

Part 1

Comprehensive Needs Assessment ESEA 1114(b)(1)(A)

Before developing a schoolwide plan, schools conduct a multi-data source needs assessment to determine the school population’s specific needs in relation to the Utah State Common Core Standards. Data should include, but is not limited to:

CRT, UCAS, DWA, DIBELS, SuccessMaker, attendance patterns, demographic data and parent involvement data.

List trends below (multi-year data) and attach data sheets as needed.

Indicator	2012	2013	2014 SAGE HES-State-WCSD	Notes
CRT Literacy Trends	81% Passing	85% Passing	3--39%-44%-45% 4--56%-41%-46% 5—50%-43%-46%	2014 scores are SAGE.
CRT Math Trends	79% Passing	83% Passing	3--42%-44%-45% 4--57%-47%-52% 5—57%-44%-48%	
CRT Science Trends	68% Passing	80% Passing	4--55%-42%-44% 5—48%-44%-46%	
Growth (UCAS)	467	531	Not released yet	
SuccessMaker data	XXX	3rd Lang Arts .945 3rd Math .856 4th Lang Arts .935 4th Math .876 5th Lang Arts.824 5th Math .884	3rd Lang Arts .1066 3rd Math .757 4th Lang Arts .965 4th Math .753 5th Lang Arts .913 5th Math .853	We calculated the growth minus the growth scores of students with fewer than 10 hours in SM.
DWA	83% Passing	90% Passing	99% Passing (All but one student passed)	
DIBELS	69% Passing	65% Passing	64% Passing	
Attendance concerns	5.6% Average Absent per day	4.9% Average Absent per day	4.8% Average Absent per day	
Demographic concerns	66% low SES	64% low SES	58% (2014) 63% (2015)	
Parent Involvement				
Other data as determined by school				

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

Title I schools are required to set annual goals to address needs determined during their needs assessment. Goals should be specific, measurable, attainable, realistic and time-based (SMART). Schools should describe the specific strategies and action steps that will be used to improve student achievement. Please use one page for each goal.

GOAL	First Grade, Language Arts 85% of students will be proficient in language arts by the end of the school year.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will follow the curriculum and meet as a team weekly to discuss students' progress. We will create plans to meet the students' individual needs and utilize the REAL Time to teach students in homogenous groups.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	1 st grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	Common assessments (scheduled assessments) as part of the Treasures Language Arts program. We will use the weekly assessments as a measure of students understanding to guide our instruction. We will use the benchmark assessments as a measure of proficiency. We will use the DIBELS assessments to measure the students' progress in fluency. Anecdotal records will be done daily. We will use the weekly Treasures assessments and weekly common assessments from our REAL Time. We will use the benchmark assessments at the scheduled times.
Summative Assessment Tools	DIBLES End-of-year assessment. Treasures Benchmark Assessment

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

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GOAL	First Grade, Math 80% of students will be proficient in math by the end of the school year.
Strategies	We will follow the curriculum and meet as a team weekly to discuss students' progress. We will create plans to meet the students' individual needs and utilize the REAL Time to teach students in homogenous groups.
Professional Development Activities	Using our Guaranteed and Viable Curriculum as a guide, we will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	1 st grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	Common assessments (scheduled assessments) as part of the My Math program. We will use the weekly assessments as a measure of students understanding to guide our instruction. We will use the benchmark assessments as a measure of proficiency. Anecdotal records will be done daily. We will use the weekly My Math assessments and weekly common assessments from our REAL Time. We will use the benchmark assessments at the scheduled times.
Summative Assessment Tools (used to evaluate effectiveness of Schoolwide Plan	My Math Benchmark assessment.

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

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GOAL	Second Grade, Language Arts 80% of students will be proficient in language arts by the end of the school year.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will follow the curriculum and meet as a team weekly to discuss students' progress. We will use tier II instruction for students that are not on grade level. We will create plans to meet the students' individual needs and utilize the REAL Time to teach students in homogenous groups.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	2 nd grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	We will use the weekly Treasures Assessments. We will use the benchmark assessments. We will use running records. We will use the writing assessments from Treasures that are not being used as a part of the benchmark assessments. We will use anecdotal records. Weekly assessments will be done weekly. Benchmark assessments will be done at the scheduled times. Running records will be completed on every student at least every two weeks. Writing assessments will be completed at the end of each unit. Anecdotal records will be used on a daily basis.
Summative Assessment Tools	DIBLES End-of-year assessment. Treasures Benchmark Assessment

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

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GOAL	Second Grade, Math 85% of students will be proficient in math by the end of the school year.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will use the Am I Ready to do pre-interventions on students that do not understand the concepts. We will also prepare plans to help the students that have mastered the concepts to be able to extend their learning. We will use the pretests to help determine the greatest needs when teaching whole group lessons. We will invite students that are struggling to participate in before or after school tutoring. We will meet to discuss students' needs in PLC's, we create plans to meet those students' needs.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	2 nd grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	We will use the: Am I Ready? Check My Progress Performance tasks Chapter Assessments District assigned benchmark assessments Am I Ready?--Prior to the start of each chapter Check My Progress--Throughout the chapters Performance tasks--at the conclusion of each chapter Chapter Assessments--at the conclusion of each chapter Benchmark Assessments--Once each quarter
Summative Assessment Tools	My Math Benchmark Assessments

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

Title I schools are required to set annual goals to address needs determined during their needs assessment. Goals should be specific, measurable, attainable, realistic and time-based (SMART). Schools should describe the specific strategies and action steps that will be used to improve student achievement. Please use one page for each goal.

GOAL	Third Grade, Language Arts 44% of students will be proficient in language arts by the end of year SAGE test. Last year 3 rd grade had 39% proficient in SAGE, with the State and District at 44% and 45%.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will use the weekly assessments to monitor individual student's needs. We will meet during PLCs to create plans to meet those needs. We will use the benchmark assessments to set long term goals and use the results of those assessments to create long term plans for growth. These plans will be executed in small group lessons in the classroom and during REAL Time as a grade level.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	3 rd grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	We will use the weekly assessments as a measure of students understanding to guide our instruction. We will use the benchmark assessments as a measure of proficiency. For planning to meet individual student's needs we will assess weekly. We will use the benchmark assessments at the districts recommended times. These will be used to plan and measure long term goals. We will also use this data to plan the major portions of our Raising Everyone's Academic Level Time. (REAL Time)
Summative Assessment Tools	DIBLES End-of-year assessment. Treasures Benchmark Assessment SAGE test

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

Title I schools are required to set annual goals to address needs determined during their needs assessment. Goals should be specific, measurable, attainable, realistic and time-based (SMART). Schools should describe the specific strategies and action steps that will be used to improve student achievement. Please use one page for each goal.

GOAL	Third Grade, Math 47% of students will be proficient in math as measured by the SAGE test. Last year 3 rd grade had 42% proficient in SAGE Math, with the State and District at 44% and 43%.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will use the Check My Progress assessments to create interventions during the chapter and carry those plans out in small group instruction. We will use the chapter assessments to monitor individual student's needs. We will meet during PLCs to create plans to meet those needs. We will use the benchmark assessments to set long term goals and use the results of those assessments to create long term plans for growth. These plans will be executed in small group lessons in the classroom and during REAL Time as a grade level.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	3 rd grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	We will use the: Am I Ready? Check My Progress Chapter Assessments District assigned benchmark assessments Am I Ready?--Prior to the start of each chapter Check My Progress--Throughout the chapters Chapter Assessments--at the conclusion of each chapter Benchmark Assessments--Once each quarter
Summative Assessment Tools	SAGE test.

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

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GOAL	4 th Grade, Language Arts 39% of our students were proficient on their 3 rd grade SAGE test. We had 56% proficient last year in 4 th grade, while 41% and 46% were the State and District averages. With that, our goal is to have 61% be proficient in Language Arts at the end of the school year.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will use the weekly assessments to monitor individual student's needs. We will meet during PLCs to create plans to meet those needs. We will use the benchmark assessments to set long term goals and use the results of those assessments to create long term plans for growth. We will also use the data to invite students to participate in an after school tutoring program as needed. These plans will be executed in small group lessons in the classroom and during REAL Time as a grade level.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	4 th grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	We will use the weekly assessments as a measure of students understanding to guide our instruction. We will use the benchmark assessments as a measure of proficiency. For planning to meet individual student's needs we will assess weekly. We will use the benchmark assessments at the districts recommended times. These will be used to plan and measure long term goals. We will also use this data to plan the major portions of our Raising Everyone's Academic Level Time. (REAL Time)
Summative Assessment Tools	Student Assessment of Growth and Excellence (SAGE)

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

Title I schools are required to set annual goals to address needs determined during their needs assessment. Goals should be specific, measurable, attainable, realistic and time-based (SMART). Schools should describe the specific strategies and action steps that will be used to improve student achievement. Please use one page for each goal.

GOAL	4 th Grade, Math 42% of our students were proficient on their 3 rd grade SAGE Math test. We had 57% proficient last year in 4 th grade, while 47% and 52% were the State and District averages. With that, our goal is to have 61% be proficient in Math at the end of the school year.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will use the Check My Progress assessments to create interventions during the chapter and carry those plans out in small group classroom instruction, and before or after school tutoring. We will use the chapter assessments to monitor individual student's needs. We will meet during PLCs to create plans to meet those needs. These plans may include before or after school tutoring. We will use the benchmark assessments to set long term goals and use the results of those assessments to create long term plans for growth. These plans will be executed in small group lessons in the classroom and during REAL Time as a grade level.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	4 th grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	We will use the: Am I Ready? Check My Progress Chapter Assessments District assigned benchmark assessments Am I Ready?--Prior to the start of each chapter Check My Progress--Throughout the chapters Chapter Assessments--at the conclusion of each chapter Benchmark Assessments--Once each quarter
Summative Assessment Tools	Student Assessment of Growth and Excellence (SAGE)

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

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GOAL	4 th Grade, Science We had 55% proficient in last year's SAGE test for 4 th grade Science, while 42% and 44% were the State and District averages. With that, our goal is to have 60% be proficient in Science at the end of the school year.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will utilize the STEM teacher to reinforce the lessons we teach in the classroom using Guaranteed and Viable Curriculum that we have identified in conjunction with the STEM teacher and other grade levels in our school. We will plan meaningful fieldtrips and presenters to help solidify and bring to life the concepts that are taught by us and our STEM teacher. We will host after school science activities (Utah FIRST LEGO League, Science Olympiad, STEM presentations to parents, and Science Fair) We will discuss our students' progress on scientific concepts and plan interventions, which will be taught in the classroom as needed.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	4 th grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	We will use the common assessments at regularly scheduled intervals.
Summative Assessment Tools	Student Assessment of Growth and Excellence (SAGE)

Part 2

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GOAL	5 th Grade, Science We had 53% proficient in last year's SAGE test for 5 th grade Science, while 44% and 46% were the State and District averages. With that, our goal is to have 60% be proficient in Science at the end of the school year.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will utilize the STEM teacher to reinforce the lessons we teach in the classroom. We will utilize the STEM teacher to reinforce the lessons we teach in the classroom using Guaranteed and Viable Curriculum that we have identified in conjunction with the STEM teacher and other grade levels in our school. We will plan meaningful fieldtrips and presenters to help solidify and bring to life the concepts that are taught by us and our STEM teacher. We will host after school science activities (Utah FIRST LEGO League, Science Olympiad, STEM presentations to parents, and Science Fair) We will discuss our students' progress on scientific concepts and plan interventions as needed.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	5 th grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	We will use the common assessments at regularly scheduled intervals.
Summative Assessment Tools	Student Assessment of Growth and Excellence (SAGE)

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

Title I schools are required to set annual goals to address needs determined during their needs assessment. Goals should be specific, measurable, attainable, realistic and time-based (SMART). Schools should describe the specific strategies and action steps that will be used to improve student achievement. Please use one page for each goal.

GOAL	5 th Grade, Language Arts 56% of our students were proficient on their 4 th grade SAGE LA test. We had 50% proficient last year in 5 th grade, while 43% and 46% were the State and District averages. With that, our goal is to have 60% be proficient in Language Arts at the end of the school year.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will use the weekly assessments to monitor individual student's needs. We will meet during PLCs to create plans to meet those needs. We will use the benchmark assessments to set long term goals and use the results of those assessments to create long term plans for growth. These plans will be executed in small group lessons in the classroom and during REAL Time as a grade level.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	5 th grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	We will use the weekly assessments as a measure of students understanding to guide our instruction. We will use the benchmark assessments as a measure of proficiency. For planning to meet individual student's needs we will assess weekly. We will use the benchmark assessments at the districts recommended times. These will be used to plan and measure long term goals. We will also use this data to plan the major portions of our Raising Everyone's Academic Level Time. (REAL Time)
Summative Assessment Tools	Student Assessment of Growth and Excellence (SAGE)

Part 2

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GOAL	5 th Grade, Math 57% of our students were proficient on their 4 th grade SAGE Math test. We had 57% proficient last year in 4 th grade, while 44% and 48% were the State and District averages. With that, our goal is to have 61% be proficient in Math at the end of the school year.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will use the Check My Progress assessments to create interventions during the chapter and carry those plans out in small group classroom instruction, and before or after school tutoring. We will use the chapter assessments to monitor individual student's needs. We will meet during PLCs to create plans to meet those needs. These plans may include before or after school tutoring. We will use the benchmark assessments to set long term goals and use the results of those assessments to create long term plans for growth. These plans will be executed in small group lessons in the classroom and during REAL Time as a grade level.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	5 th grade teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	We will use the: Am I Ready? Check My Progress Chapter Assessments District assigned benchmark assessments Am I Ready?--Prior to the start of each chapter Check My Progress--Throughout the chapters Chapter Assessments--at the conclusion of each chapter Benchmark Assessments--Once each quarter
Summative Assessment Tools	Student Assessment of Growth and Excellence (SAGE)

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

Title I schools are required to set annual goals to address needs determined during their needs assessment. Goals should be specific, measurable, attainable, realistic and time-based (SMART). Schools should describe the specific strategies and action steps that will be used to improve student achievement. Please use one page for each goal.

GOAL	Kindergarten Language Arts Every student will be able to correctly identify the sounds in CVC words. 95% of our students will be able to read all of the Kindergarten sight words with 100% accuracy.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will follow the curriculum and supplement phonemic awareness activities as needed. We will meet weekly to discuss students' progress and plan interventions and extensions as needed.
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	Kindergarten teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	District Benchmark assessments and Treasures assessments.
Summative Assessment Tools	Kindergarten Pre/post Assessment

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

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GOAL	Kindergarten Math 90% of our students will be able to complete basic addition and subtraction problems with 85% accuracy.
Strategies	Using our Guaranteed and Viable Curriculum as a guide, we will focus lessons on how to listen to and follow multistep directions. We will use the Am I Ready to gain an understanding of the students' needs. We will make adjustments in our teaching based on the students demonstrated understanding and needs. We will meet to discuss students' needs in PLC's, we will create plans to meet those students' needs. We will meet with students that are struggling on concepts in small homogeneous groups. (across the grade level)
Professional Development Activities	We will meet weekly with Mrs. Chantelle Browning for "ChanService" to be trained on best practices. We will use this training to provide high quality instruction. We will make adjustments as needed based on our reflections. Our teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Responsible Parties	Kindergarten teachers, administration, staff developer, students, and parents.
Formative Measurement Dates and Assessment Tools	District Benchmark assessments and My Math assessments.
Summative Assessment Tools	Kindergarten Pre/post Assessment

Part 2

Goals & Reform Strategies ESDA 1114(b)(1)(B)

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GOAL	Increase parent involvement at Math and Literacy Nights.
Strategies	In years' past the tradition has been to have a math or literacy night as game night, with little preparation and low interest activities. Parents had lost interest in these events. In the previous years, we have changed the type of activities, but the precedent has led to low attendance. We will try to change the perception of these Math and Literacy nights by re-branding them as STEM (Science Technology Engineering and Math) and Literacy nights. We will have two of these STEM & Literacy nights this year. We will change the focus from low interest activities to high-engagement activities that involve parents, students, and teachers. We will combine our second STEM and Literacy night with a family picnic that has been hugely popular in past years.
Professional Development Activities	Paul Tauilili, our school STEM teacher, will help grade levels prepare engaging STEM activities that the teachers can combine with literacy strategies and share with the students and parents.
Responsible Parties	Paul Tauilili, administration, staff developer, and grade level teams.
Formative Measurement Dates and Assessment Tools	Parent attendance sheets.
Summative Assessment Tools	A post assessment with parent survey sent via email.

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GOAL	Improve student learning by increasing engagement and increase positive student-teacher interaction compared to correctives.
Strategies	We will be implementing Collaborative Team Coaching with our PLC teams, encouraging and enabling them to look at their teaching practice in 1 st grade-level teams and then in cross grade level teams. We will teach the use of engaging and effective technology tools to teachers in bi-monthly technology trainings organized and taught by our school technology team. In a weekly inservice that we call Chanservice, our staff developer, Chantelle Browning will teach engagement techniques to teachers.
Professional Development Activities	We will teach the use of engaging and effective technology tools to teachers in bi-monthly technology trainings organized and taught by our school technology team. In a weekly inservice that we call Chanservice, our staff developer, Chantelle Browning will teach engagement techniques to teachers. Travis Wilstead and Matthew Lowe will also teach inservice lessons and lead the implementation of Collaborative Team Coaching in the school.
Responsible Parties	Administration, staff developer, tech team, and grade level teams.
Formative Measurement Dates and Assessment Tools	Formative Collaborative Team Coaching and Student Engagement Observation forms.
Summative Assessment Tools	Formal classroom observations.

Part 3

Instruction by Highly Qualified Teachers ESEA 1114(b)(1)(c)

In Title I schools, instruction must be provided by highly qualified staff (both certified and classified). List the school staff on this form or download a HQ Teacher/Para report from CACTUS. Use additional pages as needed.

Teacher	Grade Level or assignment	Yes HQ	No HQ
Browning, Chantelle	Staff Developer	X	
Bastian, Amy	3rd	X	
Campbell, Janice	Sp Ed mild/moderate	X	
Clay, Shane	3 rd Grade Dual Immers.	X	
Covington, Margene	Kindergarten	X	
Creel, Shirley	Kindergarten	X	
Engelen, Lynda	4 th Grade	X	
Fordham, Yvonne	1 st Grade	X	
Haddox, Francis	LLI Reading Teacher	X	
Hall, Peggy	3 rd Grade	X	
Haslam, Chelsea	4 th Grade	X	
Hastings, Roma Ann	4 th Grade	X	
Herrick, Megan	2 nd Grade	X	
Ionel, Nicolie	3 rd Grade Intern	X	
Johnson, Leslie	SpEd Moderate/Severe	X	
McCombs, Janeida	1 st Grade Dual Immers.	X	
Mildenhall, Ellen	5 th Grade	X	
Moss, Kellie	4 th Grade	X	
Nelson, Rebecca	Speech	X	
Nichols, Pam	2 nd Grade Dual Immers	X	
Pfleiderer, Penny	3 rd Grade	X	
Nixon, Brylee	5 th Grade Intern	X	
Rosenberg, Hillarie	2 nd Grade Dual Immers.	X	
Rowan, Miki	1 st Grade Dual Immers.	X	
Sanders, Joyce	Physical Education	X	
Shurtz, Tracy	Counselor		
Sorensen, Lori	Kindergarten	X	
Sip, Holly	3 rd	X	
Tanner, Destiny	1 st Grade	X	
Tauilili, Paul	STEM	X	
Vidal, Sara	3 rd Grade Dual Immers.	X	
Zaleski, Dan	5 th Grade	X	
Lowe, Matthew	Teacher on Special Assignment	X	
Wilstead, Travis	School Principal	X	

Part 3

Instruction by Highly Qualified Teachers ESEA 1114(b)(1)(c)

In Title I schools, instruction must be provided by highly qualified staff (both certified and classified). List the school staff on this form or download a HQ Teacher/Para report from CACTUS. Use additional pages as needed.

Teacher	Grade Level or assignment	Yes HQ	No HQ
Borja, Myra	Dual Immersion classroom aide	X	
Bowman, Elizabeth	Preschool Assistant	X	
Brueck, Marti	Librarian	X	
Cottam, Lauree	Classroom Aide	X	
Crosby, Cheree	Pre-school Instructor	X	
Curtis, Amber	Dual Immersion Classroom Aide	X	
Hall, LaRee	Special Education Aide	X	
Hutchings, Susan	Classroom Aide	X	
Imlay, Lisa	Severe Special Education Aide	X	
Jackson, Summer	Severe Special Education Aide	X	
Jessop, Tiffany	Severe Special Education Aide	X	
Jones, Ruth	Classroom Aide	X	
Katzenbach, Lori	Classroom Aide	X	
Landis, Nicky	Classroom Aide	X	
Leavitt, Chanda	Severe Special Education Aide	X	
McConkie, Jan	Severe Special Education Aide	X	
Paletta, Christine	Dual Immersion Classroom Aide	X	
Parker, Denise	Preschool Aide	X	
Phillips, Vickie	Computer Lab Aide	X	
Sant, Burton	Severe Special Education Aide	X	
Schmidt, Betty	Dual Immersion classroom aide	X	
Sorensen, Vickie	Success Maker Computer Aide	X	
Valdez, Nate	Physical Education Aide	X	
Wastling, Shannon	English Language Learners' Aide	X	
Wilson, Lindsay	Severe Special Education Aide	X	

Part 4

Professional Development Plan ESEA 1114(b)(1)(D)

Describe all professional learning necessary to support the goals, strategies and action steps included in your Schoolwide Plan. Please keep a record of all professional development activities that includes: topic, presenter, participants and assignments or new learning. (Use the Title I documentation forms.)

Professional Development Activity	What new information/skills do you expect participants to learn?	Cost	Timeline	Responsible Party
Kagan Training: Winter Conference for new teachers.	Teaching using research-based group-work strategies and engaging classroom management that maximizes learning.	5,900	February	Matthew Lowe
Weekly in-service using targeted needs assessments.	Effective instructional strategies, new curriculum, communication strategies, and goal setting for improved student achievement.	Stand ard FTE	2014-15 school year, weekly	Chantelle Browning
Summer Training	In June 2015 we will hold a training for the staff, members of the SCC, and PTO. In this training we will have workshops to teach Standards, create a school mission and vision statement, learn best practices, sharpen our GVC's, and teach state procedures.	\$3,000	July 16-17	Chantelle Browning, Travis Wilstead, Matthew Lowe
PLC Conference	To improve our PLC Process, we will send a team of 8 to a Solution Tree conference where we can learn to improve our teams and increase student learning.	\$11,630	Spring 2015	Travis Wilstead, Matthew Lowe
Advanced Title I Principals' Conference	This professional development will help us measure, give feedback for, and improve engagement in the classroom.	\$430	6 sessions over the 2014-15 school year	Travis Wilstead, Matthew Lowe
National Title I Conference	This professional development will teach us better ways of engaging students, involve parents, and improve test scores at HES.	\$392	6 sessions over the 2014-15 school year	Travis Wilstead, Matthew Lowe
Title I Directors' Conference	This professional development will teach us better ways of engaging students, involve parents, and improve test scores at HES.	\$63	November 2014	Travis Wilstead

Part 4B

Professional Development Record

Professional Development Activity:

Presenter:

Date(s):

Scientifically Based Research to Support:

What new information/skills can participants now do or know?

What evidence do we have that this has impacted student learning?

Part 5

Parent Involvement ESEA 1114(b)(2)(Bii)(Biv)

In Title I schools, parents are involved in the development of the Schoolwide Plan, the Parent Compact, and the Parent Involvement Policy. In addition, all parents should be informed about school plans, activities, teacher qualifications and their role in the success of their children as learners in an understandable format. Complete the following and attach copies of parent communication.

Describe the processes used to involve parents in the development of the Schoolwide Plan, Parent Compact and Parent Involvement Policy.

We meet with the PTO and School Community Council monthly. We have them approve and help develop these policies. We meet with the School Community Council three times a year (October 23 (rescheduled from October 14), Thursday January 8, and Thursday May 14) to discuss the Schoolwide Plan, Parent Compact, and Parent Involvement Policy. If changes are needed from the previous policy, those changes are discussed and decided within that meeting.

Describe how the Schoolwide Plan Summary was made available to parents and in what language(s).

- We make the summary available online at hes.washk12.org and have this information available in both Spanish and English.

Describe how the School Compact and Parent Involvement Policy were disseminated to parents.

- During the initial SEP, teachers discuss the School Compact and Parent Involvement Policy with parents.

List the school website URL and describe what documents/communication are available to parents on the site.

- At hes.washk12.org we post the agenda and minutes of our School Community Council meetings. We post our school newsletter on the website. We also have a link that allows parents to email the school administration in order to report bullying anonymously.

Part 6

Decisions regarding Use of Assessments ESEA 1114(b)(1)(H)

Please list below grade level assessments used by teachers to monitor the progress and learning of all students.

Assessment	Grade	Date	Formative	Summative
MyMath Benchmark Assessment #1	k-5	October 15	x	
MyMath Benchmark Assessment #2	k-5	December 19	x	
MyMath Benchmark Assessment #3	k-5	March 6	x	
MyMath Benchmark Assessment #4	k-5	May 15		x
Treasures Unit Assessment #1	k-5	9-15 to 10-3	x	
Treasures Unit Assessment #2	k-5	12-8 to 1-15	x	
Treasures Unit Assessment #3	k-5	3-30 to 4-18		x

Add additional lines as needed

Part 7

RTI ESEA 1114(b)(1)(I)

In Title I schools, procedures are in place to ensure that students who experience difficulty learning content during Tier I instruction are provided timely, additional assistance. Please answer the following questions and detail below your school's RTI plan for each grade level. (SuccessMaker may be included as Tier II.)

How will the school identify which students experience difficulty with content following Tier I instruction?

- Professional Learning Community (PLC) meetings are held weekly on Tuesday mornings at 7:45, in which a team of grade-level teachers discuss assessment results, and make plans for individual students, based on those results, to help students achieve grade level standards. Students are targeted to Tier II interventions and enrichment lessons at this meeting.
- For students who do not respond to Tier II interventions, a weekly Student Support Team (SST) meeting is held on Thursday mornings at 8:00. In this meeting, a plan is created to support the teacher and student, and when necessary, refer a student to Tier III accommodations.

What interventions will the school provide for students experiencing difficulty with learning objectives?

- The best accommodation for a student is with high-quality Tier I instruction. Because of this, we provide ongoing training and support for teachers to teach Tier I at a high level.
- At 1:00-1:30 Monday through Thursdays, we have REAL Time (Raising Everyone's Academic Level) in which teachers, aides, and administrators provide targeted intervention.
- During center time, both in Math and ELA instruction, teachers provide individualized instruction for students who perform poorly on assessments.
- We have two ½ day LLI instructors who provide English language instruction for 1-3rd grade students who test far below their grade level.

How will the school evaluate the effectiveness of the RTI provided?

- All RTI is evaluated with pre and post test data.

Please attach an RTI Schedule

Each day between 1:00 and 1:30 we have Raising Everyone's Academic Level (REAL) Time. REAL Time, when teachers work with students at their present level.

Wednesday mornings at 7:30-8:15 teachers meet to discuss and review student data, begin plans for REAL Time and discuss best practices and successful teaching strategies.

During PE time (one hour during the school day on Wednesday) teachers meet to plan and prep for REAL Time.

One hour per week is spent (time is scheduled weekly) in professional development with our staff developer, principal, or Title I coordinator.

SST Meetings are held each Thursday morning to discuss and plan for students with Tier II and Tier III needs.

Part 8

Budgets ESEA 1114(b)(1)(J)

Title I schools receive Title I funds to supplement other local, state and federal funds used for instruction of literacy, math and science. Please detail below the school Title I budget and any other funds used to supplement the regular school budget (Trustlands, Technology, grants & donations) for instruction of literacy, math and science.

Title I Account	Amount Allocated	Describe how this expenditure will support the Schoolwide Plan
Professional Employee Training	5,900	Our new teachers will be trained in Kagan strategies in order to teach with better engagement and useful cooperative grouping.
Professional Employee Training	11,630	A team of teachers will be trained to help improve our school PLC.
Additional Payroll	10,000	Before and after school tutoring in order to help students meet core curriculum needs.
Additional Payroll Training Stipends	3,000	In June 2015 we will hold a training for the staff, members of the SCC, and PTO. In this training we will have workshops to teach the Utah Core, create a school mission and vision statement, and state procedures.
Additional Payroll Substitute teachers	1,900	To allow for greater parent involvement.
Parent Involvement	550	STEM and Literacy night, November 14
Parent Involvement	550	STEM and Literacy night, Spring
Equipment	46,353.45	Greater Access to SuccessMaker, Imagine Learning, web-assessable learning resources, writing practice via UtahWrite, Science learning, and allows for greater flexibility in our weekly professional development—allowing us to have 3 fully functional computer labs, which allows for enrichment rotations so that teachers can come to “Chanservice” weekly professional development.

*Schools should print a copy of the Budget Spreadsheet to attach to Part 8

Addendum

Please attach a one-paragraph summary of your Schoolwide Plan to be distributed to all parents in an understandable and uniform format.

Schoolwide Plan Summary

We were both encouraged and discouraged by our recent Student Assessment of Growth and Excellence (SAGE) test results. While the majority of our scores were well above both State and District averages, we see much room for improvement. We will not maintain scores in the 39-57% proficient range. In order to improve, we will utilize the PLC process, which includes weekly training, weekly discussion of student progress using formative test data, and team planning time to increase our students' level of understanding in core academic areas as determined by our agreed-upon Guaranteed and Viable Curriculum. This includes helping those students that demonstrate an early mastery and high ability learners (HAL) as well as students who have learning deficits and those who are learning at the expected grade level as determined by State standards. Teachers will also participate in additional training as needed to improve teaching practices.

Distribution Methods:

Hes.washk12.org

Paper copy as requested.

Summary paragraph in newsletter.

Date distributed November 4, 2014