EVERY STUDENT SUCCEEDS ACT (ESSA) PUBLIC LAW 114-95 TITLE I, PART A SCHOOLWIDE PROGRAM (SWP) PLAN

School Name: North Park Elementary

LEA Name: Weber School District

Date: 10/21/2020 Select One: Initial Plan ☑ Plan Revision ☐

A comprehensive Title I schoolwide program plan must be developed or revised with the meaningful involvement of parents, other members of the community, and individuals who will carry out the implementation of the plan, including teachers, principals, other school leaders, paraprofessionals, the local educational agency (LEA), and to the extent feasible, tribes and tribal organizations present in the school community. If the plan is for a secondary school, students should be involved. If appropriate, specialized instructional support personnel, technical assistance providers, school support staff, and other individuals selected by the school may be involved in the plan development (Section 1114(b)(2)). Title I

Schoolwide Planning Team	Name	Signature
Principal	Rebecca Okey	Rebecca Okey
LEA Title I Director	Lori Rasmussen	Lori J Rasmussen
Faculty Member (Title 1 Coordinator)	Michel Strate	Michel Strate
Faculty Member (Counselor)	Amie Doepking	A Doepking
Faculty Member (Teacher)	Ashley Remkes	Ashley Remkes
Parent	Elizabeth Edmunds	Elizabeth Edmunds
Parent	Tricia Fedderson	[illegible]
Parent	Heidi James	Heidi [illegible]
Parent	Diana Beard	D Beard

I certify that the development of this Title I Schoolwide Program Plan included the meaningful involvement of the individuals listed above:

LEA Title I Director, Lori Rasmussen Signature Lori J Rasmussen Date 10/29/2020

Principal, Rebecca Okey Signature Rebecca Okey Date 10/21/2020

I, PART A SCHOOLWIDE PROGRAM (SWP) PLAN

School Name: North Park Elementary

LEA Name: Weber School District

A comprehensive Title I schoolwide plan is designed to assist students in meeting Utah State Standards and guides ongoing systematic improvement. The Every Student Succeeds Act (ESSA) includes four required components for schoolwide plans (Section 1114 (b)(6) Schoolwide). Schools that were operating schoolwide plans under the *No Child Left Behind Act (NCLB) of 2001* should revise their Title I, Part A Schoolwide Plans to include the new requirements under the *Every Student Succeeds Act (ESSA) of 2015*.

USBE developed this plan template as an optional tool. It aligns the four components with reform strategies to help improve student outcomes. Though this specific template is not required, it is strongly encouraged.

After your school establishes a required schoolwide planning team, review the four components of the schoolwide plan template. These include: (1) A Comprehensive Needs Assessment, (2) Schoolwide Reform Strategies, (3) Activities to Ensure Mastery, and (4) Coordination and Integration.

As you develop the schoolwide plan for your school, use the Plan, Do, Study, Act improvement cycle described on page seven. You should review and update the schoolwide plan on an annual basis to ensure it meets the needs of students.

Please review the following guidance documents from the U. S. Department of Education prior to and during the development of a schoolwide Title I plan:

Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program – September

2016 Using Evidence to Support Education Investments – September 2016

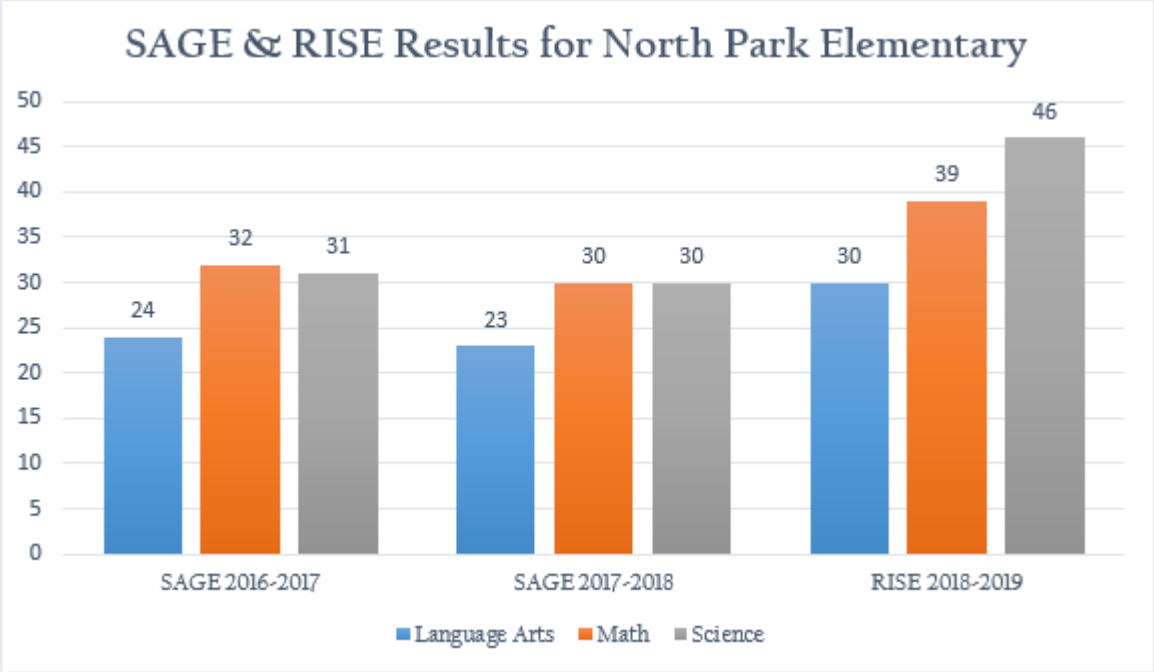
Comprehensive Needs Assessment

ESSA Sec. 1114(b)(6)

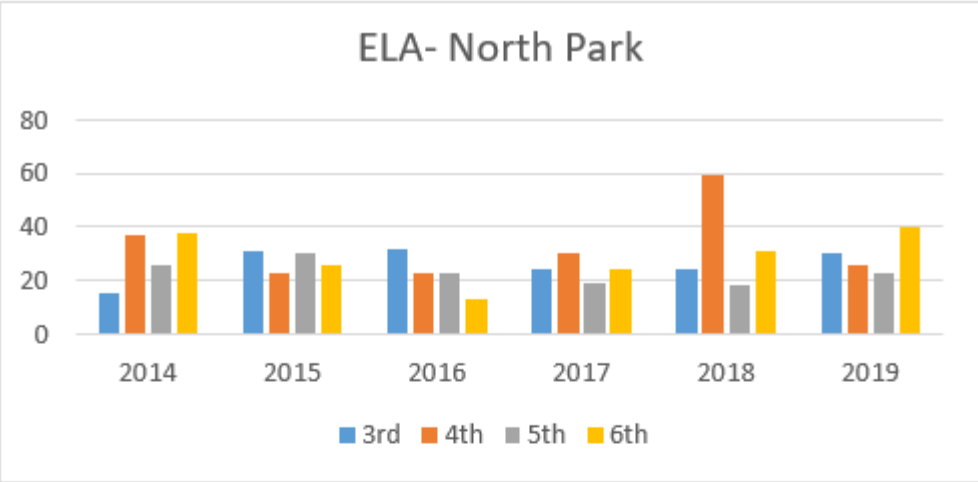
Schoolwide Title I schools must conduct a comprehensive needs assessment of the entire school, based on information about the performance of students in relation to Utah's academic State Core Standards. Quality needs assessments include multiple sources of both quantitative and qualitative data. Due to COVID-19 and as a result of state-wide school building closure, the Utah State Board of Education made the decision to forego certain statewide tests in Spring 2020. The data used is from a previous year and reflections were made based on local data gathered from September 2019 to October 2020.

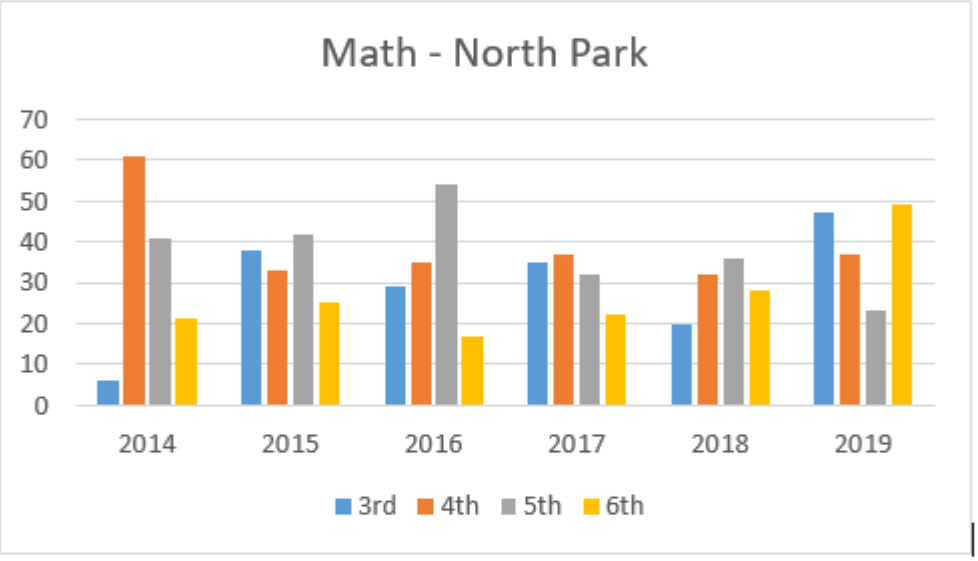
Leader in Me - Measurable Results Assessment (MRA) - a systematic survey tool used by *Leader in Me* schools to gain data-informed insight on the factors that support the development of leadership, culture, and academics. Fall 2020 Results

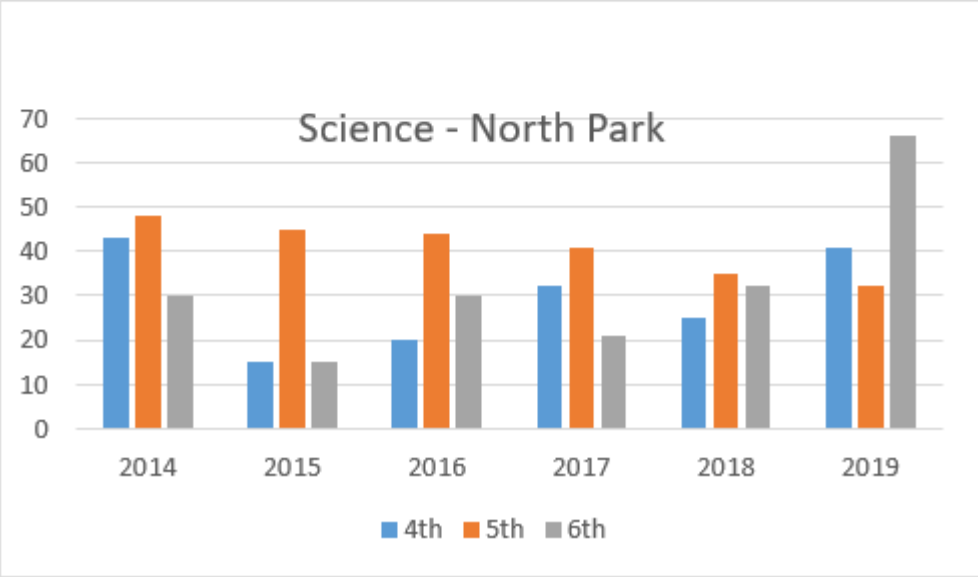
Student achievement trends in proficiency in core academic subjects	



Percent of Students Proficient RISE Results - NORTH PARK SCHOOL 2018-2019							
ELA			Math			Science	
Grade	Percent of Students Proficient		Grade	Percent of Students Proficient		Grade	Percent of Students Proficient
Grade 3	30		Grade 3	47		Grade 3	n/a
Grade 4	26		Grade 4	37		Grade 4	41
Grade 5	23		Grade 5	23		Grade 5	32
Grade 6	40		Grade 6	49		Grade 6	66


ELA- North Park
80
60
40
20
0
2014
2015
2016
2017
2018
2019
3rd
4th
5th
6th


Math - North Park
70
60
50
40
30
20
10
0
2014
2015
2016
2017
2018
2019
3rd
4th
5th
6th


Science - North Park
70
60
50
40
30
20
10
0
2014
2015
2016
2017
2018
2019
4th
5th
6th

ELA						
Grade	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
3rd	15	31	32	24	24	30
4th	37	23	23	30	59	26
5th	26	30	23	19	18	23
6th	38	26	13	24	31	40

Math						
Grade	2014	2015	2016	2017	2018	2019
3rd	6	38	29	35	20	47
4th	61	33	35	37	32	37
5th	41	42	54	32	36	23
6th	21	25	17	22	28	49

Science						
Grade	2014	2015	2016	2017	2018	2019
4th	43	15	20	32	25	41
5th	48	45	44	41	35	32
6th	30	15	30	21	32	66

Overall Elementary School Level MGP Scores for 2019 RISE Testing

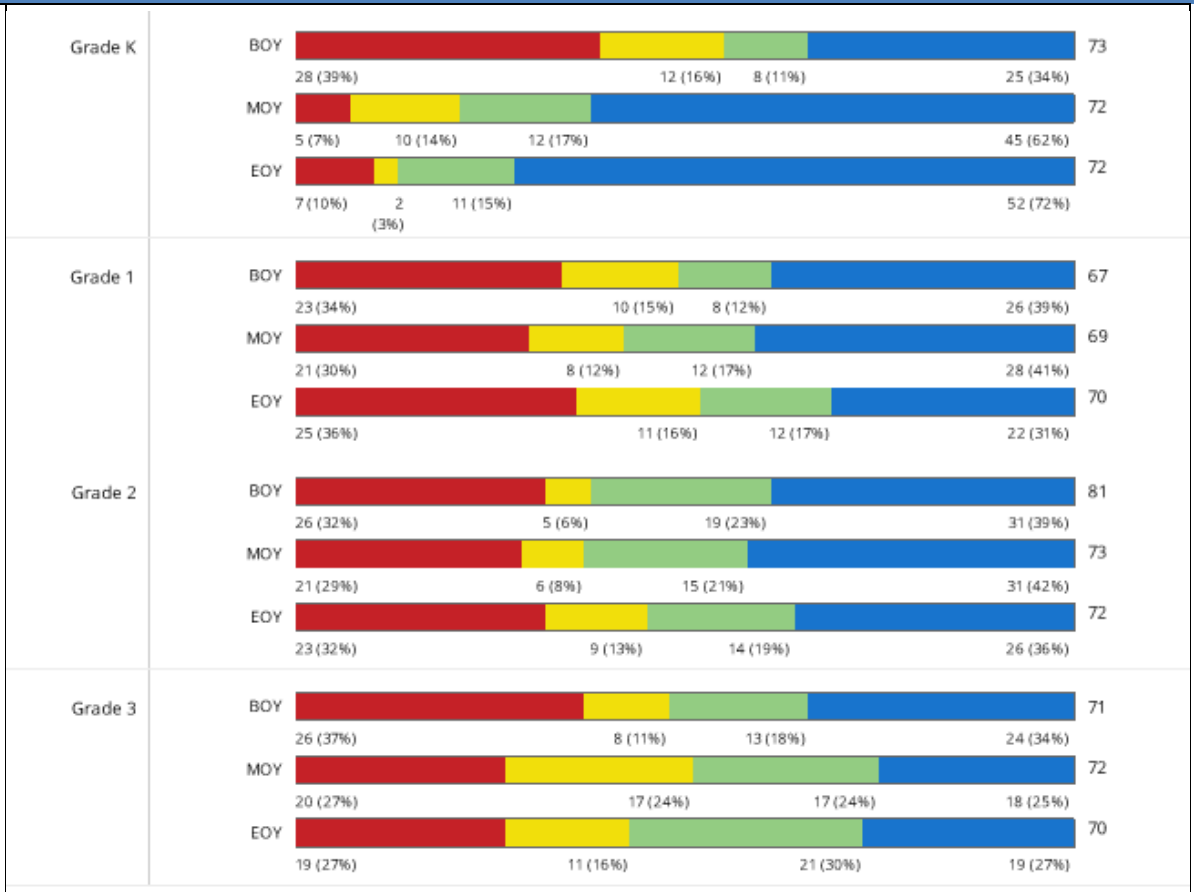
Overall Elementary School Level MGP Scores for 2019 RISE Testing			
School	ELA	Math	Science
North Park	61	68.5	61

4th Grade MGP Scores for 2019 RISE Testing			
School	ELA	Math	Science
North Park	49.5	72.5	N/A

5th Grade MGP Scores for 2019 RISE Testing			
School	ELA	Math	Science
North Park	47	38	52

6th Grade MGP Scores for 2019 RISE Testing			
School	ELA	Math	Science
North Park	79	88	75

	below 40th percentile	students overall didn't make a year of growth	
	between 40th & 60th percentiles	students overall didn't make a year of growth	
	60th percentile	students overall made more than one year of growth	



<u>2018/2019-On or Above Grade Level-DIBELS</u>

K:	BOY- 45 %	MOY- 79%	EOY- 87%
1:	BOY- 51%	MOY- 58 %	EOY- 48%
2:	BOY- 62%	MOY- 63 %	EOY- 55%
3:	BOY- 52%	MOY- 49%	EOY- 57%

<table>
<tr><td></td><td>

Pathways of Progress Growth
EOY 2018-2019

School Name, Grade, and BOY Level	% Well Below	% Below	% Typical	% Above	% Well Above	% Typical or Better	Student Count
North Park Elementary School	21%	17%	23%	14%	25%	62%	271
K	4%	3%	10%	22%	60%	93%	67
1	30%	17%	26%	15%	12%	53%	66
2	24%	18%	38%	8%	11%	58%	71
3	27%	30%	15%	12%	16%	43%	67

</td></tr>
<tr><td>Graduation rates (high schools)</td><td>NA</td></tr>
<tr><td>Demographic data</td><td>2020-2021 demographics show the following:
Total students enrolled = 459
Asian students:3%; Black students:<1% ; Hispanic students:18% ; Am Indian students:2% ; Pacific Islander students:<1% ; White students:69%
ELL: 5%
SPED/IDEA: 16%
Poverty rate: 56 % (based on free and reduced lunch)</td></tr>
<tr><td>School climate</td><td>North Park Elementary strives to support a positive climate for students, families and staff. We value the input from all stakeholders and view collaboration as a critical tool in continuing to support all students. Equitable distribution of resources based on individual student's needs supports all students in having access to a high-quality education. There is a focus on having a safe, healthy school environment, a strong early foundation in literacy and numeracy, access to effective educators and evidence-based strategies, practices, programs, and activities in all areas of the curriculum to promote the development of the whole child. We have several structures to facilitate the collaboration of the administrator, teachers, students, staff and parents to help accomplish this plan. These include the School Leadership Team, Leader in Me Lighthouse Team, Student Leadership Team, MTSS Team, Student Success Team, Professional Learning Community (PLCs) teams, PTA, and Community Council.</td></tr>
</table>

Our School Leadership team is composed of the administrator, representatives from every grade level, and support staff which include the school counselor, the reading specialist, and a special education teacher. This team meets regularly to review current practices, determine the needs of the school, analyze data, and make decisions for ongoing improvement for the school.

The Leader in Me Lighthouse Team consists of two Lighthouse Coordinators (Teacher, Reading Specialist), Lighthouse Action Team Leaders (teachers from each grade level). This team meets regularly to analyze the needs of the school and provide guidance and support for staff and students. They coordinate with the action teams to support school-wide needs and goals to improve student leadership and academic growth. Ongoing professional learning is provided to support students in the classroom, school, at home and in the community.

Our Student Leadership team is composed of student representatives from each class and a team of 6th grade students. The team meets to discuss, plan and provide input into school needs and activities. Students are involved in school-wide activities and events. The students are engaged in supporting the Leader in Me across the school. Each classroom selects a student leader for the month to participate on this team. In addition to the classroom representatives which changes monthly, there is a group of sixth grade student representatives that serve for the whole year.

The Multi-Tiered System of Support (MTSS) team is composed of representatives including the administrator, regular education teachers, special education teachers, counselor, and Title I Coordinator. This team meets regularly to analyze the needs of the school, the impact of our support systems for academics and behavior, and make adjustments/refinements to the plans.

The Student Success Team (SST) is composed of the administrator, special education teachers, speech & language pathologist, counselor, Title I coordinator, reading specialist, and nurse. This team meets monthly or as needed to address the needs of individual students. The team meets with individual teachers to discuss needs and concerns, analyze data, and formulate a support plan for the individual student.

At North Park Elementary we function as a Professional Learning Community. Our grade level teams devote 90 minutes weekly in PLC meetings to analyze student achievement and growth, analyze data, formulate a plan of action to address increasing student achievement, design instruction, determine assessment needs, and learn together as a team the strategies and evidence-based strategies to support students in achieving success both academically and behaviorally. They focus on understanding and using Essential Learning Targets (ELTs), pacing guides, assessments aligned to the ELTs, and analyzing student achievement and growth. Each month a member of the Student Success Team meets with the PLCs to target specific needs, analyze specific data, and share evidence-based strategies to support student learning. Time is provided during the year for the grade-level teams to also meet with other grade level teams for vertical teaming.

Our PTA is active and provides families with many activities and programs to help encourage parent engagement in the school and supports our staff. Some of the programs or activities include:

- Parent and family engagement activities

	· Parent volunteers · Celebrations of success (Reflections Contest, Behavior Incentive Events, Scholastic Books for reading) North Park has recently implemented Leader in Me to not only teach principles and character building through leadership opportunities for our students, but to also learn about and use them as staff members. The lessons on the 7 habits are taught by the classroom teacher and reinforced throughout the school. The Student Leaders provide ongoing support for all grade levels. This evidence-based approach empowers students with the leadership and life-skills they need to be successful in today's world. By developing the WHOLE child (socially, emotionally, academically and ethically) we create a school culture that promotes greatness. Improvement in academic achievement is a top priority to North Park. To facilitate improvement in this area, a school-wide schedule was developed through the work of the School Leadership Team. The school-wide schedule provides a structure to ensure Tier I instructional time is protected and given priority during the school day. The schedule also provides a way to support the equitable allocation of additional resources for intervention and needed assistance for students. Time for Tier 2 and Tier 3 support is built into the schedule to minimize interruptions and provide time to address student needs. North Park has a school-wide behavior plan based on the MTSS model. We focus on being respectful, responsible, safe and kind. Teachers and staff teach the rules and procedures explicitly at the beginning and middle of the year. As new students arrive, a plan is in place to explicitly teach those rules using the student leaders in the classrooms. All students and teachers know what is expected of them. There is common language used and each area of the school is included (hallways, classrooms, library, bathrooms, lunchroom, office, playground, etc.). At the end of each school day, students are provided the time to reflect on their own behavior in regard to being respectful, responsible, safe and kind. They receive daily points for their behavior based on this reflection. Students may earn extra points through doing additional, beyond the regular expectations in any of the four areas. Teachers and staff are constantly watching for students that are demonstrating these qualities and give the student a Tiger Ticket when they notice the behavior. For infractions of the rule and procedures, students are provided with reteaching, warnings and then are issued a "Fix-It Ticket". These tickets require the student to do something to correct the behavior. All fix-it tickets must be taken care of prior to the monthly incentive activity in order for the students to participate. We are currently implementing a Tier 2 behavior support system and provide targeted support to students who score less than 80% on their monthly behavior trackers. Our teachers are working together in weekly PLC meetings to look at student data and provide grade wide interventions for students who struggle with essential learning targets. Student attendance is valued and we recognize the impact absences have on academics. We have an attendance aide and a student advocate aide that work together to monitor attendance, review data from previous years, identify students at risk for absenteeism, and celebrate improvements in

	attendance.. The aides track absences and support students in setting goals to increase daily attendance. Communication and information regarding the importance of attendance is shared monthly with all parents and families. Student safety is a priority and we have put an emergency plan in place to protect students in any given situation such as fire, earthquakes, critical incidents, lockdowns, and lockouts. Students train at least monthly for unique situations that they may encounter. All doors, except the main entry doors, remain locked throughout the school day so that any person entering the school must check in through the office. The support and engagement of North Park parents and families is highly valued. A focus for the school is to communicate frequently, clearly, and meaningfully with parents and families, and ask for parents' input in decisions that affect their children. Mitigation plans due to COVID-19 are in place and alternative support systems are being used to provide family engagement. We actively seek out the engagement of parents and families at North Park through notices of upcoming events, surveys, digital and when possible face-to-face events, emails, and other forms of communication. Based on the mitigation plans and adjusted as needed, parents support in class, grade and school-level activities, field trips, participate in SEPs, volunteer with PTA activities, attend Community Council meetings, and apply for membership on the Community Council.
Course-taking patterns (secondary)	NA

Teacher and paraprofessional qualifications

Teacher Quality Report Total Certified Staff: 32				
Bachelor's Degree	**Master's Degree**	**Math Endorsement**	**Reading Endorsement**	**ESL Endorsement**
32	13	3	9	10

Teacher/Staff	Grade Level or Assignment	Degree		License Level
		Bachelor	Masters	
Okey, Rebecca	Principal	✓	✓	2
Doepking, Amie	Counselor	✓	✓	1
Lynch, Sarah	Reading Specialist	✓		2
Strate, Michel	Title 1 Coordinator	✓	✓	2
Beck, Tracy	Kindergarten	✓	✓	2
Jones, Tiffany	Kindergarten	✓		2
Ward, Annette	Kindergarten	✓		2
Beals, Ruth	1st Grade	✓		2
Bingham, Mindi	1st Grade	✓		2
Perry, Brenda	1st Grade	✓	✓	2
McKenna, Mary	2nd Grade	✓		2
Heywood, Tina	2nd Grade	✓		1
Blume, Rebekah	2nd Grade	✓	✓	2
Brooks, Jamie	3rd Grade	✓		1
Martin, Ethan	3rd Grade	✓		1
Summers, Debra	3rd Grade	✓	✓	2
Barfuss, Shaylee	4th Grade	✓		2
Etherington, Sara	4th Grade	✓		2
Kelsey, Julie	4th Grade	✓	✓	2
Gurney, Mckel	4th Grade	✓		2
Brighton, Mackenzie	6th Grade	✓		2
Dahl, Shayla	5th Grade	✓	✓	2
Johnston, Ashlee	5th Grade	✓		1
[illegible]	6th Grade	✓	✓	2

Instructional practices	There is an expectation that all classroom teachers are skilled professionals with a strong knowledge-base in the Utah Core Standards. Teachers meet weekly to collaborate in grade-level teams in a Professional Learning Community (PLCs). Teachers receive ongoing professional development at the district, school, and classroom level. These professional development sessions provide the opportunity for teachers to increase their understanding of the standards and also to increase their ability to implement the standards. Teachers are also involved in ongoing training with digital learning through the use of CANVAS as the Learning Management System (LMS). At North Park Elementary, we expect the use of evidence-based strategies, practices, programs, and activities. Teachers are expected to have a strong knowledge of multiple methods for teaching all content areas. This in combination with the knowledge of their students' needs allow them to successfully support student learning for all students. We have district adopted curriculum to provide teachers with a scope and sequence as well as a systematic approach to teaching the Utah Core Standards. Essential Learning Targets (ELTs) and guidelines for timelines are also provided to support teachers. Students are provided multiple opportunities for response, high engagement opportunities, ongoing monitoring, and support to achieve the rigorous, high expectations of the Utah Core Standards. Teachers are expected to address the needs of students through the use of both whole group and small group instruction daily. Our teachers use district provided materials for math instruction and reading instruction. We use the Journeys (K-6) and Collections (6th) program by Houghton Mifflin for ELA instruction. To support additional phonics development we use Reading Horizons and the phonics section of the Journey's program by Houghton Mifflin. We use the Engage NewYork materials for math instruction to develop the deeper thinking and problem solving abilities of our students. Assessments are used for screening and progress monitoring. Teachers are expected to use data to support their knowledge of what the students know and what the students still need to learn. We use RISE Formative, RISE Summative, WIDA ACCESS, Acadience FReading (formerly DIBELS) Progress Monitoring,Acadience Reading (formerly DIBELS) Benchmark, and other assessments as needed. Data analysis is an ongoing process through our PLC teams. Teams will collaboratively look at data in PLC's to guide instruction and reteaching efforts for students. Training and support are provided for teachers through professional development, PLCs and school-wide collaborative teamwork. Through the use of school level and district level funding, additional support personnel are available to support interventions (reading specialist, EL aide, behavior aides, classroom aides, SPED teachers, nurse, counselor, and mental health specialist). Professional Development opportunities are available at a school and district level. Some of these include: • Reading endorsement programs • Leader in Me training and coaching • Peer observations • DYAD reading Training • Reading Horizon PD Sessions • 95 Percent Group Material and Training • Imagine Learning PD Sessions • ELA Buzz Sessions • CANVAS Training • Google Training • Restorative Practices Training

College entrance testing	NA
Other data determined by the school	We will use the following tools or strategies to measure and monitor student growth and proficiency as needed: Acadience Reading (Formerly DIBELS) Progress Monitoring, Acadience Reading (Formerly DIBELS) Benchmark, RISE Formative, RISE Summative WIDA ACCESS, attendance data, DreamBox data, Imagine Learning data, and Common Formative Assessments (CFAs) based on Essential Learning Targets (ELTs), MTSS data, and other data as needed.

Schoolwide Reform Goals and Strategies Form for most At-Risk Students.

Complete one page for each goal.

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

SMART Goal	Goal 1- By the end of the school year, the percentage of students in K-6 demonstrating proficiency or typical/above typical growth in reading based on Acadience Reading (Formerly DIBELS) Benchmark will increase by 2%.
Strategies	Action Plan(s): 1. Positive behavior support 2. Explicit Instruction 3. Evidence-based strategies, practices, programs, and activities 4. Student self-monitoring of progress and goal setting 5. Cross-age tutoring and LIA Tutoring 6. Volunteer support 7. Small group interventions 8. Tier 2 and Tier 3 supports 9. Peer assisted learning strategies (DYAD reading) 10. Multi-Tiered System of Support (MTSS) 11. Building collective teacher efficacy through 90 minutes of PLC time weekly 12. Ongoing progress monitoring and analysis of data 13. Professional learning for teachers, staff and paraprofessionals 14. Provide integration of arts into classrooms and arts education experiences 15. Leader in Me 16. Use CANVAS as the Learning Management System (LMS)
Evidence-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. 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. Fisher, D., Frey, N., Almarode, J., Florie, K., & Nagel, D. (2019). *PLC + better decisions and greater impact by design.* Thousand Oaks, CA: Corwin. Fisher, D., Frey, N., Almarode, J., Florie, K., & Nagel, D. (2019). *PLC + playbook: A hands-on guide to collectively improving student learning grades k-12..* Thousand Oaks, CA: Corwin. 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. 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	By the end of the school year, the percentage of students in K-6 demonstrating proficiency or typical/above typical growth in reading based on Acadience Reading (Formerly DIBELS) Benchmark will increase by 2%.
Professional Development to Support Strategies	Through the use of a school-wide schedule, highly qualified teachers, evidence-based curriculum, and the use of the MTSS model, all students will be provided with an opportunity to succeed in reading. We use the Journeys (K-6) and Collections (6th) program by Houghton Mifflin for ELA instruction. To support additional phonics development we use Reading Horizons and the phonics section of the Journey's program by Houghton Mifflin. Additional support material and strategies are used to supplement as needed including DYAD Reading with all grade levels. Technology will continue to be used as a tool for effective instruction and communication. We will be using Imagine Learning as a tool to support students in reading at school and at home. Online instruction and learning activities will be supported through the use of CANVAS as the Learning Management System (LMS). All teachers will be involved in ongoing professional learning which is provided through the school, district, and outside resources. Teachers will work collaboratively as grade-level teams in professional learning communities (PLCs) on a weekly basis for 90 minutes. Teachers will target instruction and assessments on ELTs throughout the year. During the PLCs they will analyze the impact of instruction on student learning and make needed adjustments in instruction and intervention support to address the needs of all students. The administrator and school support staff will support PLCs in ongoing discussion,

	training, analysis of data, and resources to support the work. Teachers will be focused on building collective teacher efficacy through working together to improve student outcomes. Involving students in becoming assessment capable learners will also be a focus through the use of goal setting, data notebooks, and analysis. There will be a focus on increasing students' opportunities to respond, using feedback effectively and increasing the rigor of instruction and assessments. Online instruction and learning activities will be supported through the use of CANVAS as the Learning Management System (LMS). Interventions through Tier II and Tier III will be provided for students struggling to meet state academic standards. These interventions will be targeted to the individual student's needs and address ELTs. The focus will be on closing the gap for these students in literacy. Progress monitoring and ongoing adjustments to instruction will be provided on a regular basis. Online instruction and learning activities will be supported through the use of CANVAS as the Learning Management System (LMS). Classroom aides and paraprofessionals will receive ongoing professional learning opportunities provided at school and district training sessions. 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. Teachers are expected to provide Tier 1 instruction on the Utah Core Standards daily. using evidence-based strategies, practices, programs, and activities. During English language arts tier I instruction, the components will include phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, concepts of print, and oral language. ELs receive support in the classroom through the use of an integrated model by using the Sheltered Instruction Observation Protocol (SIOP). A focus on academic vocabulary as well as all areas of reading, writing, speaking, and listening are supported. Online instruction and learning activities will be supported through the use of CANVAS as the Learning Management System (LMS). There will be various parent and family engagement activities targeted on literacy throughout the year. Digital resources, virtual meets, and face-to-face support (based on safety/health guidelines) these activities and other information will support parents and families at home. The activities will provide instruction on how to work with their child in reading and writing, activities to increase opportunities to promote language through conversations and reading books, tools for expanding opportunities digitally to information and support in literacy, and provide resources for parents to use at home.
Timeline	2020-2021 School Year

Responsible Parties	Principal, School Leadership Team, School Student Leadership Team, Student Success Team (SST), Classroom Teachers, MTSS Team, support staff, and district personnel who have been assigned to assist with professional learning.
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	Faculty, Student, Parent Surveys Weekly PLC discussions/agendas Data charts and reports Leader in Me- Measurable Results Assessment (MRA) Observations by the school principal Professional goals achieved by teachers Ongoing progress monitoring and analysis of data by SLT and PLC teams

SMART Goal	Goal 2- By the end of the school year, increase the opportunity for students to use science, technology, engineering, and math (STEM). Students will show an increase of 2% on the RISE Science and Math assessments.
Strategies	Action Plan(s): 1. Positive behavior support 2. Explicit instruction 3. Evidence-based strategies, practices, programs, and activities 4. Student self-monitoring of progress and goal setting 5. Cross-age, volunteer, and small group tutoring 6. Tier 2 and Tier 3 supports 7. Peer assisted learning strategies 8. Multi-Tiered Systems of Support (MTSS) 9. Building collective teacher efficacy through 90 minutes of PLC time weekly 10. Ongoing progress monitoring and analysis of data 11. Professional learning for teachers and paraprofessionals 12. Provide integration of arts into classrooms and arts education experience 13. Leader in Me 14. Use of CANVAS as the Learning Management System (LMS).
Evidence-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 (How will success be measured on an annual basis?)	By the end of the school year, increase the opportunity for students to use science, technology, engineering, and math (STEM). Students will show an increase of 2% on the RISE Science and Math assessments.
Professional Development to Support Strategies	Through the use of a school-wide schedule, highly qualified teachers, evidence-based curriculum, and the use of the MTSS model, all students will be provided with an opportunity to succeed in math and science. We use the district adopted material from EngageNY (also called Eureka Math) for math instruction. Additional support material and strategies are used to supplement as needed. Technology will continue to be used as a tool for effective instruction and communication. We will be using DreamBox and Extra Math as tools to support students in math at school and at home. All teachers will be involved in ongoing professional learning which is provided through the school, district, and outside resources. Teachers will work collaboratively as grade-level teams in professional learning communities (PLCs) on a weekly basis for 90 minutes. Teachers will target instruction and assessments on ELTs throughout the year. During the PLCs they will analyze the impact of instruction on student learning and make needed adjustments in instruction and intervention support to address the needs of all students. The administrator and school support staff will support PLCs in ongoing discussion, training, analysis of data, and resources to support the work. Teachers also receive professional learning opportunities provided by the principal and support staff (reading specialist, counselor, special education teachers, EL staff , behavior specialists) on

evidence-based strategies, practices, programs, and activities to increase student learning. Teachers will be focused on building collective teacher efficacy through working together to improve student outcomes. 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. Some of these include:

- Math and STEM, endorsement programs
- Leader in Me training and coaching
- Peer observations
- District Math Training Sessions
- DreamBox PD sessions
- Professional Learning Day Sessions

Involving students in becoming assessment capable learners will also be a focus through the use of goal setting, data notebooks, and analysis. With the implementation of the Leader in Me, students will be provided opportunities to build their self-efficacy, become more involved in the learning process and develop highly effective qualities to support their own learning. There will be a focus on increasing students' opportunities to respond, using feedback effectively and increasing the rigor of instruction and assessments.

Interventions through Tier II and Tier III will be provided for students struggling to meet state academic standards. These interventions will be targeted to the individual student's needs and address ELTs. The focus will be on closing the gap for these students in numeracy. Progress monitoring and ongoing adjustments to instruction will be provided on a regular basis.

Through the use of school level and district level funding, additional support personnel are available to support interventions which include classroom aides, EL aide, behavior aide, SPED teachers, school nurse, school counselor, and mental health specialist. Classroom aides and paraprofessionals receive ongoing professional learning opportunities provided through school and district training sessions. 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.

Teachers are expected to provide Tier 1 instruction on the Utah Core Standards daily. using evidence-based strategies, practices, programs, and activities. 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) in classrooms and a pull-out model of support from support personnel. 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 support the MTSS process. Teachers monitor and assess student achievement and growth based on ELTs and provide needed support for mastery. Teachers and staff will work with students in small groups for Tier II and Tier III instruction to target the area of need. There will be various parent and family engagement activities targeted on numeracy and STEM throughout the year. These activities and other information will support parents and families at home. The activities will provide instruction on how to work with their child in math and science, activities to increase opportunities to promote language and vocabulary through conversations and informational text, tools for expanding opportunities digitally, and provide resources for parents to use at home.
Timeline	2020-2021 School Year
Responsible Parties	Principal, School Leadership Team, School Student Leadership Team, Student Success Team (SST), Classroom Teachers, MTSS team, support staff, and district personnel who have been assigned to assist with professional learning.
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	Faculty, Student, Parent Surveys Weekly PLC discussions/agendas Data charts and reports IXL Data Observations by the school principal Professional goals achieved by teachers Leader in Me - Measurable Results Assessment Ongoing progress monitoring and analysis of data by SLT and PLC teams

TITLE I, PART A SCHOOLWIDE PLAN

Name of LEA and School: North Park Elementary	**Date:** October 21, 2020

Mission	**Vision**
The purpose of North Park Elementary is to guide ALL students in developing their own self-confidence through high-levels of academic, social, and emotional learning in order to ensure whole community success.	All North Park students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives.

COMPONENT #1: NEEDS ASSESSMENT
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan	We will look at a variety of data sources including, the demographic makeup of our students, the school culture and its effects on the educational environment, and the community involvement along with stakeholder input for North Park Elementary's needs assessment. Panorama will be used as a support tool.
Do	In our meetings with Stakeholders and Staff, we will review the demographics of our school. We will discuss student academic performance on end of year testing, as well as current practices taking place in our classrooms. We will seek parent feedback on perceived awareness and support they received to homes within our boundaries in regards to professional learning opportunities, ways to assist in their student's learning, and overall feelings regarding school culture and family involvement.
Study	Staff and stakeholders will review results of assessments. We will review current practices and look for specific suggestions to make improvements in areas that are in need of attention. We will look for best practices implemented in schools similar to our demographics.
Act	We will work through resources available to us through email, websites, phone contact, etc. as we continually work to meet the needs of our individuals and families. North Park Elementary will provide support through a variety of family and parent engagement activities and communication tools. Support is offered at the district level as well. Panorama will be used as a support tool. A Mental Health Specialist will provide support for individuals and families as needed.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan	North Park Elementary will draw information from a variety of data sources to inform our decisions. These include but are not limited to: Readiness, Improvement, Success and Empowerment (RISE) : Results for grades 3-6 in Reading and Math tests are used to evaluate student progress. Results for grades 4-6 in Science are used to evaluate student progress. ACADIENCE (DIBELS): Students in grades K-6 will be administered the Benchmark assessment three times annually to assess their basic reading skills. DIBELS Progress Monitoring will also be analyzed to determine needs throughout the year. WIDA ACCESS: Students qualifying for services in English Language services will be assessed yearly using the WIDA ACCESS to determine proficiency in reading, writing, speaking and listening. IXL Data: Students will be administered the assessments throughout the year to monitor growth and measure proficiency. 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 parents. Surveys are distributed to parents yearly. 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 students with chronic absenteeism. Social/Emotional Learning: Surveys will be used to gather information to support social/emotional learning. Panorama will be used as a tool to collect and analyze the needs of students to support individual, small group, class, or school level support.
Do	In collaboration, teachers, administration, and support staff will regularly review and analyze data. Adjustments will then be made to resources, instructional support, teacher instruction and/or small groups/paraprofessional support so that student needs are being met as they arise. Training will be provided to both teachers and paraprofessionals as needed to

	strengthen best practices.
Study	We will look over data to check for student learning and growth. We will see if targets are being met, and goals are being accomplished. Adjustments will be made along the way to address student needs. Resources used to support instructional decisions include but are not limited to: Sheltered Instruction Observation Protocol (SIOP). The SIOP® Model supports teachers in planning and delivering high-quality instruction for all students. 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.

Act	As student needs arise, training and support to teachers and paraprofessionals will be provided. We will continue to work on achieving school-wide, classroom, and individual goals throughout the year. Our MTSS plan will assist us as behavior needs arise. Our counselor will also provide strategies to teachers as needed.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

Plan	School-wide systems of support will continue and be adjusted to meet the various needs of teachers, staff and students. Reading: The staff will continue to receive professional learning opportunities in relation to instructional strategies in reading to help them meet student learning needs related to Utah Core Standards. Continued focus and support for Essential Learning Targets (ELTs). An emphasis will be placed on addressing and meeting the needs of English Learners and Students with Disabilities. Math: The staff will continue to receive professional learning opportunities in relation to instructional strategies in math to help them meet student learning needs related to Utah Core Standards. Continued focus and support for Essential Learning Targets (ELTs). An emphasis will be placed on addressing and meeting the needs of English Learners and Students with Disabilities. Science: The staff will continue to receive professional learning opportunities in science to help them meet student learning needs related to Utah Core Standards. An emphasis will be placed on addressing and meeting the needs of English Learners and Students with Disabilities. Professional Learning Communities(PLCs): Grade-level teaching teams will meet weekly for 90 minutes to review Utah Core State Standards, Essential Learning Targets, review student data and make a plan to meet student learning needs in the coming weeks. School Wide Student Behavior Support: The School MTSS team will meet to review data related positive behavior supports and attendance. The teacher leaders of this team will share student behavior plans and data with all faculty members throughout the year. *Leader in Me* will continue to be taught and practiced school-wide. School master schedule: The school master schedule will continue to be used throughout the year to facilitate the implementation of Tier I, Tier II and Tier III

	instruction. The Leadership Team will analyze needed changes and effectiveness of schedules. Social/Emotional Support: A Mental Health Specialist and Counselor will provide support and guidance as needed. Collaborative Classrooms and Restorative Practices will be used to support students with social/emotional needs and provide a support system to students at the classroom level. Student Support Team: The student support team will continue to meet monthly to collaborate with classroom teachers and support individual students as needed.
Do	Multiple data sources will be used to continually check the progress of students. Analysis of the data including conversations and discussions will be used to continue to assess parents and teachers opinion on student progress and attainment of goals. Formative reading and math assessments will be administered to screen all students. Results will be used to: 1. Establish instructional group placement 2. Help in instructional planning 3. Identify a baseline reading & math level Progress Monitoring will take place throughout the year to monitor growth and achievement. These will include but not be limited to: ● Common Formative Assessments for Essential Learning Targets (end of units of study) ● Reading and math timings (quarterly) ● Acadience Reading (Formerly DIBELS) Benchmarks (3 times a year- BOY, MOY, EOY in K-6) ● Acadience Reading (Formerly DIBELS) progress monitoring (based on need every 2-4 weeks) ● RISE Benchmarks (1-2 times a year) ● RISE Summative (EOY) ● IXL assessments ● WIDA ACCESS for ELs (yearly) ● Diagnostic assessments (as needed) Grade-level and school level teams will make adjustments to instruction and support systems as needed based on the data gathered throughout the year.

	Professional development will be based on areas of need and address the various needs of students and staff.
Study	With staff and stakeholders we will look over data to check for student learning and growth. We will see if targets are being met and goals are being accomplished. Adjustments will be made to target students' needs more specifically. We will also look at behavior patterns of the students and determine if those factor into any changes in the outcomes of the data results. The SST team can review data and make intervention suggestions following through to see if interventions work and if they don't, suggest alternative options.
Act	North Park will meet the needs, both academic and behavioral, as the individual circumstances arrive. We will hire highly qualified staff and will maintain an expectation of best practices. Teachers and paraprofessionals who do not meet expectations will be provided a mentor and will work on a plan to maintain best practices. As students' needs arise, training and support will be provided to achieve success. We will continue to work on achieving schoolwide, classroom, and individual goals throughout the year. Panorama, Collaborative Classrooms program, Leader in Me, and the MTSS behavior plan will be implemented as a support for students behavior needs. Our counselor, mental health specialist, school and district behavior personnel will also provide strategies to teachers as needed. Success will be measured through classroom observations, teacher evaluations, Panorama, LIM MAR survey and meeting Professional Learning Goals.

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Plan	North Park will continue to support school-wide systems to support the learning of all students. These systems of support include a master schedule, PLC grade-level teams, Leadership Team, MTSS Team, Student Support Team, Student Leader Team, PTA, and Community Council. The coordination of support services focused on meeting the various needs of students will include coordination of services with the administrator, regular education teachers, SPED staff, English Learner support staff, reading specialist, behavior support staff, attendance aides,counselor, Title I coordinator, and other support personnel as needed. Parent and family engagement activities and resources will be used to promote literacy, numeracy and STEM.
Do	North Park will spend a majority of the Title I Funding on staffing to support both the classroom and additional support staff. (paraprofessionals, counselor, mental health specialist, Title I coordinator, etc.). Funding will also be spent on intervention support including access to technology. The implementation of

	Leader in Me, Collaborative Classrooms, Panorama along with the MTSS will support students in meeting both their academic and behavioral goals. Funding will also be spent on professional learning opportunities for teachers and staff. Materials and supplies needed to support data collection and analysis will also be supported. Parent and family engagement through ongoing activities, events, and communication to support behavior and academic achievement will be used throughout the year.
Study	Meeting the various academic and behavioral needs of students is supported through the use of additional staffing and resources. The use of the MTSS model has been proven to be a highly effective system to support all students. The PLC model for the school and grade-level teams will promote teacher efficacy and build collaboration around student needs. Ongoing professional learning for faculty and staff will support the use of evidence-based strategies, practices, programs and activities for student learning. Support for a well-rounded education will be a focus. According to the National Education Policy Center: • Class size is an important determinant of student outcomes, and one that can be directly determined by policy. All else being equal, lowering class sizes will improve student outcomes. • The payoff from class-size reduction is greater for low-income and minority children. Conversely, increases in class size are likely to be especially harmful to these populations -- who are already more likely to be subjected to large classes. • While lowering class size has a demonstrable cost, it may prove the more cost-effective policy overall, particularly for disadvantaged students. Money saved today by increasing class sizes will likely result in additional substantial social and educational costs in the future. • Generally, class sizes of between 15 and 18 are recommended but variations are indicated. For example, band and physical education may require large classes while special education and some laboratory classes may require less. (https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf)

Act	Throughout the school year, we will collect data, monitor student progress and achievement, and make any needed adjustments. Through the use of our Title I budget, we will be able to fill any gaps with books, trainings, and technical support and hardware to support the program or help students' academic learning.

Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Title I	$393,626.86	To provide students with additional resources and opportunities to access their education and achieve high levels of learning.
Title III	**$**22,404.88	Funds are used to implement language instruction education programs to assist English learners to achieve standards.
Trustlands	$63,690	Funds are used to address the specific needs of the school with input from the School Community Council.
TSSA	$63,000	Funds are used to address the specific needs of the school with input from the School Community Council.
Total	**$458,822.27**	