

# 2021-2022 Utah Title I Schoolwide Plan

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**Part A: General Information**

**School Name** Westside Elementary      **LEA Name** Nebo School District

<b>Title I Schoolwide Planning Team</b>	<b>Name</b>	<b>Signature</b>
Principal	<u>Lori Nielsen</u>	_____
Title I facilitator or coordinator	<u>Shannon Arroyo</u>	_____
Faculty member	<u>Natalie Holden</u>	_____
Parent representative	<u>Laurie Millar</u>	_____
Parent representative	<u>Maida Rasmussen</u>	_____
Parent representative	<u>Paola Posadas</u>	_____
Parent representative	<u>Tessa Rodeback</u>	_____
Parent representative	<u>Marci Smyth</u>	_____
Parent representative	<u>Shellianne White</u>	_____

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

**LEA Title I Director** Mike Larsen      **Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Principal** Lori Nielsen      **Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

# Comprehensive Needs Assessment

ESSA Sec. 1114(b)(6)

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

Student achievement trends	<b>Student Proficiency Results for Westside School</b>						
	<b>Language Arts</b>		<b>Mathematics</b>		<b>Science</b>		
	<b>46%</b>		<b>44%</b>		<b>51%</b>		
	2019 % of Students Proficient						
	<p>The bar chart displays the percentage of students proficient in Language Arts, Mathematics, and Science for three entities: State, Nebo District, and Westside School. The y-axis represents the percentage of proficiency from 0% to 100%. For each entity, three bars represent the subjects: Language Arts (dark blue), Mathematics (tan), and Science (dark brown). The data points are: State (LA: 47.0%, Math: 45.0%, Science: 46.6%), Nebo District (LA: 44.7%, Math: 43.9%, Science: 44.8%), and Westside School (LA: 46.1%, Math: 43.5%, Science: 50.7%).</p>						
	<b>Student Proficiency Results Over Time for Westside School</b>						
<b>Test Subject</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>
Language Arts	42.5%	46.9%	40.6%	38.6%	40.9%	46.1%	36.8%
Mathematics	40.5%	40.9%	40.9%	32.1%	36.8%	43.5%	35.4%
Science	44.1%	38.8%	45.0%	37.2%	35.6%	50.7%	51.5%
<b>Student Proficiency Results Over Time for Nebo District</b>							
<b>Test Subject</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>
Language Arts	42.8%	45.8%	45.1%	43.9%	43.3%	44.7%	39.2%
Mathematics	36.8%	43.7%	45.7%	45.8%	44.6%	43.9%	39.6%
Science	44.4%	46.7%	47.7%	45.7%	44.9%	44.8%	46.7%
<b>Student Proficiency Results Over Time for State of Utah</b>							
<b>Test Subject</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>
Language Arts	41.6%	44.1%	44.1%	43.6%	44.8%	47.0%	42.3%
Mathematics	38.7%	44.6%	46.5%	45.7%	46.0%	45.0%	40.9%
Science	43.6%	46.8%	48.7%	47.5%	48.4%	46.6%	48.6%

2019

**Student Proficiency Results for Westside School by Demographic Group**

<b>Demographic Categories</b>	<b>Language Arts % Prof</b>	<b>Mathematics % Prof</b>	<b>Science % Prof</b>
All Students	46.1%	43.5%	50.7%
African American	N<10	N<10	N<10
American Indian	N<10	N<10	N<10
Asian	N<10	N<10	N<10
Caucasian	57.4%	54.5%	61.3%
Hispanic	17.8%	12.4%	24.1%
Multiple Races	60%-69%	60%-69%	70%-79%
Pacific Islander	N<10	N<10	N<10
Female	45.1%	42.9%	47.0%
Male	47.1%	44.0%	54.4%
Economically Disadvantaged	29.4%	26.6%	36.0%
Limited English Proficiency	11.6%	7.5%	16.3%
Students with Disabilities	24.5%	22.6%	11%-19%
Mobile	30%-39%	50%-59%	N<10

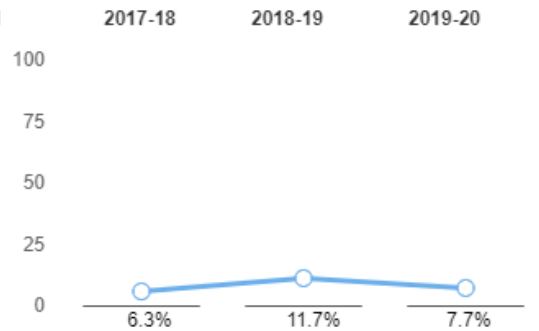
ENGLISH LEARNERS REACHING PROFICIENCY

7.7%

HOW DID THIS SCHOOL PERFORM COMPARED TO THE DISTRICT AND STATE?



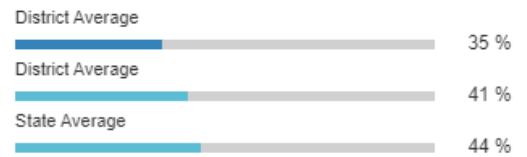
HOW DID THIS SCHOOL PERFORM OVER TIME?



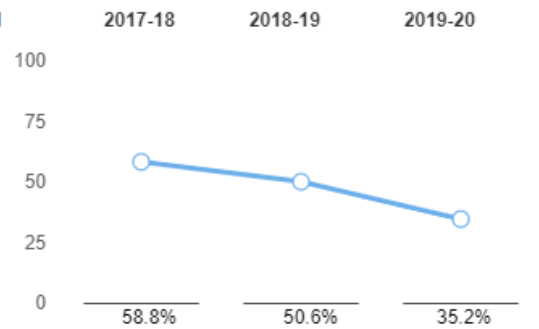
ENGLISH LEARNERS MAKING ADEQUATE PROGRESS

35.2%

HOW DID THIS SCHOOL PERFORM COMPARED TO THE DISTRICT AND STATE?



HOW DID THIS SCHOOL PERFORM OVER TIME?



**Acadience  
Schoolwide  
2018-2021**

		Grade 1-3 by school 2021														
Original order	School Name	% Typical progress 2021	Well above (20%)	Above (20%)	Typical (20%)	Below (20%)	Well below (20%)	BOY On grade level 2021	MOY On grade level 2021	EOY On grade level 2021	Difference on grade level (EOY-BOY)	Proficient or progress 2021	% 4--proficient and typical progress	% 3--Proficiency but low progress	% 2--Not proficient but typical progress	% 0--Not proficient, low progress
	<b>z Nebo total</b>	60.4%	17%	19%	25%	18%	22%	66%	62%	64%	-1%	75%	50%	14%	10%	25%
31	Westside	60%	15%	22%	24%	16%	24%	61%	58%	60%	-2%	71%	49%	11%	12%	29%

		Grade 1-3 by school 2019														
Original order	School Name	% Typical progress 2019	Well above (20%)	Above (20%)	Typical (20%)	Below (20%)	Well below (20%)	BOY On grade level 2019	MOY On grade level 2019	EOY On grade level 2019	Difference on grade level (EOY-BOY)	Proficient or progress 2019	% 4--proficient and typical progress	% 3--Proficiency but low progress	% 2--Not proficient but typical progress	% 0--Not proficient, low progress
	<b>z Nebo total</b>	69.8%	24%	21%	24%	16%	14%	62%	68%	68%	6%	81%	58%	11%	12%	19%
31	Westside	53%	13%	19%	22%	21%	26%	60%	60%	59%	-1%	68%	43%	15%	10%	32%

		Grade 1-3 by school 2018														
Original order	School Name	% Typical progress 2018	Well above (20%)	Above (20%)	Typical (20%)	Below (20%)	Well below (20%)	BOY On grade level (blue and green)	MOY On grade level (blue and green)	EOY On grade level (blue and green)	Difference on grade level (EOY-BOY)	Proficient or progress 2018	% 4--proficient and typical progress	% 3--Proficiency but low progress	% 2--Not proficient but typical progress	% 0--Not proficient, low progress
	<b>z Nebo total</b>	68.7%	22%	20%	25%	16%	17%	65%	69%	68%	3%	80%	57%	12%	12%	20%
31	Westside	63%	18%	18%	27%	16%	21%	64%	60%	60%	-3%	73%	50%	11%	13%	27%

**Acadience  
By Grade  
2021**

School Name	grade	Pathways of Progress 2021						DIBELS composite 2021				
		% Typical progress (K-3) 2021	Well above (20%) 2019	Above (20%) 2019	Typical (20%) 2019	Below (20%) 2019	Well below (20%) 2019	BOY On grade level 2021	MOY On grade level 2019	EOY On grade level 2021	Difference on grade level 2021	% grade level proficient
<b>Nebo total (1-3)</b>		60.4%	17%	19%	25%	18%	22%	66%	62%	64%	-1%	
Westside	0	52%	14%	15%	24%	20%	27%	57%	57%	72%	15%	
<b>Grade K totals</b>	0	30.4%	5%	9%	16%	21%	49%	70%	50%	54%	-17%	
Westside	1	48%	10%	17%	21%	23%	30%	57%	45%	46%	-10%	
<b>Grade 1 totals</b>	1	56.3%	15%	19%	22%	20%	23%	53%	53%	54%	0%	
Westside	2	68%	20%	25%	23%	12%	20%	62%	59%	60%	-2%	
<b>Grade 2 totals</b>	2	62.1%	17%	19%	27%	17%	21%	55%	65%	66%	11%	
Westside	3	63%	14%	22%	27%	14%	24%	64%	68%	67%	4%	
<b>Grade 3 totals</b>	3	62.6%	18%	19%	26%	15%	22%	59%	66%	71%	12%	

**Acadience  
By Grade  
2018-2019**

School Name	grade	Pathways of Progress 2019						DIBELS composite 2019			
		% Typical progress 2019	Well above (20%) 2019	Above (20%) 2019	Typical (20%) 2019	Below (20%) 2019	Well below (20%) 2019	BOY On grade level 2019	MOY On grade level 2019	EOY On grade level 2019	difference on grade level (20% below)
Nebo total (1-3)		68.7%	22%	20%	25%	16%	17%	65%	69%	68%	3%
Westside	0								61%	53%	53%
Grade K totals	0	35.4%	8%	11%	17%	25%	40%	61%	54%	53%	-8%
Westside	1	58%	15%	23%	20%	20%	22%	43%	52%	51%	8%
Grade 1 totals	1	71.4%	27%	23%	21%	17%	11%	46%	62%	63%	17%
Westside	2	48%	15%	16%	17%	27%	25%	68%	66%	58%	-9%
Grade 2 totals	2	69.1%	21%	21%	27%	15%	16%	70%	71%	69%	-1%
Westside	3	54%	7%	17%	30%	14%	32%	70%	61%	69%	-1%
Grade 3 totals	3	68.7%	25%	19%	24%	15%	16%	70%	70%	72%	3%

School Name	grade	Pathways of Progress 2018						DIBELS composite 2018			
		% Typical progress 2018	Well above (20%) 2018	Above (20%) 2018	Typical (20%) 2018	Below (20%) 2018	Well below (20%) 2018	BOY On grade level (blue and green) 2018	MOY On grade level (blue and green) 2018	EOY On grade level (blue and green) 2018	difference on grade level (20% below)
Nebo total (1-3)		68.7%	22%	20%	25%	16%	17%	65%	69%	68%	3%
Westside	0										
Grade K totals	0										
Westside	1	56%	10%	16%	30%	19%	25%	47%	47%	45%	-2%
Grade 1 totals	1	69.4%	24%	21%	24%	17%	13%	45%	61%	61%	16%
Westside	2	62%	20%	13%	29%	10%	28%	74%	71%	65%	-9%
Grade 2 totals	2	65.8%	19%	20%	27%	16%	18%	73%	72%	69%	-4%
Westside	3	71%	24%	23%	23%	17%	12%	75%	69%	74%	0%
Grade 3 totals	3	71.4%	27%	21%	24%	14%	15%	72%	72%	74%	2%

**Title 1 Program Steps Data Results**

Westside Steps Data 2020/2021

Grade	Students	1 yr or more growth	.5 yrs - just below 1 yrs growth	Less then .5 yrs growth
1	12	16.67%	75.00%	08.33%
2	13	46.15%	38.46%	15.38%
3	9	55.56%	44.44%	00.00%
4	7	42.86%	42.86%	14.29%
5	9	55.56%	44.44%	00.00%
6	9	33.33%	33.33%	33.33%
Total	59	40.68%	47.46%	11.86%

### Title 1 Program Steps Data Results

#### Westside Steps Data 2019/2020

Grade	Students	1 yr or more growth	.5 yrs - just below 1 yrs growth	Less then .5 yrs growth
1	13	00.00%	84.62%	15.38%
2	19	33.33%	22.22%	50.00%
3	14	71.43%	14.29%	14.29%
4	10	50.00%	25.00%	50.00%
5	9	50.00%	16.67%	83.33%
6	11	77.78%	11.11%	33.33%
Total	76	45.25%	29.53%	39.03%

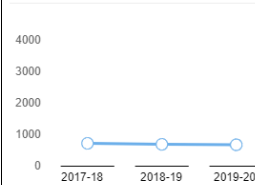
#### Westside Steps Data 2018/2019

Grade	Students	1 yr or more growth	.5 yrs - just below 1 yrs growth	Less then .5 yrs growth
1	18	25.00%	75.00%	00.00%
2	14	30.77%	53.85%	15.38%
3	9	33.33%	33.33%	33.33%
4	11	55.56%	22.22%	22.22%
5	10	66.67%	22.22%	11.11%
6	13	27.27%	27.27%	45.45%
Total	75	37.51%	43.00%	19.49%

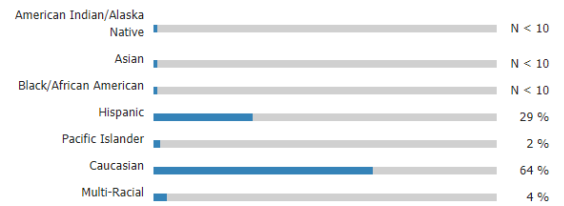
### Demographic data

#### STUDENT ENROLLMENT

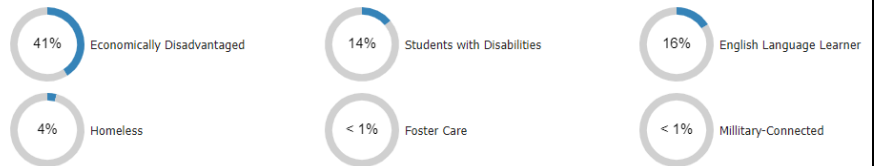
##### STUDENT ENROLLMENT OVER TIME



##### POPULATION BY RACE/ETHNICITY



##### POPULATION BY STUDENT GROUPS



School climate

Westside has a schoolwide behavior plan. All students can earn Wildcat Cash and Westside Wonderful Wildcat cards regularly from any staff member when they are displaying positive behavior. Students that earn 10 Wildcat Cash or a Westside Wonderful Wildcat card write their name on the Westside Wildcat Board in the main hallway and the Westside Wonderful Wildcat card is sent home to the student's parents. At the end of each month, 25 names are drawn out (taken from the names on the Westside Wildcat Board). Those lucky 25 students get to have ice cream with the principal.

The school counselor teaches grade-specific behavior and social skill classes each week. During this class students learn specific life skills and have the opportunity to practice these skills. These classes are a school favorite because of the great job done by our counselor in presenting these lessons.

For the physical safety of our students, an emergency plan is in place for all situations (fire, earthquake, lockdown, etc.). All doors, except the front door and a back door are locked for safety purposes. City cross-walk guards as well as school staff patrol high traffic areas as well as major flow areas before and after school.

Teacher qualifications

**TEACHER QUALITY REPORT**

TOTAL TEACHERS 36

Bachelor's Degree	Masters Degree	PH.D	Reading Endorsement	Math Endorsement	ESL Endorsement	STEM/Technology Endorsement	Gifted Endorsement	Dual Language & Spanish Endorsements
23	13	0	1	6	18	2	1	4

**PARAPROFESSIONALS**

TOTAL 19

High School Degree (Required)	Portfolio	Passed Rigorous Para Pro Test	2 years of College	Associates Degree	Bachelor's Degree	Master's Degree
19	0	7	3	1	7	1

**TEACHERS' YEARS OF EXPERIENCE**

0 to 3 Year  22 %

4 to 6 Years  25 %

7+ Years  54 %

Teacher Retention ⓘ 42 %

Temporary Credentials ⓘ 3 %

Out-of-Field ⓘ 3 %



<p>Instructional practices</p>	<p>In all subject areas, teachers are required to teach the Utah Core Standards determined by the Utah State Board of Education.          Nebo District expectations are:  <b>Literacy</b> – Whole Group Reading, Small Group Reading, &amp; Writing (Journeys K-6, Really Great Reading Phonics K-3, Zaner-Bloser Handwriting K-6,)  <b>Math</b> – Ready Math K-6  <b>Science</b> –  <b>Social Studies</b> –  <b>Fine Arts</b> – District GAINS (Growing Arts in Nebo Schools)  <b>Specialists</b> – Library, Computers, Music, Physical Education, &amp; Art          Utah Dual Immersion expectations are:  <b>Spanish Dual Immersion</b> – Calle de la Lectura (Reading Street) 1-6, Estrellita Phonics K-1</p>
<p>Other data determined by the school</p>	<ul style="list-style-type: none"> <li>• iReady Math reports</li> <li>• iReady Reading reports</li> <li>• Math Olympiads 4-6 grade data</li> <li>• Acadience scores</li> <li>• Title 1 Early Reading Inventory (ERI) &amp; Reading Level Assessment (RLA) data</li> </ul>

## Schoolwide Reform Goals and Strategies Form

Complete one page for each goal.

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

SMART Goal	In the area of math on the RISE test, Westside Elementary students will score within 6% of district results for the 2021-2022 school year.
Strategies	<ul style="list-style-type: none"> <li>• Teachers receive CMI (Comprehensive Math Instruction) support by district specialist(s)</li> <li>• Encourage teachers to obtain a Math Endorsement</li> <li>• Professional Learning Communities (PLC's) discuss student progress in math at least 1/month</li> <li>• Math Reteach/Enrichment Groups determined in PLC's &amp; implemented by grade level teams</li> <li>• Math Olympiads Program in 4<sup>th</sup> &amp; 5<sup>th</sup> Grades</li> <li>• iReady Math Program</li> </ul>
Evidence-Based Research Support	<ul style="list-style-type: none"> <li>• CMI Training and continued support from district specialists</li> <li>• Math Endorsement classes</li> <li>• Math Program Adopted by District – Ready Math</li> <li>• PLC's</li> <li>• Math Olympiads Program</li> <li>• iReady Math</li> </ul>
Expected Impact in Core Academic Areas  (How will success be measured on an annual basis?)	<ul style="list-style-type: none"> <li>• RISE test results</li> <li>• Math Olympiads Data</li> <li>• iReady Math Reports</li> </ul>
Professional Development to Support Strategies	<ul style="list-style-type: none"> <li>• CMI Math Support</li> <li>• Math Endorsement classes</li> <li>• District Mentor Program for teachers in years 1-3 of teaching and years 1-2 if new to Nebo</li> <li>• iReady Math training</li> </ul>
Timeline	2021-2022 school year
Responsible Parties	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Title 1 Coordinator</li> <li>• Classroom Teachers</li> <li>• Math Technicians</li> </ul>

<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<ul style="list-style-type: none"><li>• Review agendas from PLC's</li><li>• Track attendance in Math Olympiads Program</li><li>• Analyze RISE test results</li><li>• Grade Level Formative Math Assessments</li><li>• Evaluate student use of iReady Math programs</li></ul>
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## Schoolwide Reform Goals and Strategies Form

**Complete one page for each goal.**

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

SMART Goal	In the area of literacy on the RISE test, Westside Elementary students will score within 4% of district results for the 2021-2022 school year.
Strategies	<ul style="list-style-type: none"> <li>• Teachers will attend monthly literacy collaboration with administration and instructional coach</li> <li>• Teachers in their first year will receive Phonics, Journeys, &amp; Guided Reading training provided by district</li> <li>• Instructional Coach will provide support through modeling and observations</li> <li>• K-3 grade teachers will have to opportunity to attend training provided by the state regarding effective ways to read and use Acadience reports</li> <li>• K-3 grade teachers will have the opportunity to attend training provided by the state on how to use Acadience data to inform decisions</li> <li>• Title 1 techs will receive training from the University of Utah on how to support struggling readers in grades 1-5</li> <li>• Kindergarten teachers and reading technicians will receive training on using the Phonemic Awareness Heggerty Program</li> <li>• 1-5 grade teachers will receive Heggerty Program materials as resource</li> <li>• All teachers will receive LETRS Training</li> </ul>
Evidence-Based Research Support	<ul style="list-style-type: none"> <li>• Reading Program Adopted by District – Journeys</li> <li>• Phonics Program Adopted by District – Countdown, Blast, &amp; HD Word</li> <li>• Phonemic Awareness Program Adopted by District - Heggerty</li> <li>• Title 1 Reading Tutoring – based on research from Univ. of Utah Reading Clinic</li> <li>• Literacy Collaboration</li> <li>• iReady Reading</li> <li>• LETRS Training</li> </ul>
Expected Impact in Core Academic Areas  (How will success be measured on an annual basis?)	<ul style="list-style-type: none"> <li>• RISE Test results</li> <li>• Acadience Test results</li> <li>• Univ. of Utah Early Reading Inventory &amp; Reading Level Assessment results</li> <li>• iReady Reading reports</li> </ul>
Professional Development to Support Strategies	<ul style="list-style-type: none"> <li>• Phonics, Journeys, &amp; Guided Reading training provided by district</li> <li>• Heggerty training for teachers &amp; technicians provided by district</li> <li>• District Mentor Program for teachers in years 1-3 of teaching and years 1-2 if new to Nebo</li> <li>• DIBELS training provided by the state</li> <li>• Title 1 Reading training from University of Utah</li> <li>• Imagine Language &amp; Literacy training</li> <li>• LETRS Training</li> </ul>

Timeline	2021-2022 school year
Responsible Parties	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Title 1 Coordinator</li> <li>• Instructional Coach</li> <li>• Classroom Teachers</li> <li>• Literacy Technicians</li> </ul>
Evaluation Process  (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<ul style="list-style-type: none"> <li>• Monitor teacher attendance &amp; participation in literacy collaboration</li> <li>• Monitor teacher attendance at district &amp; state trainings</li> <li>• Monitor teacher participation in LETRS Training</li> <li>• Analyze Acadience scores</li> <li>• Analyze RISE test results</li> <li>• Analyze iReady Reading reports</li> </ul>

## Goals and Strategies to Address Supports for Most At-risk Students

**Complete one page for each goal.**

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

SMART Goal	Students at Westside Elementary identified as ‘English Language Learners’ on the WIDA English Language Proficiency test will improve an average of at least 0.2 during the 2021-2022 school year compared to the previous school year.
Strategies	<ul style="list-style-type: none"> <li>• ESL technicians will receive training from the University of Utah on how to support struggling readers in grades 1-5</li> <li>• Classroom teachers will receive training on how to implement iReady Reading</li> <li>• Teachers will be encouraged to obtain their ESL endorsement</li> </ul>
Evidence-Based Research Support	<ul style="list-style-type: none"> <li>• University of Utah Reading Tutoring –based on research from Univ. of Utah Reading Clinic</li> <li>• iReady Reading Program</li> <li>• ESL Endorsement classes</li> </ul>
Expected Impact in Core Academic Areas  (How will success be measured on an annual basis?)	<ul style="list-style-type: none"> <li>• WIDA Test Scores</li> <li>• RISE Test Results</li> <li>• Univ. of Utah Early Reading Inventory &amp; Reading Level Assessment Results</li> <li>• Imagine Language &amp; Literacy Reports</li> </ul>
Professional Development to Support Strategies	<ul style="list-style-type: none"> <li>• Reading training from University of Utah</li> <li>• iReady Reading training</li> <li>• ESL endorsement classes</li> </ul>
Timeline	2021-2022 school year
Responsible Parties	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Title 1 Coordinator</li> <li>• Classroom Teachers</li> <li>• ESL Technicians</li> </ul>
Evaluation Process  (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<ul style="list-style-type: none"> <li>• Analyze WIDA Test Scores</li> <li>• Analyze RISE Test Results</li> <li>• Evaluate Univ. of Utah Early Reading Inventory &amp; Reading Level Assessment Results</li> <li>• Interpret Imagine Language &amp; Literacy Reports</li> </ul>

<b>TITLE I, PART A SCHOOLWIDE PLAN</b>	
<b>Name of LEA and School:</b> Lori Pruitt, Westside Elementary	<b>Date:</b> Oct. 1, 2021
<b>Mission</b> Learning, Caring, and Growth for All	<b>Vision</b> Westside Elementary will provide a safe and nurturing environment for all to learn, grow, and prepare for the future.
<b>COMPONENT #1: NEEDS ASSESSMENT</b>	
<b>PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN</b>	
Plan	We are going to look at a variety of data sources including, but not limited to, the SAGE/RISE test scores, DIBELS/Acadience test scores, WIDA test results, AAPPL test results, district administered assessments, demographic data, school climate, and teacher qualifications as well as stake holder input.
Do	In our monthly meetings with the staff and stakeholders, we will review the demographics of our school. We will also discuss student academic performance on a variety of assessments as well as current practices taking place in our classrooms.
Study	With staff and stakeholders, we will review current practices and look for specific suggestions to make improvements in areas that may be weaker. We will look for best practices that are implemented in schools similar to our demographics and work to keep parents informed of opportunities available to them and their children.
Act	We will use the resources available through email, websites, social media, phone contact, etc. as we continually work to meet the needs of our individuals and families. We will provide support through a variety of family and parent activities so that parents are aware and able to assist students in their individualized areas of academic need. Support will also be offered to families at the district level as well.
<b>COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES</b>	
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES</b>	
Plan	We are going to look at a variety of data sources including, but not limited to, the SAGE/RISE test scores, DIBELS/Acadience test scores, WIDA test results, AAPPL test results, district administered assessments, demographic data, school climate, and teacher qualifications as well as stake holder input.
Do	In our monthly meetings with the staff and stakeholders, we will review the demographics of our school. We will also discuss student academic performance on a variety of assessments as well as current practices taking place in our classrooms.
Study	With staff and stakeholders, we will review current practices and look for specific suggestions to make improvements in areas that may be weaker. We will look for best practices that are implemented in schools similar to our demographics and work to keep parents informed of opportunities available to them and their children.
Act	We will use the resources available through email, websites, social media, phone contact, etc. as we continually work to meet the needs of our individuals and families. We will provide support through a variety of family and parent activities so that parents are aware and able to assist students in their individualized areas of academic need. Support will also be offered to families at the district level as well.
<b>COMPONENT #3: ACTIVITIES TO ENSURE MASTERY</b>	
<b>PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY</b>	
Plan	We are going to look at a variety of data sources including, but not limited to, the SAGE/RISE test scores, DIBELS/Acadience test scores, WIDA test results, AAPPL test results, district administered assessments, demographic data, school climate, and teacher qualifications as well as stake holder input.
Do	In our monthly meetings with the staff and stakeholders, we will review the demographics of our school. We will also discuss student academic performance on a variety of assessments as well as current practices taking place in our classrooms.

Study	With staff and stakeholders, we will review current practices and look for specific suggestions to make improvements in areas that may be weaker. We will look for best practices that are implemented in schools similar to our demographics and work to keep parents informed of opportunities available to them and their children.
Act	We will use the resources available through email, websites, social media, phone contact, etc. as we continually work to meet the needs of our individuals and families. We will provide support through a variety of family and parent activities so that parents are aware and able to assist students in their individualized areas of academic need. Support will also be offered to families at the district level as well.
<b>COMPONENT #4: COORDINATION AND INTERGRATION</b>	
<b>PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES</b>	
Plan	We are going to look at a variety of data sources including, but not limited to, the SAGE/RISE test scores, DIBELS/Acadience test scores, WIDA test results, AAPPL test results, district administered assessments, demographic data, school climate, and teacher qualifications as well as stake holder input.
Do	In our monthly meetings with the staff and stakeholders, we will review the demographics of our school. We will also discuss student academic performance on a variety of assessments as well as current practices taking place in our classrooms.
Study	With staff and stakeholders, we will review current practices and look for specific suggestions to make improvements in areas that may be weaker. We will look for best practices that are implemented in schools similar to our demographics and work to keep parents informed of opportunities available to them and their children.
Act	We will use the resources available through email, websites, social media, phone contact, etc. as we continually work to meet the needs of our individuals and families. We will provide support through a variety of family and parent activities so that parents are aware and able to assist students in their individualized areas of academic need. Support will also be offered to families at the district level as well.



### Combining Funds to Support Our Schoolwide Program

This is not the only set of program funds that may be combined to achieve the school’s overall goals.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
<b>State Education Funding</b>	\$2,181,832	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>State education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p>
<b>Title I, Part A</b>	\$135,706	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
<b>Title III</b>	\$26,447	<p>To ensure that students who are English learners, including immigrant children and youth, and refugees develop English proficiency and meet the same academic content and achievement standards that other students are expected to meet.</p> <p>Funds are used to implement language instruction education programs designed to help English learners achieve these standards.</p>
<b>Trust Lands</b>	\$95,564	Funds are used to address the specific needs of the school with the input from the School Community Council.
<b>Total</b>	<b>\$2,439,549</b>	

