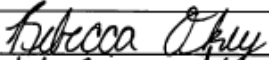
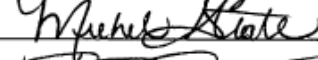

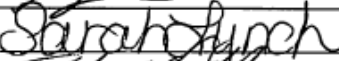
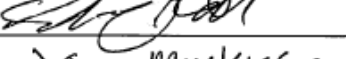
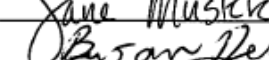
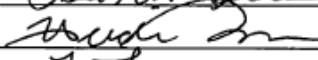
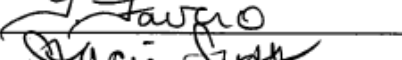
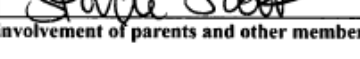




School Name North Park Elementary

LEA Name Weber School District

Name	Title I School Wide Planning Team	Signature
Rebecca Okey	Principal	
Michel Strate	Title One Coordinator	
David Tanner	Faculty Member	
Brad Spencer	Faculty Member	
Sarah Lynch	Faculty Member	
Lani Call	Faculty Member	
Jane Musters	Parent Representative	
Ben DeLora	Parent Representative	
Heidi James	Parent Representative	
Trina Favero	Parent Representative	
Stacie Scott	Parent Representative	

Developing the Title I schoolwide plan: Schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plans.

Title I Director: Lori Rasmussen

Signature _____

Comprehensive Needs Assessment

ESEA 1114(b)(1)(A)

Refer to item # 6 of the Utah Title I Part A Monitoring Handbook

Developing the Title I schoolwide plan: Schoolwide plans are developed with the involvement of parents and other members

of the community to be served and individuals who will carry out such plans.

Title I Director: Lori Rasmussen

Signature _____

Comprehensive Needs Assessment

ESEA 1114(b)(1)(A) Refer to item # 6 of the Utah Title I Part A Monitoring Handbook

Schoolwide project schools have conducted a comprehensive needs assessment of the entire school, based on the information about the performance of children in relation to the state content and student performance standards (Utah Core Standards). Quality needs assessments include multiple sources of data. Some to consider are:
Student achievement trends
#1

North Park Elementary is drawing information from multiple sources through a variety of assessments in order to evaluate all students' performance and growth in relation to the Utah Core State Standards. The data will be disaggregated to analyze the growth and performance of all students. This document will address the strengths and needs as determined from the data analysis.

Student Assessment of Growth and Excellence (SAGE) and Readiness, Improvement, Success and Empowerment (RISE): Results for grades 3-6 in Reading and Math tests are used to evaluate student progress.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills): Students in grades K-3 will be administered the DIBELS Benchmark assessment three times annually to assess their basic reading skills.

Grade Level Student Learning Objectives (SLOs) and/or Common Formative Assessments (CFAs): Grades K-6 will choose a Student Learning Outcomes (SLOs) that they will focus on for the entire school year. The SLOs will be in reading, writing, or math. All teachers will administer a baseline assessment to students in the fall. Teachers will administer a mid-year and end of year assessment to evaluate growth and measure achievement. Teachers are working in PLCs to determine Essential Learning Targets (ELTs) and are developing Common Formative Assessments (CFAs) to measure student proficiency and growth. These will be administered at the end of a unit of study and will be used to address intervention and support as well as enrichment for students.

Surveys: Surveys are used, as needed, to gather input regarding success and needs of the students, parents, and staff. Surveys were distributed to parents and certified staff. These

surveys involve, but are not limited to curriculum, safety, communication, parent resources, and relationships. Our Community Council and PTA board are also involved in the development of surveys and community input.

Attendance & Behavior Reports We will be tracking attendance and monitoring chronic absenteeism. We will be gathering and analyzing behavior and the impact it has on education for our students. There will be monthly, quarterly and yearly reports to provide information on our attendance rate.

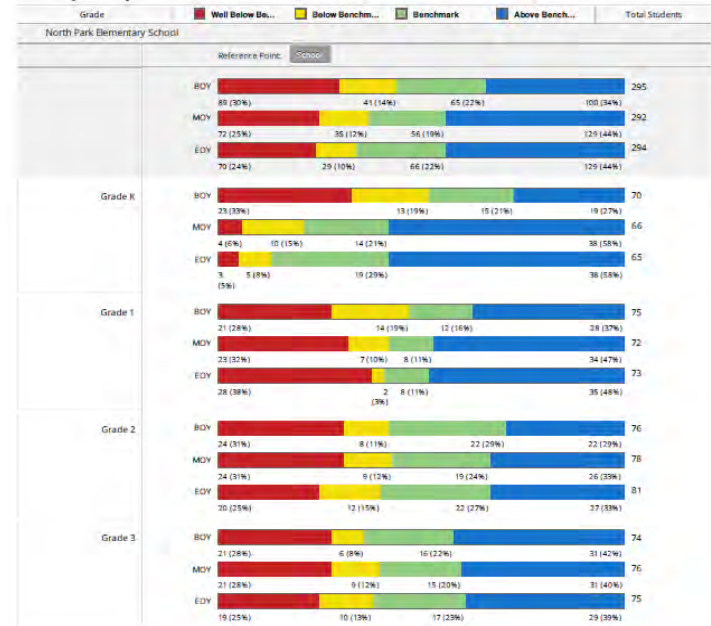
<p>Demographic data (Population, Poverty, Ethnicity)</p>	<p>2018-2019 demographics show the following:</p> <p>Total students enrolled = 591 students</p> <p>Asian students:22 ; Black students:15 ; Hispanic students:104; Am Indian students:11 ; Pacific Islander students:18 ; White students: 421</p> <p>Poverty rate: 60.36% based on free and reduced lunch</p>
<p>Teacher qualifications (#5, #6)</p>	<p>All teachers at North Park Elementary are highly qualified. Each teacher has a Bachelor's degree and is certified by the State of Utah, which meets the requirements under section 1119. 13 teachers have a Master's degrees, ten teachers have an ESL endorsement, 3 teachers have a reading or math endorsement. Eight teachers are provisional in their first three years of teaching. All paraprofessionals have met the highly qualified requirements, except 7 recently hired aides, who are pursuing certification. All paraprofessionals are under the direct supervision of a certified teacher and the principal. Paraprofessionals are receiving regular in-service. They have attended workshops on reading and math strategies, and assessment techniques. (refer to data sheet pg. 11-13)</p>
<p>Participation in college entrance testing (high school only)</p>	<p>n/a</p>
<p>Other data as determined by the</p>	<p>We will use the following tools or strategies to measure and monitor student growth and proficiency as needed: DIBELS, SAGE/RISE formative or summative assessments.</p>

school
(#1, #2)

DIBELS Data 2017/2018

DIBELS Benchmark Results 2017-2018 Percent of Students At or Above Benchmark

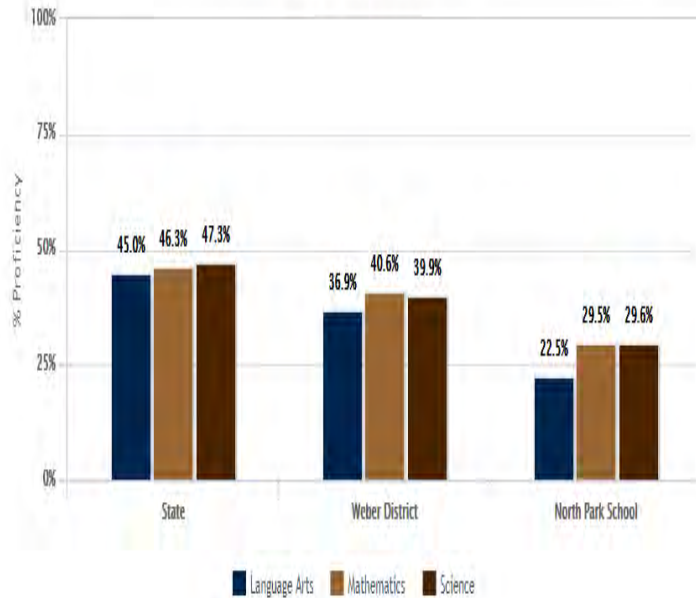
GRADE	BOY	MOY	EOY
K-3	56%	63%	66%
K	48%	79%	87%
1	53%	58%	59%
2	58%	57%	60%
3	64%	60%	62%



SAGE Results for North Park School



2018 SAGE % Proficient



SAGE Results for North Park School by Demographic Group

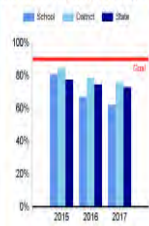
Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	22.5%	29.5%	29.6%
African American	N<10	N<10	N<10
American Indian	N<10	N<10	N<10
Asian	N<10	N<10	N<10
Caucasian	25.0%	31.1%	35.3%
Hispanic	10.2%	20.4%	≤10%
Multiple Races	21%-29%	21%-29%	N<10
Pacific Islander	N<10	N<10	N<10
Female	23.2%	27.2%	26.7%
Male	21.8%	32.0%	32.9%
Economically Disadvantaged	17.8%	25.0%	26.1%
Limited English Proficiency	≤10%	≤10%	≤20%
Students with Disabilities	≤5%	6.7%	≤10%
Mobile	11%-19%	20%-29%	21%-29%

NORTH PARK SCHOOL

WEBER DISTRICT

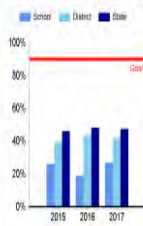
Grades K-8 School Year 2016-2017

3rd Grade Reading Proficiency



Approved reading assessment

6th Grade ELA Proficiency

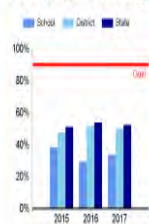


SAGE: 1st administration in 2014

Kindergarten Readiness

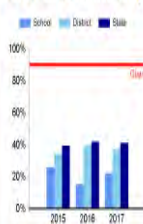
The Kindergarten readiness indicator is currently not available

3rd Grade Math Proficiency



SAGE: 1st administration in 2014

6th Grade Math Proficiency



SAGE: 1st administration in 2014

School Demographics

- Enrollment 521
- Race/Ethnic Minority 26%
- English Learners <10%
- Low Socio-Economic 63%
- Students With Disabilities 22%
- Chronic Absenteeism 17%
- Mobility 22%

Academic Performance

Grade Span Tested: 3-6

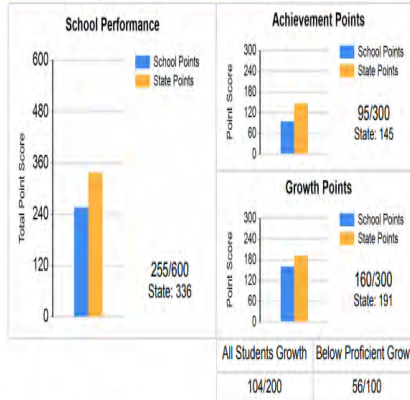
Percent Proficient

Student Group Percent Proficient

		ELA	Math	Science
SAGE Language Arts (ELA)	26%	20%	25%	20%
SAGE Math	33%	English Learners <10%	21%	21%
SAGE Science	36%	Low Socio-Economic 22%	28%	32%
		Students With Disabilities 12%	17%	28%

School Snapshot

*North Park Elementary is a Title I school providing lower class sizes and full day kindergarten. Our diverse student population is housed in a brand new facility as of the fall 2014 school year.



	Participation Rate		College and Career Readiness	
	All Students	Below Proficient	Graduation Rate	Graduation Points
All Students	98%	100%	n/a	n/a

	All Students Growth		Below Proficient Growth		Proficiency	
	MGP	# of Tests	MGP	# of Tests	Prof Rate	# of Tests
English Language Arts	39.00	169	84	37.50	120	39
Math	49.00	165	121	52.00	160	66
Science	45.00	107	108	49.00	72	62
Average	104	Average	56	Sum	95	

*Of the tests that were expected to be taken, 2% 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							23%	45%	50%
4th Grade Language Arts	46.00	45.00	50.00	42.00	43.00	50.00	31%	39%	43%
5th Grade Language Arts	34.00	48.00	50.00	33.00	48.00	50.00	29%	43%	47%
6th Grade Language Arts	41.50	46.00	50.00	35.50	46.00	50.00	26%	42%	48%
UAA Language							31%	44%	31%
3rd Grade Math							33%	50%	53%
4th Grade Math	65.00	51.00	50.00	64.00	54.00	51.00	39%	52%	53%
5th Grade Math	53.50	53.00	50.00	54.00	53.00	50.00	35%	50%	50%
6th Grade Math	25.00	49.00	50.00	31.00	49.00	50.00	22%	38%	41%
UAA Math							38%	18%	14%
4th Grade Science							31%	42%	48%
5th Grade Science	65.00	49.00	50.00	68.50	52.00	50.00	45%	47%	51%
6th Grade Science	19.00	39.00	50.00	29.00	40.00	50.00	24%	45%	54%
UAA Science							86%	85%	

		Ethnicity										Gender	Disability Status	Other	
		White	Hispanic/Latino	American Indian	Pacific Islander	Multiple Races	Economically Disadvantaged	Female	Male	Students With Disabilities (All Categories)	English Learner	Migrant			
English Language Arts	AS Growth MGP	39.00	38.00	44.00											
	BP Growth MGP	37.50	36.00	47.00											
	% Proficient	26%	27%	19%			22%	33%	17%	12%					<10%
3rd Grade Language Arts	AS Growth MGP														
	BP Growth MGP														
	% Proficient	23%	26%	<10%				16%	31%	<10%	21%	<10%			<10%
4th Grade Language Arts	AS Growth MGP	46.00	48.00	43.00											
	BP Growth MGP	42.00	41.50	46.50											
	% Proficient	31%	36%	<10%				28%	39%	24%	<10%	<10%			
5th Grade Language Arts	AS Growth MGP	34.00	34.00												
	BP Growth MGP	33.00	33.00												
	% Proficient	29%	29%					14%	23%	17%	<10%	<10%			
6th Grade Language Arts	AS Growth MGP	41.50	42.00	50.00											
	BP Growth MGP	35.50	37.00	27.00											
	% Proficient	28%	33%	27%				24%	40%	13%	<10%	<10%			
UAA Language	AS Growth MGP														
	BP Growth MGP														
	% Proficient	31%										31%	<10%		
Mathematics	AS Growth MGP	49.00	48.00	63.00											47.00
	BP Growth MGP	52.00	51.00	70.00											52.00
	% Proficient	32%	36%	26%				28%	36%	30%	17%				21%
3rd Grade Math	AS Growth MGP														
	BP Growth MGP														
	% Proficient	33%	41%	<10%				25%	38%	27%	27%	<10%			10%
4th Grade Math	AS Growth MGP	65.00	65.00	66.00											
	BP Growth MGP	64.00	62.50	66.00											
	% Proficient	39%	40%	25%				33%	46%	33%	<10%	<10%			
5th Grade Math	AS Growth MGP	53.00	52.00												
	BP Growth MGP	54.00	53.00												
	% Proficient	35%	32%					26%	31%	39%	<10%	<10%			
6th Grade Math	AS Growth MGP	25.00	24.00												
	BP Growth MGP	31.00	30.00												
	% Proficient	22%	29%	20%				22%	29%	21%	<10%	<10%			
UAA Math	AS Growth MGP														
	BP Growth MGP														
	% Proficient	38%										38%	<10%		
Science	AS Growth MGP	45.00	49.00	45.00											
	BP Growth MGP	49.50	50.00	53.00											
	% Proficient	30%	41%	18%				32%	35%	38%	28%				21%
4th Grade Science	AS Growth MGP														
	BP Growth MGP														
	% Proficient	31%	34%	17%				28%	29%	33%	<10%	<10%			
5th Grade Science	AS Growth MGP	65.00	64.00												
	BP Growth MGP	68.50	69.00												
	% Proficient	48%	46%					32%	34%	55%	18%	<10%			
6th Grade Science	AS Growth MGP	19.00	15.00	41.00											
	BP Growth MGP	29.00	11.00												
	% Proficient	24%	33%	<10%				21%	30%	17%	10%	<10%			
UAA Science	AS Growth MGP														
	BP Growth MGP														
	% Proficient														

Chart/graph does not display for groups of less than 10 for proficiency or MGP (<10) or groups less than 40 for participation (<40)

2. Schoolwide Reform Strategies (#3)

ESEA 1114(b)(1)(B)

Refer to items #7 and #15 of the Utah Title I Part A Monitoring Handbook

For schools approved by the LEA to operate a school-wide program, required school-wide reform strategies are selected and implemented.

Describe the strategies and the accompanying action steps that will be used to improve student achievement. Use the following form to guide the planning. Please duplicate the form on the following page as needed for each goal.

The Community Council consists of the principal, classroom teachers and parents. Staff members were invited to participate in developing and implementing the plan.

The Community Council meets several times during the school year to review State Core tests and other assessments and surveys. The Community Council participates in determining where our greatest needs are and how the Title I funding could be most beneficial. It was decided that:

- Title I will cover 2.0 FTE for class size reduction, 1.0 FTE for ESL, 1.0 FTE for Title 1 Coordinator, 0.5 FTE for the counselor and 2 part-time Title I paraprofessionals.
- In grades K-6, Title I paraprofessionals will assist the teachers in teaching reading and math lessons in small groups and/or individually to those students who are not achieving at or above appropriate levels.
- We will be participating in the multi-tiered system of support (MTSS) which addresses both academic and behavior support for students.
- A school counselor will be on-site five days/week. The counselor will work closely with the School Leadership Team, MTSS team, Student Leadership Team, Student Success Team, as well as classrooms and individual students.
- Planners will be used to improve communication between teacher, students, and parents.
- Our reading specialist is a certified teacher that is required to obtain a Level I and Level II Reading

Endorsement. The reading specialist will support teachers, students, and parents and is a full-time employee in our school.

The reading specialist will continue to support the school in improving literacy. Students in K-3 will be provided with intervention in a small group setting. Progress monitoring and benchmark assessments for all students will be used to determine need and monitor growth. The reading specialist will assist the administrator in:

- Working closely with the School Leadership Team, MTSS team, Student Leadership Team, Student Success Team, as well as classrooms and individual students.
 - Providing support for teachers to understand, analyze, and implement the Utah Core Standards in English Language Arts using evidence-based teaching strategies by providing ongoing professional learning opportunities and coaching
 - Training and coordinating administration of all benchmark, progress monitoring and diagnostic assessments for reading
 - Collaboratively providing and analyzing data to support student growth for the school, grade level teams and individual teachers
 - Organizing, scheduling, monitoring and providing intervention for students who are at risk in reading
 - Organizing and monitoring training for staff and volunteers who provide tutoring support in reading
 - Planning, organizing and implementation of family involvement activities for literacy
-
- Differentiated small groups will be used in grades kindergarten through sixth to meet the various levels of learners. A master schedule was put in place for the 2018-19 school year and it will be analyzed and monitored throughout the year. This gives all teachers 90 minutes of uninterrupted reading and math instruction. This was put in place to ensure all students are receiving dedicated time for Tier I instruction.
 - *Imagine Learning* adaptive reading software program will be used to support instruction and provide additional practice in reading for students in K-3 and English learners (ELs) in all grade levels. We will also be looking at an adaptive math software program to address the needs of our students.
 - Time will be provided for vertical teaming and observation of colleagues within the school.
 - North Park will continue to be actively involved in Professional Learning Communities (PLCs) on a weekly

basis. During the PLCs, teachers collaboratively analyze and review the Utah Core Standards. Teachers design and analyze students' outcomes on common formative assessments. They also study and learn together as a team regarding evidence-based instructional strategies for academics and behavior. Teams work to build collaborative teacher efficacy to support all students to achieve academic growth and achievement. Teachers and grade-level teams will monitor, track, and analyze Student Learning Outcomes (SLOs) to determine student growth during the 2018-2019 school year.

- Professional learning opportunities will be provided for teachers and paraprofessionals in English Language Arts, STEM (science, technology, engineering, mathematics), social studies, the arts, health and other subjects. These may include but are not limited to attending face-to-face training, conferences and institutes, observing other teachers, digital training sessions or media, webinars, and other forms of professional learning experiences.
- A full-time certified ESL teacher will provide support for English Learners (ELs).
- All families will be provided with an opportunity to attend two family nights during the 2018-2019 school year. There will be a focus on literacy, math, STEM, the arts and other content areas at these events. Additional opportunities will be provided for parents to engage in school activities throughout the year. The events will provide parents and student the opportunity to learn and participate in activities to support student learning. One major event will be held in the fall and another major event will be held in the spring. Students and teachers will be involved in planning, organizing and participating in the events. The two major events will be held in the evening to encourage family participation. Other events will be held at various times of the year and at various times in order to encourage participation for parents' various work schedules. The focus of the events will be to increase parents' awareness of effective ways to support their child's academic achievement. The events will provide an opportunity to build a positive school culture and involve families in a meaningful way in their child's education.
- Students will be provided with free books to encourage reading at home. These books will be distributed throughout the year and in conjunction with our family involvement events, academic incentive programs, birthday celebrations and our school reading program.
- North Park Elementary will involve the School Leadership Team (SLT) in analyzing and collaborating around improving academic and behavioral outcomes for the school. The team meets regularly to review and analyze the needs of the school. Based on the analysis of the data, the SLT discusses and works

collaboratively to set goals and determine strategies to support school improvement and growth for all students. The SLT is involved in ongoing professional learning opportunities through book study, conferences, and school/district/state level events.

- North Park Elementary will continue to focus on improving both academic and behavior achievement and growth for all students. This will involve using the multi-tiered system of support model (MTSS). The school will be engaged in a district-sponsored project focused on improving the use of the MTSS. This will involve a school MTSS team that will represent grade-level teachers as well as support staff. This team will be provided the responsibility to reflect and analyze the current system in the school and make informed suggestions to the school leadership team for adjustments and changes to improve the MTSS at North Park. The SLT will use the information provided by the MTSS committee to determine the actions and steps needed to make the improvements. Currently there is a positive reward system in place and it is being used throughout the school. Behavior data is compiled quarterly and used for decision making. Positive behavior data is compared to major and minor student infractions.

School-wide Reform Goals and Strategies Form
(Complete one page for each goal.)

Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).

Goal One	Academic Goal: 1. By the end of the school year, the percentage of students demonstrating proficiency or typical/above typical growth in reading will increase by 2%.
Strategies	Positive Behavior Support, Explicit Instruction, Tier I evidence-based strategies, student self-monitoring of progress and goal setting, cross-age tutoring, volunteer support, and small group interventions, Tier 2 and Tier 3 supports, Peer Assisted Learning Strategies, MTSS, building collective teacher efficacy through 90 minutes of PLC time weekly, ongoing progress monitoring and analysis of data, professional learning for teachers, staff and paraprofessionals

Archer, A. L., Hughes, C.A. (2001) *Explicit instruction effective and efficient teaching*. New York, The Guilford Press.

Covey, S. et. al. (2014). *The leader in me*. NY: Simon & Schuster, Inc.

DuFour, R., DuFour, R., Eaker, R., Many, T. W., Mattos, M. (2016). *Learning by doing, a handbook for professional learning communities at work*. Bloomington, IN: Solution Tree Press.

Dweck, C. (2010) *Mindset: The new psychology of success*.

Eaker, R., Keating, J. (2012). *Every school, every team, every classroom*. Bloomington, IN: Solution Tree Press

Eaker, R., DuFour, R., DuFour, R., (2002) *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: Solution Tree Press.

Frey, N., Hattie, J. (2018). *Developing assessment-capable visible learners, grades K-12: Maximizing skill will, and thrill*. Thousand Oaks, CA: Corwin.

Hattie, J. (2009). *Visible learning*. New York, NY; Routledge.

Hattie, J., Fisher, D. (2016). *Visible learning for mathematics, grades K-12: what works best to optimize student learning*. Thousand Oaks, CA: Corwin.

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Many, T.W., Maffoni, M. J., Sparks, S. K., thomas, T. F. (2018). *Amplify your impact, coaching collaborative teams in PLCs at work*. Bloomington, IN: Solution Tree Press.

Smith, R., Johnson, M.I., Thompson, K.D. (2011) *Data, Our GPS: Educational Leadership*.

Sprick, R.S., Garrison, M., & Howard, L.M. (1998). *Champs: A proactive and positive approach to classroom management*. Longmore, CO: Sopris West.

Tomlinson, C.A., (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA.

Whitaker, T. (2004). *What great teachers do differently: 14 things that matter most*. Larchmont, NY.

School-wide Reform Goals and Strategies Form
(Complete one page for each goal.)

<p>Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).</p>	
Goal Two	<p>Academic Goal:</p> <p>2. By the end of the school year, the percentage of students showing proficiency or typical/above typical growth in Math will increase by 2%.</p>
Strategies	<p>Positive Behavior Support, Explicit Instruction, Tier I evidence-based strategies, student self-monitoring of progress and goal setting, cross-age, volunteer, and small group tutoring, Tier 2 and Tier 3 supports, Peer Assisted Learning Strategies, MTSS, building collective teacher efficacy through 90 minutes of PLC time weekly, ongoing progress monitoring and analysis of data, professional learning for teachers and paraprofessionals</p>

Archer, A. L., Hughes, C.A. (2001) *Explicit instruction effective and efficient teaching*. New York, The Guilford Press.

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Hattie, J., Fisher, D. (2016). *Visible learning for mathematics, grades K-12: what works best to optimize student learning*. Thousand Oaks, CA: Corwin.

Fisher, D., Frey, N., Hattie, J., (2016). *Visible learning for literacy*. Thousand Oaks, CA: Corwin.

Fisher, D, Frey, N. (2017). *Engagement by Design: creating learning environments where students thrive*. Thousand Oaks, CA: Corwin.

Many, T.W., Maffoni, M. J., Sparks, S. K., thomas, T. F. (2018). *Amplify your impact, coaching collaborative teams in PLCs at work*. Bloomington, IN: Solution Tree Press.

Smith, R., Johnson, M.I., Thompson, K.D. (2011) *Data, Our GPS: Educational Leadership*.

Sprick, R.S., Garrison, M., & Howard, L.M. (1998). *Champs: A proactive and positive approach to classroom management*. Longmore, CO: Sopris West.

Tomlinson, C.A., (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA.

Whitaker, T. (2004). *What great teachers do differently: 14 things that matter most*. Larchmont, NY.

3. Instruction by Highly Qualified Teachers ESEA 1114 (b)(1)(C) Refer to item #8 of the Utah Title I Part A Monitoring Handbook

In school-wide program schools, instruction must be provided by highly qualified staff. Either list the staff on this form or download a copy of the CACTUS Highly Qualified Teacher Report.

Grade Level/ Assignment	Teacher /Staff	Highly Qualified?		Bachelor Degree	Masters Degree	ESL Endorsement
		Yes	No			
Principal	Okey, Rebecca	x		x	x	x
Title I Coordinator	Strate, Michel	x		x	x	
Counselor	Call, Lani	x		x	x	x
Reading Specialist	Lynch, Sarah	x		x		
ESL Teacher	Indira Robello	x		x	x	
Speech/Language Pathologist	Houtz, Michelle	x		x	x	
Life Skills Teacher K-3	Ashby, Renee	x		x		
Life Skills Teacher 4-6	Kasteler, Jennifer	x		x		

Kindergarten Teacher	Beck, Tracy	x		x	x	x
Kindergarten Teacher	Jones, Tiffany	x		x		
Kindergarten Teacher	Ward, Annette	x		x		x
1st Grade Teacher	Beals, Ruth	x		x		x
1st Grade Teacher	Bingham, Mindi	x		x		
1st Grade Teacher	Perry, Brenda	x		x	x	x
2nd Grade Teacher	Hales, Mindy	x		x		
2nd Grade Teacher	Hawks, Shannon	x		x		
2nd Grade Teacher	Hunt, Ashlee	x		x		
2nd Grade Teacher	McKenna, Mary	x		x		
3rd Grade Teacher	Brooks, Jamie	x		x		x
3rd Grade Teacher	Martin, Ethan	x		x		
3rd Grade Teacher	Arlint-Summers, Debra	x		x	x	
4th Grade Teacher	Barfuss, Shaylee	x		x		x
4th Grade Teacher	Etherington, Sara	x		x		

4th Grade Teacher	Gurney, Mckel	x		x		x
4th Grade Teacher	Etherington, Sara	x		x		
4th Grade Teacher	Kelsey, Julie	x		x	x	
5th Grade Teacher	Dahl, Shayla	x		x	x	
5th Grade Teacher	Johnston, Ashlee	x		x		
5th Grade Teacher	Redford, Annjanae	x		x		
5th Grade Teacher	Tanner, Dave	x		x	x	
6th Grade Teacher	Miller, Jessica	x		x	x	x
6th Grade Teacher	Remkes, Ashley	x		x	x	
6th Grade Teacher	Spencer, Bradley	x		x	x	

Paraprofessionals

Assignment	Name	Associate Degree	College Level Credit (48 sem/60 qtr)	PRAXIS Parapro Exam
Title I Aide - Reading	Tuckett, Shelby	x		
Reading Aide	Ala, Janet			
Title I Aide - Reading	Trejo, Alina	x		
Resource Aide	Charlton, Cindy	x		
Resource Aide	Stringham, Cazree			
Life Skills Aide K-3	Burnett, Krista	x		
Life Skills Aide K-3	Fehr, Sondra	x		
Life Skills Aide K-3	Graham, Rayvin			
Life Skills Aide K-3	Strong, Tanya			
Life Skills Aide K-3	Tinsley, Jennifer			
Life Skills Aide K-3	Walworth, Matthew			
Life Skills Aide K-3	Zamora, Brandi			
Life Skills Aide 4-6	Ballingham, Melissa			
Life Skills Aide 4-6	Erickson, Christopher	Masters		

Life Skills Aide 4-6	Halfman, Sarah			
Life Skills Aide 4-6	Mahnke, Bethann	x		
Life Skills Aide 4-6	Perez, Nancy			
Life Skills Aide 4-6				

All teachers at North Park Elementary are highly qualified. Each teacher has a Bachelor's degree and is certified by the State of Utah, which meets the requirements under section 1119. 14 teachers have their Master's Degree, 10 teachers have an ESL endorsement, 2 have a reading endorsement and 2 have a math endorsement. 8 teachers are provisional in their first three years of teaching. All paraprofessionals are under the direct supervision of a certified teacher and the principal. 7 paraprofessionals are new and will have passed the PRAXIS Parapro by the end of the school year. All professionals are receiving regular in-service. They have attended workshops on reading strategies, math, and assessment techniques.

4. Professional Development Plan

ESEA 1114 (b)(1)(D)

Refer to item #9 of the Utah Title I Part A Monitoring Handbook

Describe the professional development necessary to support the strategies.

All teachers are involved in ongoing professional learning which is provided through the school and outside resources. Teachers work collaboratively as grade-level teams in professional learning communities (PLCs) on a weekly basis for 90 minutes. The teachers have access to and are using multiple resources to support their PLCs. One tool is a digital database of teacher resources on evidence-based strategies provided through Solution Tree, *Global PD*. The school is involved in a book study of *The Leader in Me* and are supporting student self-efficacy through providing opportunities and support for all students. Teachers will be involved with the collaborative coaching model to help in reaching our school focus goals. This year we will be focusing building student self-efficacy through supporting students in analyzing and setting their own goals. Teachers will be focused on building collective teacher efficacy through working together to improve student outcomes. The focus will be on increasing students' opportunities to respond, using feedback effectively and increasing the rigor of instruction and assessments. Teachers are analyzing and focusing on building positive, supportive relationships and classroom procedures and routines that support all students in achieving high levels of learning. A school student leadership team has been developed and will be used to provide an additional avenue for students to be involved in the school decisions and activities. Teachers will receive drop in observations focused on engagement and rigor. These observations will be followed up with feedback regarding instructional practice.

Teachers have 90 minutes a week to meet in Professional Learning Communities (PLCs). Teachers also receive professional learning opportunities provided by the principal and support staff (reading specialist, counselor, special education teachers, ESL teacher, behavior specialists) on evidence-based strategies to increase student learning. School level and district-level training is available to strengthen knowledge of the Utah Core Standards with a focus on evidence-based strategies and procedures. Paraprofessionals receive ongoing professional learning opportunities provided at

school and district training sessions. These are provided during, before or after school as well as during early outs and on designated professional development days. Support staff also work closely with certified teachers on a daily basis to determine the needs of students and implementation of support instruction to ensure student success. All faculty and staff are involved in an ongoing focus to maintain a positive, productive school culture with an additional focus and emphasis on visible learning throughout the school to influence academic success.

Teachers are expected to provide Tier 1 instruction on the Utah Core Standards daily. During English Language Arts Tier 1 instruction, the components will include phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, concepts of print, and oral language. During Mathematics Tier I instruction, the components involve both the Mathematical Practices and content knowledge specific to grade level strands required by the Utah Core Standards for Mathematics. ELs receive support through the use of an integrated model by using the Sheltered Instruction Observation Protocol (SIOP) and a pull-out model of support. The school administrator provides feedback and coaching to support staff in implementation of evidence-based strategies. Teachers are focusing on increasing opportunities to respond, providing effective feedback, and increasing the rigor of both instruction and assessments. Teachers are expected to work with students in small groups for Tier I and Tier II instruction that is based on the area determined through data and targeted to the area of need. Teachers provide direct instruction, guided practice, partner practice, and independent practice. Teachers monitor and assess student achievement and growth in reading, writing, math, and content areas.

Professional Development to Support Strategies	<p>Each year staff members are surveyed to determine their professional development needs. Based upon the results of the survey, needs assessment, and ongoing projects at the school, the professional development for the year will include:</p> <p>Positive Behavior Support: The staff will continue to review and refine positive behavior support strategies needed to improve student achievement. This will take place during faculty meetings, PLCs, and other professional learning sessions.</p> <p>Explicit Teaching: The staff will continue to review and refine explicit teaching strategies to improve the rate of student engagement and student achievement. This will take place during faculty meetings, PLCs, and other professional learning sessions.</p> <p>Tier 3 Instructional Model: The staff will continue to review and refine the Tier 3 Instructional model as well as analyzing the MTSS structure for both academic and behavioral support for students. This will take place during faculty meetings, PLCs, and other professional learning sessions.</p> <p>Reading: The staff will continue to receive training in evidence-based instructional strategies. This will include both basic foundational skills and more advanced reading skills correlated with the Utah Core Standards for ELA. Ongoing support for implementation of the district adopted curriculum. Supplemental support will include the use of Reading Horizons and Words their Way material. This will take place during faculty meetings, PLCs, and professional learning sessions.</p> <p>Depth of Knowledge: The staff will receive ongoing support to increase the rigor of both instruction and assessments. This will take place during faculty meetings, PLCs, and professional learning sessions.</p> <p>Math: The staff will receive ongoing support and training in the Utah Core Standards for Mathematics and how to use the district adopted math curriculum to teach these standards. This will take place during faculty meetings, PLCs, and professional learning sessions.</p>
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Writing: The staff will continue to use evidence-based strategies to support writing achievement for students in all grade levels. The staff will receive support in implementing the district adopted ELA curriculum as well as supplementing using Writing Reflections, Six Traits Writing, and Four Square Writing. This will take place during faculty meetings, PLCs, and professional learning sessions.

Professional Learning Communities: The school has formed a School Leadership Team for vertical collaboration between grade-level teams and whole school support. A Student Leadership Team also supports the vertical collaboration and whole school support from students' perspective. Each grade level has a Collaborative Teacher Team. These various groups provide the support for both teachers and students to be involved in Professional Learning Communities (PLCs). Each grade level team will meet together weekly for 90 minutes to analyze data, collaboratively plan, and learn together to ensure the learning of all students. They will analyze the Utah Core Standards and determine the Essential Learning Targets (ELTs) and develop common formative assessments (CFAs). Upon administration of the CFAs, the teams will determine the needs of the students and develop a plan of action to support all students in obtaining proficiency in the ELTs. The grade level teams will be provided the opportunity to collaborate with other grade level teams as well as teams from other schools to support the improvement of student learning.

- **School Wide Discipline:** We are continuing to build our school wide discipline program through the use of the MTSS system and the involvement of the school leadership team as well as the student leadership team.
- **Technology:** Technology will continue to be used as a tool for effective instruction and communication. Ongoing support through our school tech, school EdTech coach, and other support services will be used to support staff and faculty. We will be using both Imagine Learning and DreamBox to support students in reading and math.
- **ELs:** Strategies for instructing English Learners in the classroom has been presented by our administrator and the certified ESL teacher during professional learning sessions. We will continue to support and monitor growth and achievement for ELs. This will take place during faculty meetings, PLCs, and professional learning sessions.
- **Professional Learning Opportunities:** Professional learning opportunities will be provided to allow teachers to share

	<p>ideas at faculty meetings, engage in book studies, attend conferences, and to visit one another's classrooms to improve communication of effective teaching strategies. This is also being incorporated into the weekly PLCs. Teachers will continue to receive ongoing professional learning on how to become more effective in working together as a team. This will take place during faculty meetings, PLCs, and professional learning sessions.</p>
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Timeline	2018-2019 School Year
Responsible Parties	Principal, School Leadership Team, School Student Leadership Team, Classroom Teachers, MTSS Team, support staff, and district personnel who have been assigned to assist with professional learning.

**Scientifically
Based Research
Support**

- Archer, A. L., Hughes, C.A. (2001) *Explicit instruction effective and efficient teaching*. New York, The Guilford Press.
- Covey, S. et. al. (2014). *The leader in me*. NY: Simon & Schuster, Inc.
- DuFour, R., DuFour, R., Eaker, R., Many, T. W., Mattos, M. (2016). *Learning by doing, a handbook for professional learning communities at work*. Bloomington, IN: Solution Tree Press.
- Dweck, C. (2010) *Mindset: The new psychology of success*.
- Eaker, R., Keating, J. (2012). *Every school, every team, every classroom*. Bloomington, IN: Solution Tree Press
- Eaker, R., DuFour, R., DuFour, R., (2002) *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: Solution Tree Press.
- Frey, N., Hattie, J. (2018). *Developing assessment-capable visible learners, grades K-12: Maximizing skill will, and thrill*. Thousand Oaks, CA: Corwin.
- Hattie, J. (2009). *Visible learning*. New York, NY; Routledge.
- Hattie, J., Fisher, D. (2016). *Visible learning for mathematics, grades K-12: what works best to optimize student learning*. Thousand Oaks, CA: Corwin.
- Fisher, D., Frey, N., Hattie, J., (2016). *Visible learning for literacy*. Thousand Oaks, CA: Corwin.
- Fisher, D, Frey, N. (2017). *Engagement by Design: creating learning environments where students thrive*. Thousand Oaks, CA: Corwin.
- Many, T.W., Maffoni, M. J., Sparks, S. K., thomas, T. F. (2018). *Amplify your impact, coaching collaborative teams in PLCs at work*. Bloomington, IN: Solution Tree Press.
- Smith, R., Johnson, M.I., Thompson, K.D. (2011) *Data, Our GPS: Educational Leadership*.
- Sprick, R.S., Garrison, M., & Howard, L.M. (1998). *Champs: A proactive and positive approach to classroom management*. Longmore, CO: Sopris West.
- Tomlinson, C.A., (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA.
- Whitaker, T. (2004). *What great teachers do differently: 14 things that matter most*. Larchmont, NY.

Expected Impact in Core Academic Areas	<p>The percentage of students demonstrating proficiency or typical or above typical growth in English Language Arts will increase by 2% based on RISE or DIBELS results.</p> <p>The percentage of students demonstrating proficiency or typical or above typical growth in Math will increase by 5% based on RISE or common formative assessment data results.</p>
Budget and Funding Sources	Title 1, Students at Risk (State Literacy) monies, Trust lands monies
Timeline	Professional Learning Communities held for 90 minutes weekly, Faculty Meeting held bi-weekly, early out days, school leadership team meetings monthly, two district-wide professional learning days, additional days as needed in the summer
Responsible Parties	School administrator, District Title I Director, School faculty and staff
Evaluation Process (How Will Success Be Measured?)	<p>Faculty Surveys</p> <p>Classroom observations, Teacher evaluations and professional goals</p>

5. Recruitment and Retention of Highly Qualified Teachers

ESEA 1114(b)(1)(E) Refer to item #10 of the Utah Title I Part A Monitoring Handbook

Weber School District works with area universities with undergraduate field experiences, as well as student teaching placement in area schools. North Park has several Weber State University students enrolled in undergraduate studies currently spending time weekly in classrooms to fulfill the requirement for field experiences and also to support teachers. Student teachers are watched and evaluated by Weber District building principals. Exemplary student teachers are offered open contracts for the following school year. Approximately ten of these open contracts are offered per year.

Provisional teachers are provided a one-on-one mentor during their first three years of teaching. The district will pay for a substitute for provisional teachers so that they may go and observe other teachers.

Weber School District has a reputation of congeniality for staff members who work well together and are highly supportive of each other. It provides a relaxing, positive working environment with high levels of motivation, support and encouragement. Good communication is encouraged between colleagues and administration. All staff members are included in the school family environment and the decision making process.

Individual staff member's needs are met to ensure quality education for our children. If a person feels a need to learn more about a specific educational topic, then resources are provided for that person (i.e. visits to other schools, legislative monies and professional development). All professional learning opportunities are designed and implemented by the teachers and driven by individual and school goals.

Teacher evaluation emphasizes professional learning as well as curriculum design and instruction. Evaluative criteria are clear and concise, and evaluations are based on consistent standards of performance and provide immediate feedback.

Federal assistance programs for undergraduate students that become teachers in a Title I school provide the opportunity for loan forgiveness.

To encourage the recruitment and retention of highly qualified teachers, Title 1 monies are used to provide current

technology in the classroom, e.g. document cameras, chromebooks, projectors, and smartboards. Teachers in Title 1 have more opportunities for extra professional learning, school support staff and collaboration.

6. Parent Involvement

ESEA 1114 (b)(2)(B)ii

ESEA 1114(b)(2)(B)iv

Refer to items #16 and #17 of the Utah Title I Part A Monitoring Handbook
Please answer the following and attach documentation as needed.

Describe the processes used to involve parents in the development of the school-wide planning process.

Parents will be provided assessment and progress information as listed below. An interpreter will be provided to those parents that are in need. The school website as well as email messages are used to keep parents up-to-date on events and opportunities to be involved in their child's education.

SAGE Results

Reading, math and science results are available for parents each fall with the classroom teacher and available online. At the fall conference the teacher has the opportunity to review these SAGE results with parents. Parents can view their child's results online or contact the school for a paper copy.

Parent/Teacher Conferences

The school holds a back-to-school night as well as two scheduled parent-teacher conferences. The scheduled conferences are held each fall and spring. Parents are provided with the option to schedule a time that will fit their needs. Teachers provide written documentation to parents on the academic progress of their students. Written documentation will include both formal and informal reading and math assessment information. The reading specialist will be available at Parent Teacher Conferences to provide information on progress of students and services available. The teacher will schedule additional conferences, if necessary.

Ongoing Communication

The school website, marquee, emails, school text messages as well as printed notices are used to communicate general school and student information. Phone calls, notes, emails, progress reports and student planners are used to communicate specific individual student information and progress. The PTA also supports parents through a Facebook page that contains information regarding events.

Important Forms & Information

Through cooperation with the district and other schools, priority information and forms will be provided in Spanish. Interpreters will be provided when requested or needed. We have several staff members who speak fluent Spanish.

Describe how schoolwide plans will be made available to parents and the public in an understandable and uniform format.

Parents meet with teachers in small group or individual settings three times during the year. These include the back-to-school night and two parent teacher conferences (October/January). Information is shared at all of these events. The Student/Parent/Teacher Compact will be presented and signed during these events. Information concerning Title I Programs, parent-teacher conferences and other programs will be posted on the website, marquee, through email and available to parents in paper form as needed. The school calendar provided on the school website and PTA facebook page will also help to increase parent and community involvement.

Title I progress reports will be provided in conjunction with parent teacher conferences.

Parents will have access to the district portal via the internet, which will provide current demographics, lunch accounts, progress information and grades for each student.

Daily student planners are used to build communication between home and school.

Family involvement events are scheduled to recruit more parent involvement in the school. Two parent involvement events will be held in the evenings this year to encourage family participation as well as promote literacy, numeracy, STEM and other content areas.

Parent workshops are available at the Family Resource Center at Burch Creek Elementary. The Boys & Girls Club also provides support for families. A variety of other supports will be provided to parents through the counselor and school nurse.

North Park Elementary will ensure, to the extent possible, that information related to school and parent programs, meetings and other activities is sent to the home of participating children in the language used in such homes.

North Park Elementary will provide reasonable support for parental involvement activities as parents may request.

To the extent practicable, North Park Elementary will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form parents understand. In collaboration with parents, North Park Elementary has created a school parent compact.

See attached Parent Involvement section 1118

Identify the parent involvement strategies that the school will use to involve parents. Identify how the school will fulfill each of the following Title I parent involvement requirements. Person responsible and timeline.

With input from parents, PTA, teachers, and community partners	Principal, Teachers, PTA, School
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<p>develop a school policy for parental involvement. Create an environment of cooperation and collaboration that encourages parental involvement</p>	<p>Leadership Team, Community Council Ongoing</p>
<p>Convene an annual meeting for parents to explain the Title I program and inform parents of their right to be involved. Website, newsletter and school handouts.</p>	<p>Principal, Teachers Back-to-School Night, Parent Involvement Nights, PTA meetings, Community Council meetings</p>
<p>Offer a flexible number of meetings, such as meetings in the morning or evening and provide, as appropriate, support from Title I funds for parent participation, such as transportation, childcare, or home visits, as such relate to parental involvement.</p>	<p>Principal, Resource, Partners, Teachers, Title I Coordinator, Counselor Ongoing</p>
<p>Involve parents in an organized, ongoing and timely way in the planning, review and improvement of school parental involvement policy and Title I programs.</p>	<p>Principal Community Council Quarterly or as needed</p>
<p>Provide parents timely information about the Title I program, school and student performance profiles, curriculum and assessment information, opportunities to meet with other parents, and timely responses to parents' suggestions. School website, emails, marquee, newsletters</p>	<p>Principal, Title I Specialist, Teachers SEP Conferences, progress reports, and daily planners, Website, email</p>

<p>and notes home on Title I programs and events.</p>	
<p>Jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.</p>	<p>Principal, Teachers, Community Council</p>
<p>Consistently build the capacity of parents, the school, and the community for involvement that will lead to improved student achievement. Encourage parents to come to school and be involved. Set a climate that is inviting and friendly.</p>	<p>Principal, Counselor, Teachers, Community Council, PTA, School Leadership Team, Student Leadership Team, Parent Resource Center Ongoing</p>
<p>To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency or with disabilities by providing information and school profiles in a language and form so parents understand.</p>	<p>Principal, ESL Teacher, Interpreter, Parent Resource Center</p>

3 Ways to join my list: @npparents

- 1** To receive text messages
- Text - join @npparents
To - 70288
- To stop receiving text messages
- Text - stop @npparents
To - 70288

To:

Message:

- 2** To receive text messages
- Scan this QR code with your smartphone and send the message it creates
- To stop receiving text messages
- Text - stop @npparents
To - 70288




- 3** To receive email messages
- Email - join @npparents
To - myconnect@wad.net
- To stop receiving text messages
- Email - stop @npparents
To - myconnect@wad.net

New Message

To:

Subject:

 WEBER SCHOOL DISTRICT PRESENTS:

WHAT EVERY PARENT NEEDS TO KNOW ABOUT SCREEN TIME / DEVICE USE AND SOCIAL MEDIA'S IMPACT ON YOUR CHILD'S WELL BEING AND SAFETY #savethekids

AN EVENING WITH

SOCIAL INTERNET CRUSADER, COLLIN KARTCHNER & NATIONAL INTERNET SAFETY EXPERT, DR. KATEY MCPHERSON



Focused on:

- Balancing screen time and device use
- Protecting and cultivating our children's self-worth
- Devising a sensible family use of device plan
- Q & A panel discussion with these experts in their field

MONDAY, OCTOBER 1ST, 2018

6:30-8:00 P.M.

ROY HIGH SCHOOL AUDITORIUM

Teacher / Counselor Session: October 1st - 3:30-4:30 p.m. - Roy HS Auditorium

August 25 2018 (Acvmailes)



North Park Elementary



(dots3)

Dear North Park Families,

We are excited to be starting our second week of school at North Park Elementary. We want to thank you for your cooperation and support to make our first week back to school such a success. This week we will be following the regular schedule. School will be dismissed at 3:15 p.m. every day except Wednesday. We will be dismissed at 1:15 p.m. on Wednesday. Thank you for working hard to get your children to school on time and having them start the school year with a great attendance record.

As a school, we worked hard last week to get routines and procedures in place to help our school run smoothly. Thank you for your support in keeping our students safe as they come and go from school each day. We appreciate your willingness and cooperation in following the flow of traffic for drop-off and pick-up. We also appreciate your support in using the south parking lot and keeping the side drive-through cleared for our students that ride the bus. We will continue to encourage all students to stay on sidewalks around the parking lot and to avoid going through the parking lot for any reason unless accompanied by an adult. We appreciate your support in using the crosswalks and helping the children stay safe as a top priority.

KINDERGARTEN PICKUP LOCATION CHANGE--Starting on Monday, August 27, there will be a change of the pickup location for kindergarten students that either walk or are picked up by parents or older siblings. The children will exit the building through the south door of the school. They will remain with their teachers by the gate located on the south of the playground area. Those kindergarten students that ride the bus or are picked up by daycare vans will be escorted by an adult staff member through the building and loaded on buses as usual.

SUPERINTENDENT'S SUMMER READING AWARDS: We want to encourage all students to complete and turn in their record of 10 books or 1000 pages that they have read since school dismissed in May. The Superintendent will be visiting our school in September to present a certificate for those who have reached that goal. We would love every student to receive this award. For our kindergarten students, the books could have been read to them.

FREE & REDUCED LUNCH – Please visit the Weber School District Child Nutrition website for more information. <http://wsd.net/departments/support/child-nutrition/free-reduced-lunch>. All families must reapply each year in order to qualify. Information as well as the lunch menu for the week are also linked to our school website <http://northpark.wsd.net/>.

COMMUNITY COUNCIL MEMBERS NEEDED: All families should have received an application for Community Council. We would love to have you join us. We will be collecting names for the council over the next couple of weeks and holding an election for members in September. All applications are due by September 7. Elections will be held on September 12.

Thank you for all you do to support education and learning in your homes. We consider it a privilege to work with your children and your family.

Sincerely,

Rebecca Okey,

Principal

<http://northpark.wsd.net/>



Sent September 27, 2018 (Acymailer)



North Park Elementary



(date:3)

Dear North Park Families,

It is hard to believe it is already midterm of the first quarter! As a school, we are working on supporting students to set goals and work toward them. This can have a powerful influence on not only their academic achievement but also on their feeling of self-confidence. Learning can be challenging and we want them to notice when they have accomplished something new or met a goal. As we begin this new month and the second half of the first term, we would like to encourage students to do some self-reflecting and see if they have started some routines that will support them throughout the remainder of the year. Thanks for all you do to support this growth and learning in your children. Here are a few questions that might guide your child's reflection:

- Am I attending school and arriving on time?
- Am I coming prepared to learn and actively participate?
- Am I reading every night for at least 20 minutes and completing all my assignments?
- Am I developing social and emotional skills that will influence my life in a positive way?
- What is one thing that I have accomplished and one thing I want to work on?

Upcoming Events

Monday, October 1: AmeriCorps Volunteer Training, 1:00 -3:00. If you are interested in supporting students with reading, you are invited to attend.

Monday, October 1: WSD Parent Night on Internet Safety, 6:30 - 8:00, Roy High School Auditorium (see attached flyer). You won't want to miss this event!

Tuesday, October 2: PTA Run-a-Thon, 9:00 - 12:00, at Park adjacent to the school by the tennis courts--Thanks PTA for supporting our school!

Tuesday, October 2: Community Council Meeting, 3:30 - 4:30 (North Park Community Room)

Wednesday, October 3: Kindergarten Discovery/Gateway Event (North Park Community Room)

Thanks for your support!

Sincerely,

Rebecca Olson

Principal

Looking for a FUN, SPOOKY and TASTY Halloween Event?



Come to **North Park** October 29th from 5:30-7:00

Monstrous Math and Literacy Night



Games in every grade

Delicious Dinner

Prize Give-Aways

Learning For the Whole Family

Wear your Halloween Costume

(optional)



IMPORTANT INFO

School (801) 452-4340
Attendance (801) 452-4341
Lunchroom (801) 452-4346
Fax (801) 452-4359
Website: www.npe.wsd.net
Principal: Rebecca Okey

RECESS SCHEDULE

Kindergarten 10:00 - 10:15
1st Grade 10:00 - 10:15
2nd Grade 10:30 - 10:45
3rd Grade 10:45 - 11:00
4th Grade 10:30 - 10:45
5th Grade 10:15 - 10:30
6th Grade 10:15 - 10:30

**THANK YOU
BUSINESS PARTNERS**

**Walgreens
Zions Bank
Wasatch Peaks**

DAILY SCHEDULE

All Day Kindergarten & Grades 1-6

M, T, Th, F 8:35 a.m. – 3:15 p.m.
WED (Early out) 8:35 a.m. – 1:15 p.m.

WSD High Quality Preschool

AM Session: M, T, TH 9:00 a.m. – 11:30 a.m.
PM Session: M, T, TH 12:15 p.m. – 2:45 p.m.



Make Every Day Count!

Students should arrive
on time and attend every day.

BREAKFAST SCHEDULE

8:00 a.m. – 8:25 a.m.

LUNCH SCHEDULE

FLS Units 11:35 a.m. – 12:25 p.m.
Kindergarten 11:20 a.m. – 11:55 p.m.
1st Grade 11:30 a.m. – 12:05 p.m.
2nd Grade 11:50 a.m. – 12:25 p.m.
3rd Grade 12:00 p.m. – 12:35 p.m.
4th Grade 12:20 p.m. – 12:55 p.m.
5th Grade 12:10 p.m. – 12:45 p.m.
6th Grade 11:40 a.m. – 12:15 p.m.

**NORTH PARK
PRIDE**



2018-2019

TIGERS



**Take Home
and
Leave Home**

**Take Home
and
Bring Back**



7. Transition from early childhood programs to local elementary school programs (Elementary schools only)

ESEA 1114 (b)(1)(G)(#9)(Family Resource Center, Title 1 Preschool, Midland Elementary)

Refer to item #11 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, there is clear evidence of transition activities between early childhood programs/home and the local elementary school.

Description of communication	<p>Weber School District has developed a program for preschools and has offered training and support for local preschools. Through the Burch Creek Elementary parent library and resource center, parents will be provided with instruction in early childhood skills. A district preschool has been located in North Park Elementary to support students including those that will attend the school next year. This preschool has a component to involve and train parents in early childhood skills and strategies to support their child's development and readiness for kindergarten.</p> <p>All preschool students that will attend North Park Elementary are notified about kindergarten registration and orientation prior to kindergarten entrance. In the spring, kindergarten registration forms are filled out by parents, followed by orientation activities consisting of student and parents meeting the school staff. All incoming kindergarten students are provided with material and information to support them over the summer (Miss Bindergarten Gets Ready for Kindergarten Program - Treehouse Museum). Students and their families are invited to an annual event at the Treehouse Museum to celebrate their readiness for kindergarten. During the summer, teachers have offered a pre-kindergarten summer school session for students that will be coming to school in the fall. Just prior to the first week of kindergarten in the fall, parents bring their child to an individual conference with teachers. During this 30-minute appointment, teachers orient the parents for kindergarten and also administer the KEEP assessment. This information is used to identify the needs of students and build a support for them at the beginning of the school year.</p>
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Description of collaboration efforts	Weber School District's Grant Preschool, Title I Department, Special Education Department, preschool staff members, Treehouse Museum, Partnership for Student Success Grant, Communities that Care
Description of transition activities	<p>In the spring, a list of incoming students that have been involved in either the grant or special education preschools is received. For those students that have an IEP, the school team, made up of the principal, teachers, special education teachers and parents are invited to discuss the student's needs for the upcoming school year. This gives the school the opportunity to be prepared to deal with the needs of the child before school begins.</p> <p>A pre-K summer program is offered for incoming Kindergarten students to provide them with additional support needed in order to enter kindergarten.</p>

8. Decisions regarding the use of assessments (#1, #11)

ESEA 1114 (b)(1)(H) Refer to item #12 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, teachers are included in decisions regarding the use of assessments.

<p>What assessments will be used to measure student progress and inform instruction? (#1)</p>	<p><u>RISE</u>: Results for 3rd grade in Reading and Math and 4th, 5th, and 6th grades in reading, math and science (Spring 2019 administration) This Core test is used to evaluate the achievement and progress of students and the school. This will be a transition year as the state moves from the former assessment platform, SAGE, to the new platform, RISE. Based on the recommendations of the Utah State Board of Education, the comparisons for achievement and growth will be analyzed.</p> <p><u>DIBELS (Dynamic Indicators of Early Literacy Skills)</u> Students in grades K-6 will be administered the DIBELS Benchmark test three times annually to assess their reading skills. Results for students in grades K-3 will be analyzed for growth and achievement.</p> <p><u>Surveys</u>: Surveys are used as needed for input regarding success and needs of the students, parents, and staff. Surveys were distributed to parents and certified staff. These surveys involve, but are not limited to curriculum, safety, communication, parent resources, and relationships.</p> <p><u>Exit Tickets</u> will be used to check understanding and inform instruction.</p> <p><u>Common Formative Assessments (CFAs)</u> will be used by teachers to measure mastery of Essential Learning Targets (ELTs).</p> <p><u>Imagine Learning</u> data will be used to monitor student achievement and growth in reading</p> <p><u>DreamBox</u> data will be used to monitor student achievement and growth in math.</p> <p><u>HMH Assessments</u> will be used to monitor student achievement and growth in English Language Arts</p> <p><u>WIDA ACCESS for ELs</u> will be used to measure student achievement and growth in language acquisition for English Learners.</p>
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<p>Please describe how teachers were included in decisions regarding the use of assessments(# 11)</p>	<p>Teacher input was received at faculty meetings, School Leadership Team meetings, Student Success Team meetings, and during each grades' Professional Learning Community regarding the use of assessments for reading and math. Teachers are using evidence-based and current training to implement programs that show positive results in student achievement. Students K through 6 are assessed using the DIBELS Benchmark assessment. Additional curriculum and interventions in small groups will be implemented for those students that indicate they are in need of intensive or strategic interventions. The Kindergarten students receive the Early Reading Intervention Program; first through third grade students receive intervention based on their areas of need using evidence-based practices provided through multiple resources (Words their Way, My Sidewalks, Triumphs, Phonics programs, fluency programs). These programs and strategies are evidence and researched based and provide positive results in student achievement. Ongoing progress monitoring based on the needs of the students is administered to determine student achievement and to make adjustments in the interventions as needed. Math fact tests (addition, subtraction, multiplication, and division) are also administered on a quarterly basis to each child.</p> <p>It is our expectation that teachers will be able to access the results of RISE scores for the benchmark assessments with a breakdown of areas with which students in their classes need more explicit instruction and areas in which teachers need to adjust teaching techniques. Strategies and ideas on how to strengthen teaching methods using highly effective, planned strategies are discussed. Teachers will also give input as to what services the children may need based on the RISE results, diagnostic assessments (Core Phonics, Qualitative Spelling Inventory, Fluency assessments) as well as teacher recommendations. This will provide an opportunity to review their curriculum and instructional strategies. They will be able to analyze patterns of achievement or non-achievement.</p>
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9. Students who experience difficulty mastering academic achievement standards (#10)

ESEA 1114 (b)(1)(I)

Refer to item #13 of the Utah Title I Part A Monitoring Handbook

In school-wide program schools, procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided timely and additional assistance.

<p>How will the school identify which students experience difficulty in mastering academic standards? (#18)</p>	<p>Through assessments, observations, parent/teacher conferences, attendance reports and student success team meetings.</p> <p>Counseling, pupil services, and mentoring services;</p> <p>College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and</p> <p>The integration of vocational and technical education programs.</p> <p>To provide effective, timely and additional assistance to students, the classroom teachers will alter teaching strategies, adapt curriculum, and reduce teacher to pupil ratio by doing the following:</p> <ul style="list-style-type: none">● Title I paraprofessionals will offer individual/small group instruction using materials supplied by a Title I teacher and/or the classroom teacher.● Classroom teacher will contact parent with information and materials to do follow-up work at home with the child.● When requested, counseling services will be provided to support students in the school process.● Tracking and student planners will be used to help facilitate communication between home and school.● Report cards and progress reports will be sent home to parents.● Students will be given an opportunity to explore areas of interest and attitude through Character Education programs, STEM, multi-media, technology, and the arts.
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<p>What interventions will the school provide for students experiencing difficulty in mastering academic standards? (#10)</p>	<p>North Park Elementary staff has a variety of interventions for providing additional assistance to students not adequately mastering State performance standards. The following procedures are followed for identifying students in a continued and timely manner:</p> <ul style="list-style-type: none">● Teacher recommendations● SAGE/RISE assessment● DIBELS Reading Assessment (K-6)● Student Success Team Meetings● Common Formative Assessments based on the Essential Learning Targets● Parent Referrals● Cross-age tutoring programs● AmeriCorps volunteers for reading● Latinos in Action tutoring program <p>To provide effective, timely and additional assistance to students, classroom teachers will use evidence-based teaching strategies, adapt curriculum, and reduce teacher to pupil ratio by doing the following:</p> <ul style="list-style-type: none">● Title I paraprofessionals will offer individual and/or small group instruction using materials supplied by the Reading specialist and/or the classroom teacher.● The reading specialist/classroom teacher will individualize a program and work independently or in a small group with students until concepts are mastered. A variety of instructional methods and published programs and materials will be utilized.● After School Tutoring may be provided by some teachers individually as needed.● Classroom teacher or reading specialist will contact parents with information and materials to do follow-up work at home with the child.● Additional aide time will be provided for individual students or small group remediation.
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<p>How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed(#19)</p>	<p>Multiple assessments will be used to continually check the progress of students. Analysis of the data, conversations and discussions will be used to continue to assess parents and teachers opinion on student progress and attainment of goals.</p> <ul style="list-style-type: none">● Informal Reading & Math Assessments will be administered as a pretest to all students K-6. Results will be used to:<ol style="list-style-type: none">1. Establish instructional group placement2. Help in instructional planning3. Identify a baseline reading & math level ● Common Formative Assessments for Essential Learning Targets (end of units of study)● Reading and math timings (quarterly)● DIBELS Benchmarks (3 times a year-BOY, MOY, EOY in K-6)● DIBELS progress monitoring (based on need every 2-4 weeks)● RISE Benchmarks (1-2 times a year)● RISE Summative (EOY)● WIDA ACCESS for ELs (yearly)● Diagnostic assessments (as needed)
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10. Coordination of Budgets (Federal, State, Local funds) (#12, #16)

Program Funding Source	Allocation	Describe how the funding sources will support the schoolwide plan.
Title 1	\$22,000	Substitute salaries, teacher extra pay, parent involvement, family nights, general supplies, instructional equipment, (math, literacy, STEM, arts) attendance and achievement support, preschool support
Title 1	2 FTE	Teachers/For class size reduction in first grade and second grade
Title 1		2 part-time para-professionals
Title I	1 FTE	Title I Coordinator
Title 1	.5 FTE	Counselor
Title 1	1 FTE	ESL Teacher
School Budget	\$23,187.00	Supplies, Media Center Funds, Textbooks, Reading Program, Additional Aide for interventions, Technology, and professional development for teachers.
Enhancement for At Risk Funding	\$6,398.78	General supplies, professional learning, teacher extra pay, Additional teacher-classroom supplies and material, take home books for students, student reading incentives, additional aide time for interventions, behavior and attendance
USBE Early		Imagine Learning for grade K-3 and ELs reading support

Reading Software Grant and STEM Software Grants		DreamBox for grades K-6 math support
Trustlands	\$58,238.00	Salaries for aides. Material and supplies to support reading, math, science, art, STEM and PLCs. Technology for student use in reading/math/science and software to support content and formative and summative assessments
Business Partners	Flexible Donations	PTA, Reading Incentives, Warm the Souls- Wasatch Peaks Credit Union, WSD Foundation, Boys & Girls Club, Communities that Care, Partnership for Student Success Grant, Treehouse Children's Museum
District Reading Achievement	1 FTE	Reading Specialist
High Quality Preschool Grant		Preschool for 4-year-olds
KSEP Grant	0.5	Full-Day Kindergarten Teacher

ESEA 1114 (b)(1)(J) (#14 of Title I Part A Monitoring Handbook) In schoolwide program schools, there is coordination and integration of federal, state, and local services and programs.