student Group Percent Proficient**

	ELA	Math	Science
Race/Ethnic Minority	27%	33%	38%
English Learners	17%	29%	28%
Low Socio-Economic	23%	33%	38%
Students With Disabilities	14%	19%	29%



<b>All Students Growth</b>	<b>Below Proficient Growth</b>
<b>90/200</b>	<b>46/100</b>

Participation Rate	
All Students	Below Proficient
98%	98%

College and Career Readiness	
Graduation Rate	Graduation Points
n/a	n/a

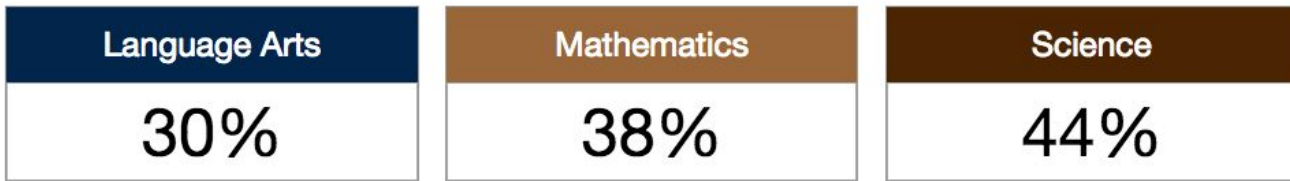
	All Students Growth			Below Proficient Growth			Proficiency			
	MGP	# of Tests	Points	MGP	# of Tests	Points	Prof Rate	# of Tests	Points	Points Possible
English Language Arts	45.50	234	108	49.00	154	61	30.75 %	335	31	100
Math	46.50	234	112	45.00	123	53	38.74 %	333	39	100
Science	30.00	163	50	26.00	79	25	45.45 %	242	45	100
	Average		90	Average		46	Sum		115	

\* Of the tests that were expected to be taken, 1% were not taken due to parental exclusion. These expected tests were included in participation rates but excluded from proficiency rates.

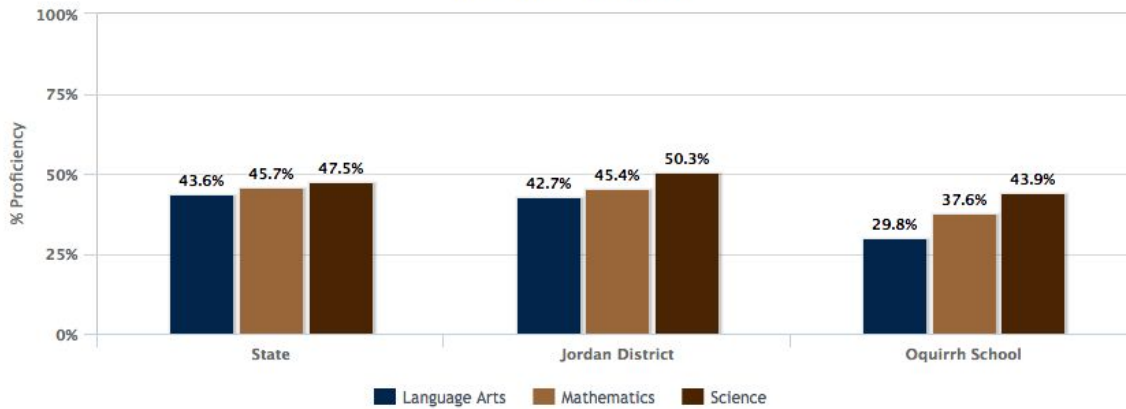
	All Students MGP			Below Proficient MGP			Proficiency		
	School	LEA	State	School	LEA	State	School	LEA	State
3rd Grade Language Arts							27%	48%	50%
4th Grade Language Arts	41.00	50.00	50.00	47.00	51.00	50.00	26%	41%	43%
5th Grade Language Arts	53.00	48.00	50.00	61.00	50.50	50.00	38%	46%	47%
6th Grade Language Arts	37.00	48.00	50.00	34.00	51.00	50.00	31%	48%	48%
3rd Grade Math							26%	51%	53%
4th Grade Math	69.00	51.00	50.00	67.50	53.00	51.00	43%	53%	53%
5th Grade Math	40.00	56.00	50.00	40.00	55.00	50.00	51%	55%	50%
6th Grade Math	35.00	52.00	50.00	28.00	51.00	50.00	34%	45%	41%
4th Grade Science							43%	51%	48%
5th Grade Science	31.00	46.00	50.00	25.00	46.00	50.00	53%	52%	51%
6th Grade Science	28.50	49.00	50.00	27.00	49.00	50.00	37%	55%	54%

## 2017 SAGE Proficiency

### SAGE Results for Oquirrh School



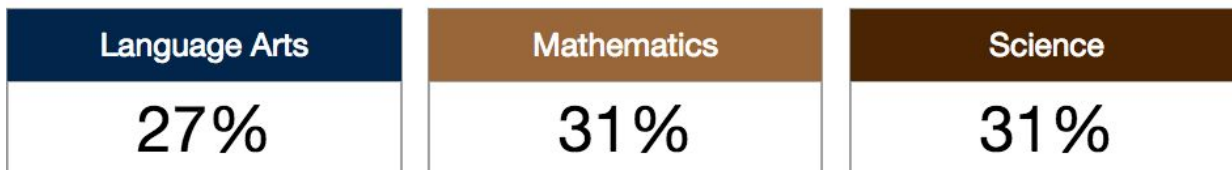
2017 SAGE % Proficient



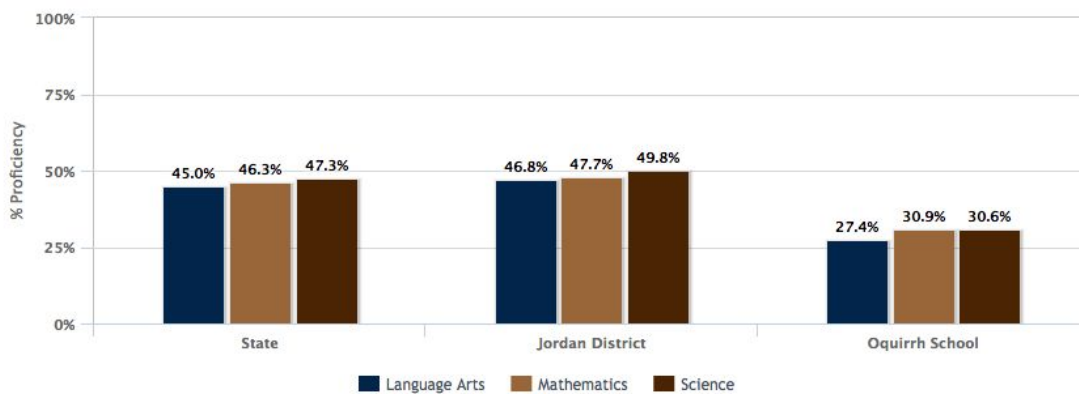
## 2018 SAGE Proficiency

Grades 6-8 science achievement data and all levels of science growth data are not included in this release and will be available later this fall.

### SAGE Results for Oquirrh School



2018 SAGE % Proficient



## 2017 SAGE Demographics

### SAGE Results for Oquirrh School by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	29.8%	37.6%	43.9%
African American	0.0%	0.0%	0.0%
American Indian	0.0%	0.0%	0.0%
Asian	50.0%	50.0%	100.0%
Caucasian	33.0%	42.9%	51.1%
Hispanic	23.3%	31.2%	32.7%
Multiple Races	46.7%	46.7%	63.6%
Pacific Islander	28.6%	15.4%	28.6%
Female	32.1%	38.4%	43.0%
Male	27.9%	37.1%	44.7%
Economically Disadvantaged	22.8%	31.3%	36.6%
Limited English Proficiency	16.4%	26.7%	26.7%
Students with Disabilities	13.1%	18.3%	28.6%
Mobile	18.8%	28.1%	26.1%

## 2018 SAGE Demographics

### SAGE Results for Oquirrh School by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	27.4%	30.9%	30.6%
African American	0.0%	0.0%	
American Indian	0.0%	20.0%	0.0%
Asian	42.9%	42.9%	33.3%
Caucasian	33.5%	35.6%	37.0%
Hispanic	18.5%	22.9%	28.1%
Multiple Races	29.4%	35.3%	11.1%
Pacific Islander	16.7%	25.0%	0.0%
Female	33.9%	32.5%	30.9%
Male	21.8%	29.4%	30.3%
Economically Disadvantaged	19.5%	27.1%	21.9%
Limited English Proficiency	15.9%	24.2%	25.7%
Students with Disabilities	7.7%	14.1%	17.5%
Mobile	17.2%	25.0%	29.4%

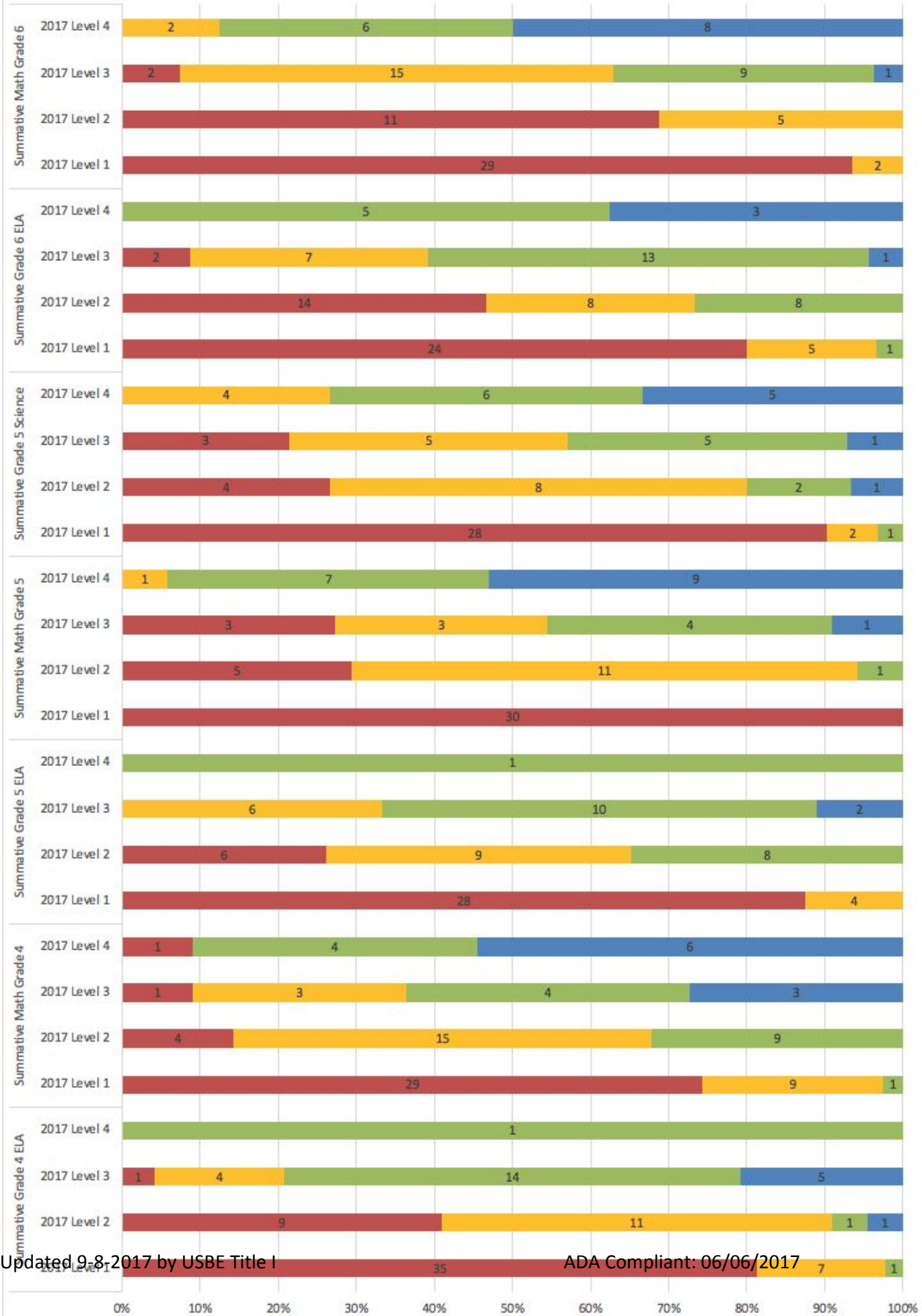
## 2017-2018 SAGE Proficiency Maintenance and Movement

		SAGE 2018 Proficiency Level			
		2018 Level 1	2018 Level 2	2018 Level 3	2018 Level 4
Summative Grade 4 ELA	2017 Level 1	35	7	1	
	2017 Level 2	9	11	1	1
	2017 Level 3	1	4	14	5
	2017 Level 4			1	
Summative Math Grade 4	2017 Level 1	29	9	1	
	2017 Level 2	4	15	9	
	2017 Level 3	1	3	4	3
	2017 Level 4	1		4	6
Summative Grade 5 ELA	2017 Level 1	28	4		
	2017 Level 2	6	9	8	
	2017 Level 3		6	10	2
	2017 Level 4			1	
Summative Math Grade 5	2017 Level 1	30			
	2017 Level 2	5	11	1	
	2017 Level 3	3	3	4	1
	2017 Level 4		1	7	9
Summative Grade 5 Science	2017 Level 1	28	2	1	
	2017 Level 2	4	8	2	1
	2017 Level 3	3	5	5	1
	2017 Level 4		4	6	5
Summative Grade 6 ELA	2017 Level 1	24	5	1	
	2017 Level 2	14	8	8	
	2017 Level 3	2	7	13	1
	2017 Level 4			5	3
Summative Math Grade 6	2017 Level 1	29	2		
	2017 Level 2	11	5		
	2017 Level 3	2	15	9	1
	2017 Level 4		2	6	8



## Proficiency Maintenance and Movement

■ 2018 Level 1   
 ■ 2018 Level 2   
 ■ 2018 Level 3   
 ■ 2018 Level 4



## 2017-2018 DIBELS Performance Data

Benchmark.Period	Percent.At.Benchmark	Benchmark.Count	Total.Count	Well.Below.Benchmark	Below.Benchmark	Benchmark	Above.Benchmark	
K	BOY	43.8%	42	96	41	13	15	27
	MOY	44.2%	46	104	35	23	25	21
	EOY	41.3%	45	109	36	28	30	15
1	BOY	44.9%	35	78	31	12	13	22
	MOY	54.5%	48	88	30	10	20	28
	EOY	57.4%	54	94	30	10	18	36
2	BOY	63.8%	60	94	28	6	26	34
	MOY	55.6%	55	99	35	9	27	28
	EOY	52.0%	52	100	33	15	26	26
3	BOY	53.7%	51	95	33	11	16	35
	MOY	50.5%	49	97	30	18	22	27
	EOY	62.6%	62	99	25	12	20	42

How many students achieved their end-of-year Pathway target?

Grade	Pathway.Percent	Pathway.Count	Total	Well.Below	Below	Typical	Above	Well.Above	
1	68.3%	56	82	15		11	12	19	25
2	44.3%	43	97	35		19	23	11	9
3	67.7%	65	96	13		18	21	16	28
K	32.7%	32	98	50		16	22	7	3

## Demographic Data

### Enrollment Data

Total Student Enrollment	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	105	131	124	150	103	97	113
1 <sup>st</sup> grade	115	86	109	104	105	85	73
2 <sup>nd</sup> grade	103	120	81	118	104	101	94
3 <sup>rd</sup> grade	101	97	101	82	102	101	93
4 <sup>th</sup> grade	103	91	80	112	89	90	102
5 <sup>th</sup> grade	87	105	90	85	104	81	92
6 <sup>th</sup> grade	104	86	103	101	77	103	89
<b>Total</b>	<b>713</b>	<b>716</b>	<b>688</b>	<b>752</b>	<b>684</b>	<b>658</b>	<b>656</b>

### Average Daily Attendance

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
94%	94%	94%	93%	92%	

### Socioeconomic Status (Free/Reduced Lunch)

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
56%	60%	56%	55%	62%	67%

### Mobility

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
13%	43%	33%	33%	31%	32%

### Ethnicity

Ethnicity	2012-13	2013-14	2014-15	2015-16	2016-17	2017-2018
Asian	00.64%	00.98%	00.58%	00.93%	00.72%	02.70%
African American	01.61%	01.40%	00.58%	00.53%	00.58%	01.40%
Caucasian	64.55%	60.27%	64.53%	61.83%	58.00%	58.60%
Hispanic	25.35%	27.69%	27.18%	30.45%	32.60%	30.70%
Native American	00.54%	00.56%	00.15%	00.53%	00.72%	00.30%
Pacific Islander	04.30%	05.03%	03.05%	03.19%	03.49%	02.00%
Undeclared	00.00%	00.00%	00.00%	00.00%	00.00%	02.40%

### English Language Learners (WIDA)

Level	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1 - Entering	2	9	11	16	16	6
2 - Emerging	15	11	13	20	20	35
3 - Developing	26	23	21	27	27	31
4 - Expanding	38	26	23	23	24	45
5 - Fluent/Monitor	38	24	38	17	30	7
Total #	<b>113</b>	<b>93</b>	<b>106</b>	<b>103</b>	<b>117</b>	<b>124</b>
Percent	<b>16%</b>	<b>13%</b>	<b>15%</b>	<b>14%</b>	<b>17%</b>	<b>19%</b>

### Special Education Data

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
16%	17%	17%	16%	15%	17%

In addition to a special education resource program, Oquirrh houses four self-contained classes. Two are diagnostic kindergarten classes, and two are social emotional behavior support classes.

## School Climate

### Title 1 Parent Survey Summary 2017-2018

OQUIRRH ELEMENTARY

Parent Involvement Questions	# YES	# NO	# Don't Know
1. The principal and teachers at this school welcome me into the building.	151	9	2
2. The school offers parent involvement activities and materials that assist parents in helping their children with school assignments.	152	4	7
3. The school staff reaches out to parents, communicates with parents, and works with parents as equal partners in the education of their children.	143	6	11
4. The school explains to parents the curriculum, the testing program, and the standards that students are required to meet.	147	9	9
5. The school holds an annual meeting to explain their School Improvement and Title I program and services that are available to my student.	112	5	47
6. I clearly understand how my student can receive additional help in school when it is needed.	126	21	15
7. I understand how to make an appointment for parent/teacher conferences.	142	12	9
8. I attended parent/teacher conferences either during the appointed time or through special arrangements.	151	8	2
9. I am familiar with the student/teacher/parent compact.	134	16	14
10. There are a variety of opportunities for parents to volunteer to help at school.	154	1	10
11. I feel I can be part of the decision making process at school.	103	30	34
12. Information that the school sends home to parents is easy to understand and in a language that parents use in the home.	154	4	6
13. Students are provided recognition for their success in the classroom.	148	6	10
14. Students are provided recognition for their success at school wide programs.	132	4	28
15. The information provided on my school's website is helpful and easy to find.	127	11	25

#### Requested Parent Training Programs

Parenting skills	28
Health & Fitness	29
Mathematics skills	27
Sewing and Crafts	16
English classes	20
Computer classes	24
Reading skills	32
Nutrition	33
Helping with Homework	47
Test taking skills	30
Other: Mental Health	1
Other: After School Programs	1
Other: Spanish Classes	2
Other: No More APTT	2

#### Grades Represented in Survey Results

Pre-K	K	1	2	3	4	5	6	TOTAL
9	39	48	32	18	31	27	18	222

## Teacher Qualifications

Assignment	Name	Degree	Endorsements
K Full Day	Marlena Shepard	BACHELORS Elementary Education Interdisciplinary Studies	ESL
K Full Day	Lori Wiley	BACHELORS Early Childhood	ESL
K Full Day	Michelle Foote (APT License)	BACHELORS Geography	
K Full Day Part Time	Alicia Barton	BACHELORS Special Education Elementary Education Early Childhood	ESL, Severe Disabilities
K Full Day Part Time	Danielle Clifford	BACHELORS Elementary Education Early Childhood	ESL
1st	Sandra Darrington	BACHELORS Elementary Education Early Childhood	ESL
1st	Lusvisminda Kramar	BACHELORS Elementary Education Early Childhood MASTERS Education Leadership	ESL
1st	Ron Kelly	BACHELORS Elementary Education MASTERS Education	ESL
2nd	Mandy Burton	BACHELORS Elementary Education MASTERS Education	ESL
2nd	Jenniffer Green	BACHELORS Elementary Education MASTERS Education	ESL
2nd	Stacy Kournianos	BACHELORS	ESL

		Elementary Education	
2nd	Ariana Miskin	BACHELORS Elementary Education	
3rd	Ally Phillips	BACHELORS Elementary Education	ESL
3rd	Brooke Payton	BACHELORS Elementary Education	Reading
3rd	Meagan Jardine	BACHELORS Elementary Education	ESL
3rd	James Mietchen	BACHELORS Elementary Education MASTERS Education	Gifted and Talented, ESL
4th	Megan Daly	BACHELORS Elementary Education	ESL
4th	Juliana Brassfield	BACHELORS Elementary Education	ESL
4th	Jessica Burraston	BACHELORS Elementary Education	ESL
4th	Courtney Smithson	BACHELORS Elementary Education	
5th	Kristen Leiningner	BACHELORS Elementary Education	ESL
5th	Latisha Sell	BACHELORS Elementary Education	ESL
5th	Jordan Hayden	BACHELORS Elementary Education	
5th	Kristen Dutcher	BACHELORS Elementary Education	
6th	Adrianna Barona	BACHELORS Elementary Education	
6th	Acadia Babin	BACHELORS Elementary Education	
6th	Katie Zarogoza	BACHELORS Elementary Education	ESL
Art	Sharon Velluto	BACHELORS Art Secondary Education	ESL, Visual Art K-12

PE	Paul Pedler	BACHELORS Physical Education K-12	Coaching, Health Education
Climate and Culture, Instructional Coach	Keri Corfield	BACHELORS Elementary Education MASTERS Linguistics	Reading, ESL
Instructional Coach	Emily Fankhauser	BACHELORS Elementary Education	ESL
SpEd	Andy Wood	BACHELORS Special Education MASTERS Teaching English	ESL
SpEd/ Coach	Lisa DuVernay	MASTERS Special Education	
SLP	Faith Denzer	MASTERS Speech/Language Pathology	
Psychologist	Levi Zitting	Doctorate School Psychology	
Social Worker	Vicki Robinson	MASTERS Social Work	
BCBA	Dana Johnson	BACHELORS Special Education	
SpEd	Carol Rideout	BACHELORS Special Education MASTERS Teaching and Learning	ESL
SpEd	Sara Herrmann	BACHELORS Special Education MASTERS Teaching	
SpEd	Marie Hutchings	BACHELORS Education	

## **Instructional Practices**

- Cooperative Learning
- Setting Learning Objectives and Reviewing I Can Statements
- Providing Feedback
- Using Manipulatives and Non-linguistic Representations
- Graphic Organizers

- Explicit Instruction
- Visualization
- Inquiry-based Instruction
- Technology
- Differentiation
- Journeys Materials - used as a curriculum resource and instructional guide
- Data from DIBELS, Fountas and Pinnell, District Benchmarks (ELA/Math), Common Formative Assessments, and RISE Benchmarks will be used to guide instruction
- Questioning to Increase Student Learning and Engagement
- Class Discussions to Build Vocabulary and Deeper Depth of Knowledge
- Instructional strategies to support skills acquisition of students learning English as a second language.



**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 scores by 35% (or more) from the ELA Pre-test to the ELA Post-test.
Strategies	<ul style="list-style-type: none"> <li>1.1. Collaborative teams will meet four days per week to answer the first question of PLCs, “What knowledge and skills do we expect our students to learn?”               <ul style="list-style-type: none"> <li>1.1.1. Through targeted professional development, collaboration and coaching, teachers, specialists and assistants will thoroughly understand the grade level core curriculum that they teach and will identify the essential concepts on which they will focus their instruction.</li> <li>1.1.2. Grade level teams will utilize district and state assessments as the road map to guide instruction.</li> <li>1.1.3. Grade level teams will create and continuously build a curriculum map and scope and sequence for ELA.</li> <li>1.1.4. Grade level teams will create a list of essential concepts developed through vertical teaming.</li> </ul> </li> <li>1.2. Collaborative teams will meet four days per week to answer the second question of PLCs, “How will we know when students have learned the intended outcomes?”               <ul style="list-style-type: none"> <li>1.2.1. Grade level teams will regularly assess students using common formative assessments (benchmarks, unit tests, running records, and brief weekly or biweekly assessments) to monitor how students are progressing towards the achievement goals.</li> <li>1.2.2. Grade level teams will regularly analyze the results of these assessments to identify students who have or have not learned the intended outcomes.</li> </ul> </li> <li>1.3. Collaborative teams will meet four days per week to answer the third and fourth questions 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?”               <ul style="list-style-type: none"> <li>1.3.1. Grade level teams will use the results of their assessment analysis to plan targeted interventions for students who did not learn and extended learning opportunities for students who achieved the intended outcomes.</li> <li>1.3.2. An intervention period will take place for 30-50 min. daily, Monday - Thursday in each grade, to intervene in a timely manner to help ensure that all students learn. Specialists and literacy intervention assistants will assist grade level teams during this time. Grade level teams will</li> </ul> </li> </ul>

	<p>develop a plan that identifies which teacher/specialist/assistant will work with each group. Grade level teams will also develop plans and materials for each group.</p> <p>1.3.3. Leveled practice on computerized literacy programs for all students.</p> <p>1.3.4. Provide before and after school tutoring as needed and appropriate.</p> <p>1.4. Educational Specialists will provide coaching to all teachers to help improve instruction throughout the building.</p> <p>1.5. Upgrade technology as needed to support teachers in analyzing data</p> <p>2. Provide extended and integrated learning opportunities to increase knowledge and skills.</p> <p>2.1. Provide Mom and Me pre-school instruction for students who will be in Kindergarten next year.</p> <p>2.2. Full day kindergarten will be available to all students.</p> <p>2.3. Computer, Art, Music, PE and Science (CAMPS) teachers/assistants will integrate activities with the ELA core to provide additional learning opportunities for students and collaborative planning time for teachers.</p> <p>2.4. Students will receive weekly keyboarding practice, time on Utah Compose and formative RISE practice during the weekly computer rotation to improve their computer and test taking skills.</p> <p>2.5. Provide before and after school tutoring to review for end of year assessment.</p> <p>2.6. Provide summer school for targeted students to help prepare for the new school year.</p> <p>3. Increase and improve parental involvement to improve literacy.</p> <p>3.1. Conduct home visits with as many families as possible to create positive relationships and discuss goals for the school year.</p> <p>3.2. Provide Mom and Me pre-school instruction and hold classes for parents in the Family Learning Center to improve literacy instruction in the home.</p> <p>3.3. Provide on level take home books to students.</p> <p>3.4. Provide a structured and sequential phonics volunteer program for parents in Kindergarten and 1<sup>st</sup> grades.</p> <p>3.5. Increase volunteerism through encouragement during home visits.</p> <p>3.6. Hold an annual Family Engagement Night in which parents and students engage in activities that will improve student performance at school and in the home.</p> <p>3.7. Host one Academic Parent Teacher Teams (APTT) night to help parents understand the essential skills for each grade level and provide them with instruction and activities to work with their students at home to meet goals.</p>
Evidence-Based Research Support	<p>Journeys Comprehensive Core Literacy Program, Houghton Mifflin Harcourt</p> <p>Lexia Learning Software Program</p> <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., &amp; 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 a 35% increase in student scores from the English Language Arts pre-test to the English Language Arts post-test.</p> <p>Teachers will administer a pre-assessment for the whole year and will administer the same assessment at the end of the year to show growth (SLO). Teachers will also administer quarterly benchmarks, unit tests and other common formative assessments and will submit their data through Mastery Connect. Teachers will assess students' reading ability with monthly running records and DIBELS progress monitoring as well as Fountas and Pinnell assessments. Teachers and computer assistants will use RISE formative and Utah Compose to further assess reading and writing skills. 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"> <li>● PLC meetings focused on strengthening the components of PLCs and planning for effective interventions.</li> <li>● PLC meetings focused on effective data analysis and data dives</li> <li>● Teachers will take the district Comprehensive Balanced Literacy classes and receive aligned PD and coaching by the educational specialists.</li> <li>● A teacher representative will attend district ELA networking meetings and report back at faculty meetings.</li> <li>● Teachers will obtain an ESL endorsement within 3 years of teaching.</li> <li>● Observation studies will occur at scheduled times throughout the year. One teacher on each grade level will have the opportunity to teach while their other teammates, coaches, and administrators observe. Teams will all debrief afterward to determine next steps for each member of the team.</li> </ul>

	<ul style="list-style-type: none"> <li>● Site visits will be taken to form a network with teachers at other schools to collaborate about effective strategies.</li> <li>● Summertime PD on essential standards and curriculum mapping.</li> <li>● Summertime PD arranged by district Title I department.</li> <li>● PD for intervention assistants on DIBELS progress monitoring.</li> </ul>
Timeline	On-going but to be examined during daily planning meetings and in quarterly data meetings.
Responsible Parties	Administrators, specialists, teachers, intervention assistants, parents, students
<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"> <li>● Administrator and specialist participation in PLC meetings</li> <li>● Daily classroom walk-throughs conducted by the administration and specialists looking for: <ul style="list-style-type: none"> <li>○ focus walls</li> <li>○ posted objectives</li> <li>○ posted goals and results (growth and percent proficient)</li> </ul> </li> <li>● Documented growth on progress monitoring tools.</li> <li>● Team and individual data dives conducted after each benchmark assessment.</li> <li>● Reports from computerized literacy programs.</li> </ul>

**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 scores by 35% (or more) from the Math Pre-test to the Math Post-test.
Strategies	<ol style="list-style-type: none"> <li>1. Improve Tier I and Tier II Math Instruction to lead to greater growth and achievement.             <ol style="list-style-type: none"> <li>1.1. Collaborative teams will meet four days per week to answer the first question of PLCs, "What knowledge and skills do we expect our students to learn?"                 <ol style="list-style-type: none"> <li>1.1.1. Through targeted professional development, collaboration and coaching, teachers, specialists and assistants will thoroughly understand the grade level core curriculum that they teach and will identify the essential concepts on which they will focus their instruction.</li> <li>1.1.2. Grade level teams will utilize district and state assessments as the road map to guide instruction.</li> <li>1.1.3. Grade level teams will create and continuously build a curriculum map and scope and sequence for Math.</li> <li>1.1.4. Grade level teams will create a list of essential concepts developed through vertical teaming.</li> </ol> </li> <li>1.2. Collaborative teams will meet four days per week to answer the second question of PLCs, "How will we know when students have learned the intended outcomes?"                 <ol style="list-style-type: none"> <li>1.2.1. Grade level teams will regularly assess students using common formative assessments ( benchmarks, unit tests, fluency checks, and brief weekly or biweekly assessments) to monitor how students are progressing towards the achievement goals.</li> <li>1.2.2. Grade level teams will regularly analyze the results of these assessments to identify students who have or have not learned the intended outcomes.</li> </ol> </li> <li>1.3. Collaborative teams will meet four days per week to answer the third and fourth questions 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?"                 <ol style="list-style-type: none"> <li>1.3.1. Grade level teams will use results of their assessment analysis to plan targeted interventions for those who did not learn and extended learning opportunities for those who achieved the intended outcomes.</li> <li>1.3.2. An intervention period will take place for 30-50 min. daily, Monday - Thursday in each grade, to intervene in a timely manner to help ensure that all students learn. Specialists and math intervention assistants</li> </ol> </li> </ol> </li> </ol>

	<p>will assist grade level teams during this time. Grade level teams will develop a plan that identifies which teacher/specialist/assistant will work with each group. Grade level teams will also develop plans and materials for each group.</p> <p>1.3.3. Provide before and after school tutoring as needed and appropriate.</p> <p>1.4. Educational Specialists will provide coaching to all teachers to help improve instruction throughout the building.</p> <p>1.5. Upgrade technology as needed to support teachers in analyzing data</p> <p>2. Provide extended and integrated learning opportunities to increase knowledge and skills.</p> <p>2.1. Provide Mom and Me pre-school instruction for students who will be in Kindergarten next year.</p> <p>2.2. Full day kindergarten will be available to all students.</p> <p>2.3. Computer, Art, Music, PE and Science (CAMPS) teachers/assistants will integrate activities with the Math core to provide additional learning opportunities for students and collaborative planning time for teachers.</p> <p>2.4. Students will receive weekly keyboarding practice and formative RISE practice during the weekly computer rotation to improve their computer and test taking skills.</p> <p>2.5. Provide before and after school tutoring to review for end of year assessment.</p> <p>2.6. Provide summer school for targeted students to help prepare for the new school year.</p> <p>3. Increase and improve parental involvement to improve math understanding and skills.</p> <p>3.1. Conduct home visits with as many families as possible to create positive relationships and discuss goals for the school year.</p> <p>3.2. Provide Mom and Me pre-school instruction and hold classes for parents in the Family Learning Center to improve math instruction in the home.</p> <p>3.3. Increase volunteerism through encouragement during home visits.</p> <p>3.4. Hold an annual Family Engagement Night in which parents and students engage in activities that will improve student performance at school and in the home.</p> <p>3.5. Communicate clearly with the community regarding available homework help on the district website and on on-line Math Expressions resources.</p> <p>3.6. Host one Academic Parent Teacher Teams (APTT) night to help parents understand the essential skills for each grade level and provide them with instruction and activities to work with their students at home to meet goals.</p>
Evidence-Based Research Support	<p>Math Expressions Comprehensive Core Math Program, Houghton Mifflin Harcourt</p> <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., &amp; 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 math which will lead to a 35% increase in student scores from the math pre-test to the math post-test.</p> <p>Teachers will administer a pre-assessment for the whole year and will administer the same assessment at the end of the year to show growth (SLO). Teachers will also administer quarterly benchmarks, unit tests and other common formative assessments and will submit their data through Mastery Connect. Teachers will assess students' math fluency through regular progress monitoring. Teachers and computer assistants will use RISE formative to further assess math understanding and skills. 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"> <li>● PLC meetings focused on strengthening the components of PLCs and planning for effective interventions.</li> <li>● PLC meetings focused on effective data analysis and data dives.</li> <li>● A teacher representative will attend district Math networking meetings and report back at faculty meetings.</li> <li>● Teachers will obtain an ESL endorsement within 3 years of teaching.</li> <li>● Observation studies will occur at scheduled times throughout the year. One teacher on each grade level will have the opportunity to teach while their other teammates, coaches, and administrators observe. Teams will all debrief afterward to determine next steps for each member of the team.</li> <li>● Site visits will be taken to form a network with teachers at other schools to collaborate about effective strategies.</li> <li>● Summertime PD on essential standards and curriculum mapping.</li> <li>● Summertime PD arranged by district Title I department.</li> </ul>
<p>Timeline</p>	<p>On-going but to be examined during daily planning meetings and in quarterly data meetings.</p>

Responsible Parties	Administrators, specialists, teachers, intervention assistants, parents, students
<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"> <li>● Administrator and specialist participation in PLC meetings</li> <li>● Daily classroom walk-throughs conducted by the administration and specialists looking for: <ul style="list-style-type: none"> <li>○ focus walls</li> <li>○ posted objectives</li> <li>○ posted goals and results (growth and percent proficient)</li> </ul> </li> <li>● Documented growth on progress monitoring tools.</li> <li>● Team and individual data dives conducted after each benchmark assessment.</li> </ul>



**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 inappropriate student behaviors requiring intervention by 10%.
Strategies	<ol style="list-style-type: none"> <li>1. Maintain student attendance percentage greater than 93%             <ol style="list-style-type: none"> <li>1.1. Teachers will use engaging and effective instructional practices to encourage students to attend school regularly, including the use of student data notebooks and attendance charts.</li> <li>1.2. Students will receive a ticket each week that they have perfect attendance (no tardies/late check-in/check-out). One ticket will be drawn at the end of the year for a prize.</li> <li>1.3. Grade level teams will discuss individual students in PLC's to develop and implement interventions for students with attendance problems.</li> <li>1.4. The school will provide the community with information regarding the importance of attendance and punctuality at school in English and Spanish.</li> <li>1.5. The school will provide incentives/rewards for students/classes with 100% attendance and 0 tardies.</li> </ol> </li> <li>2. Develop a school culture that encourages and rewards student social and academic achievement             <ol style="list-style-type: none"> <li>2.1. Grade level team leaders will continue to review and revise school rules and policies. All employees will help monitor and reward positive behavior in these areas.</li> <li>2.2. All staff will utilize the behavior hierarchy created by the Behavior Support Team.</li> <li>2.3. Grade level teams will develop and then clearly teach classroom rules and expectations (behavioral and academic) to all students and will monitor student progress using student data notebooks.</li> <li>2.4. All teachers will implement the Positive Action Program, starting each morning with a 15-20 minute lesson.</li> <li>2.5. A Playworks Coach will be hired to teach and encourage appropriate play and conflict resolution on the playground as well as to train playground staff.</li> <li>2.6. Grade level teams will use student behavioral and academic data in PLC's to develop and implement interventions and supports for all students.</li> <li>2.7. Grade level team leaders will develop and maintain reward systems to provide incentives for students with positive behavior including: Leadership Awards, Principal's 100 Club, Mountain Man Awards, Attendance Incentives, and Home Reading Dog Tags.</li> </ol> </li> <li>3. Provide leadership opportunities for students</li> </ol>

	<p>3.1. Teachers will have classroom jobs/helpers that all students will have the opportunity to participate in.</p> <p>3.2. Jr. Coaches will be trained under the Playworks Coach to help encourage appropriate play and conflict resolution with younger students.</p> <p>4. Create a system of support to help all students and their families meet their complex needs through coordinated educational, health, human, and community services..</p> <p>4.1. The Climate and Culture Specialist and Family Learning Center Assistants will facilitate and provide family classes in the Family Learning Center in a variety of areas including: English Language Acquisition, Computer Skills, Parenting, Love and Logic, Spanish, Budgeting, Sewing, Family Literacy, Math, etc.</p> <p>4.2. Oquirrh Elementary will survey the community to determine needs and involve parents in making decisions and implementing family involvement activities. (Family Engagement Night, Cultural Day, etc.).</p> <p>4.3. Oquirrh Elementary will provide increased access to health related services and community resources through increased communication and the development of a Family Support Team including the School Psychologist, Culture/Climate Specialist, McKinney-Vento Assistant, and Parent Liaison.</p> <p>4.4. Oquirrh Elementary will increase parent involvement by improving communication, including parents on decision making committees, and providing opportunities for volunteerism.</p> <p>4.5. An assistant principal will be hired to help with student discipline and other responsibilities. This will allow for better communication with parents about behavior/discipline as well as meetings with teachers and parents to create plans to help their child be more successful..</p>
<p>Evidence-Based Research Support</p>	<p>Positive Action wellbeing and behavior program</p> <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., &amp; 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 believe that with professional development on behavior and procedures, focus on school-wide positive behavior supports, and strong collaboration in daily planning meetings, we can reduce the number of student behaviors requiring intervention by 10%.</p> <p>Attendance Reports will be printed regularly to determine progress. A compulsory education letter explaining the importance of attendance will be shared with parents and students as well as letters when attendance starts or continues to be an issue. Student data notebooks and public attendance charts will be maintained in the classroom to track progress. PLC notes will be maintained and shared appropriately. A record of services provided to families will be kept as well as an attendance record of participation at Family Learning Center classes. A survey will be given at the end of the to assess parent/student/teacher perspective.</p>
<p>Professional Development to Support Strategies</p>	<ul style="list-style-type: none"> <li>● PLC meetings focused on strengthening the components of PLCs and planning for effective interventions.</li> <li>● PLC meetings focused on a variety of effective behavior management strategies, including ideas from <i>Teach Like a Champion</i> and district trainings.</li> <li>● Teachers will receive individual assistance and additional training to address student needs.</li> <li>● Site visits will be taken to form a network with teachers at other schools to collaborate about effective strategies.</li> <li>● Teachers will learn how to develop a basic functional behavioral assessments and behavior intervention plans and how to provide tier 2 and 3 interventions for behavior.</li> <li>● Teachers will receive training on working with diverse populations.</li> <li>● Teachers will receive training on how to better involve and use parent volunteers</li> <li>● Teachers will receive training from a Playworks Coach during Class Game Time.</li> </ul>
<p>Timeline</p>	<p>On-going but to be examined during daily planning meetings and in quarterly data meetings.</p>
<p>Responsible Parties</p>	<p>Administrators, specialists, teachers, intervention assistants, parents, students</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps</p>	<ul style="list-style-type: none"> <li>● Administrator and specialist participation in PLC meetings</li> <li>● Daily classroom walk-throughs conducted by the administration and specialists looking for: <ul style="list-style-type: none"> <li>○ focus walls</li> <li>○ posted objectives</li> <li>○ posted goals and results (growth and percent proficient)</li> </ul> </li> <li>● Tracking/timing of procedures</li> <li>● Monthly attendance reports.</li> <li>● Monthly behavior reports.</li> </ul>

associated with this goal?)	
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## 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	\$475,410.88	This budget will provide: <ul style="list-style-type: none"> <li>● Salary for .5 FTE Assistant Principal</li> <li>● Salary for 4.0 FTE Licensed Teachers</li> <li>● 17 hour reading assistants</li> <li>● 17 hour math assistants</li> <li>● Mastery Connect Item Bank</li> <li>● Playworks Coach Agreement</li> <li>● Salaries for Summer School</li> <li>● Stipends for Summer Home Visits</li> <li>● Salaries for Origo Math Training</li> <li>● Salaries for Teacher Professional Development</li> </ul>
Title 1 Family Involvement	\$5,563.00	This budget will provide: <ul style="list-style-type: none"> <li>● Mom and Me Preschool Materials</li> <li>● Family Learning Center Materials</li> <li>● Family Engagement Night</li> <li>● Cultural Day</li> <li>● Other family programs or events</li> </ul>
Land Trust	\$72,968.25	This budget will provide: <ul style="list-style-type: none"> <li>● Partial Salary for BTSALP art specialist</li> <li>● Summer Team Planning Meetings</li> <li>● A 17 hour music assistant</li> <li>● A 17 hour science assistant</li> <li>● 17 hour classroom assistants</li> </ul>
BTSALP		This budget will provide: <ul style="list-style-type: none"> <li>● Partial Salary for BTSALP art specialist</li> </ul>
EdTech	\$39,380	This budget will provide: <ul style="list-style-type: none"> <li>● Two 17 hour computer assistants</li> <li>● New technology resources</li> </ul>
K-3 Grant \$	Funded at District level, no school level budget	This budget will provide: <ul style="list-style-type: none"> <li>● A 17 hour literacy assistant</li> <li>● Salaries for 2.0 FTE full day kindergarten</li> <li>● Salaries for two 17 hour kindergarten assistants</li> </ul>
PLC	\$18,245	This budget will provide: <ul style="list-style-type: none"> <li>● Partial Salary for BTSALP art specialist</li> </ul>
In Lieu	\$32,560	This budget will provide: <ul style="list-style-type: none"> <li>● Substitute teachers for professional development and IEP meetings</li> <li>● Supplies for students and teachers</li> </ul>

		<ul style="list-style-type: none"><li>• Additional classified staff as needed</li></ul>
Supply	\$24,608	This budget will provide: <ul style="list-style-type: none"><li>• Supplies for students and teachers</li></ul>