

Title I, Part A Schoolwide Plan Template Purpose and Directions

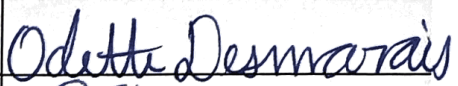

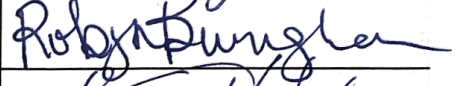

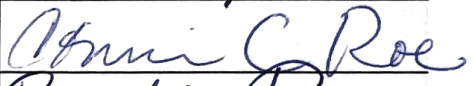




Utah Title I Schoolwide Planning Template

Part A: General Information

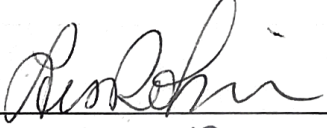

School Name: Westvale Elementary School

LEA Name: Jordan School District

Title I Schoolwide Planning Team

	Name	Signature
Principal	Odette Desmarais	
Assistant Principal	David Hullinger	
Social Worker/SEL Lead	Robyn Burningham	
Teacher Leader	Lani Hatch	
Literacy Coach (K-3)	Connie Roe	
PTA Parent Representative	Brittini Pose	
Parent Representative/Family Learning	Yamina Jolley	
Parent Representative/EL Lead	Anna Livingston	
Community Representative/SCC	Heidi Baena	

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

LEA Title I Director- Lisa Robinson	Signature 	Date 10/2022
Principal- Odette Desmarais	Signature 	Date 10/2022

Title I, Part A Schoolwide Plan Template

Purpose and Directions

Comprehensive Needs Assessment

ESSA Sec. 1114(b)(6)

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

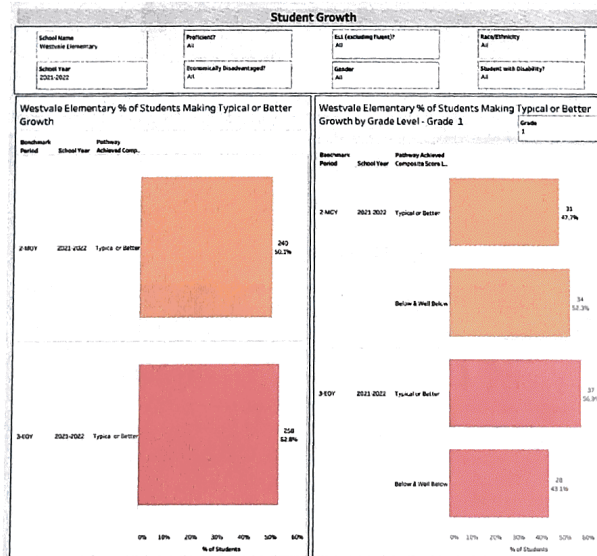
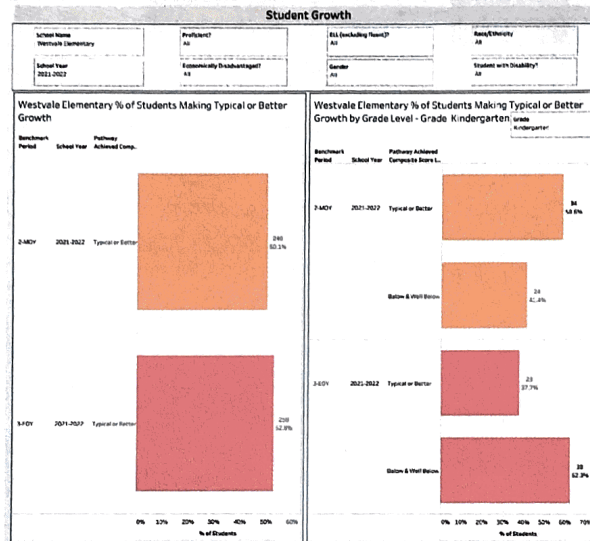
Student achievement trends:

Westvale Acadience data showed a K-3 growth score of 52.8% growth in the 2021-2022 school year. This is a 8.8% growth from the previous 2019-2020 school year. Grade levels percentages making typical or better growth was as follows:
 Kindergarten- 62.3%
 1st- 43.1%
 2nd- 64.3%
 3rd- 39.4%

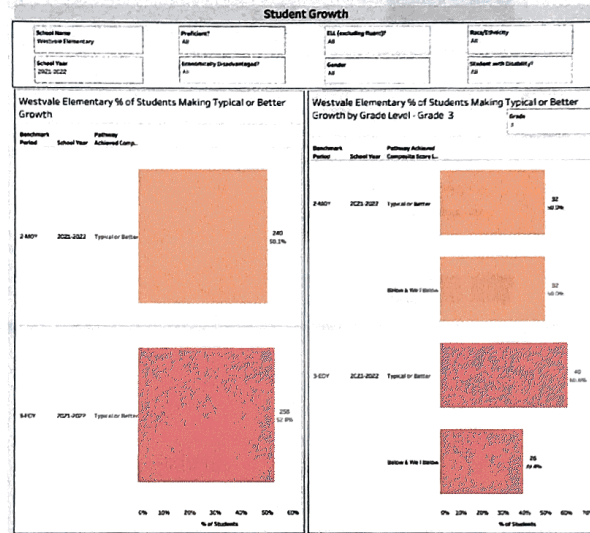
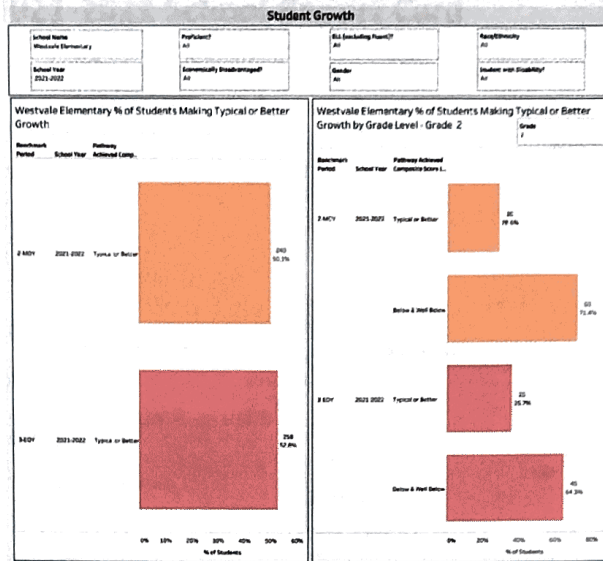
As a team we would like to increase the Acadience growth scores to at least 60% of students in grades K-3 making typical to better progress in reading. Both formative and summative evaluation data will need to be analyzed through the upcoming school year, as we plan for continuous improvement for each student, sub group of students, and the school as a whole. Walk to Read, 95% intervention will continue to happen to meet student Tier 2 needs. Effective, varied, and differentiated evidence based instructional strategies will need to be implemented in each classroom to meet the needs of our students.

Acadience Reading Growth

School and K-3 Growth



We will provide additional support and training to teachers in grades kindergarten through 3rd on explicit phonics instruction and development reading best practices.



Student achievement trends:

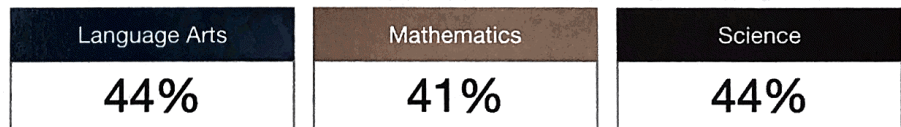
RISE proficiency in Language Arts increased from 43% in 2020-2021 to 44% in 2021-2022.

RISE proficiency in Mathematics increased from 39% in 2020-2021 to 41% in 2021-2022.

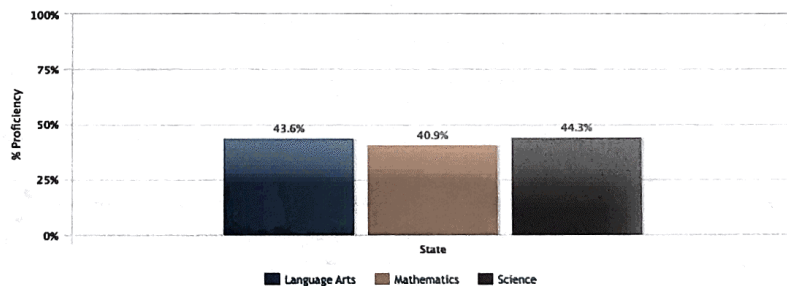
RISE proficiency in Science stayed the same from 44% in 2020-2021 to 44% in 2021-2022.

RISE 2021-2022 Proficiency

Student Proficiency Results for State



2022 % of Students Proficient



RISE data is showing an increase in both Language Arts and Mathematics and maintained proficiency in Science. As a team we would like to increase the RISE proficiency scores by 3% in all areas. We will use both formative and summative evaluation through the upcoming school year, as we plan for continuous improvement for each student, sub group of students, and the school as a whole. Classroom intervention will continue to happen to meet student Tier 2 and 3 needs. Effective, varied, and differentiated evidence based instructional strategies will need to be implemented in each classroom to meet the needs of our students. We will provide additional support and training to teachers in grades on best teaching practices and providing quality interventions.

2021-2022 School Report Card

WHAT IS THIS SCHOOL'S OVERALL LETTER GRADE?

C Typical
48.4 %



The school's letter grade communicates how well a school is performing across all accountability indicators. It is calculated based on the Achievement, Growth, English Learner Progress, and Postsecondary Readiness metrics.

HOW IS THE STATE PERFORMING IN EACH COMPONENT?

PARTICIPATION RATE: 99.9%



ACHIEVEMENT

English Language Arts	39.1%
Mathematics	38.4%
Science	37.7%

[View Details](#)



GROWTH

English Language Arts	53.9%	Average
Mathematics	64.7%	Average
Science	53.2%	Average
Growth of Lowest 25%	66.3%	Average

[View Details](#)



ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress	18.6%
English Learners Reaching Proficiency	0.0%

[View Details](#)



EARLY LITERACY

Students Reading on Grade Level	36.6%
Students Making Typical or Better Progress	49.7%

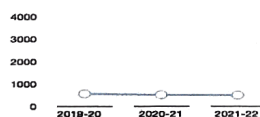
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RISE 2021-2022 Demographic Data:

At Westvale, we are seeing an increasing number of students identified as homeless. Based on 2021-2022 verified SAGE results, our economically disadvantaged students are scoring almost 15% lower than our overall average. We will need to address the specific needs of these students through school provided

STUDENT ENROLLMENT

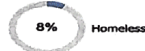
STUDENT ENROLLMENT OVER TIME



POPULATION BY RACE/ETHNICITY



POPULATION BY STUDENT GROUPS



resources in both basic physical and social-emotional needs.

At Westvale, we are also seeing an increasing number of students identified as EL. The EL students, based on 2021-2022 verified SAGE results, are scoring over 25% lower than our overall average. We will need to address the specific needs of the EL students through providing differentiated reading instruction and evidence-based interventions, and targeted instruction using our EL Interventionist. In addition, finding creative ways to provide extension opportunities, additional support for this group of students, and translation services for families to increase school/family communication.

We will continue to monitor growth data for our students with disabilities. We will find opportunities to give teachers professional development in intervention strategies, as well as increase communication between special education and regular education teachers.

Student Proficiency Results for State by Demographic Group			
Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	43.6%	40.9%	44.3%
African American	23.2%	16.3%	20.2%
American Indian	15.5%	13.2%	16.9%
Asian	48.7%	49.8%	50.1%
Caucasian	50.2%	47.9%	51.3%
Hispanic	23.0%	19.0%	23.1%
Multiple Races	45.5%	41.9%	46.0%
Pacific Islander	21.6%	18.9%	19.8%
Female	46.9%	38.5%	42.7%
Male	40.6%	43.2%	45.9%
Economically Disadvantaged	27.2%	24.4%	28.4%
Limited English Proficiency	14.5%	14.0%	16.5%
Students with Disabilities	15.4%	15.8%	16.6%
Mobile	26.2%	20.8%	25.3%

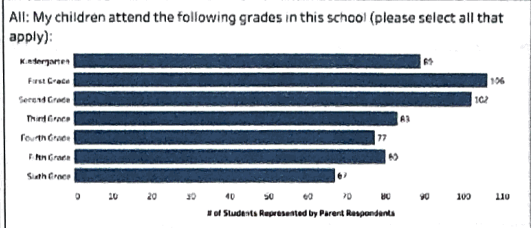
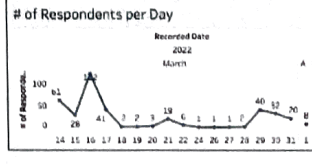
2021-2022 Title I Parent Survey:

Overall, Westvale parents feel positive toward the school. The majority of scores were in the high range of 90%-100%. Most feel welcome, feel like the school communicates well, and feel that there are a variety of ways to volunteer to help at the school. Parents seem to appreciate the communication between school and home. 76% of our community surveyed know Title 1 Information/School Improvement meetings are held multiple times each year and 78% feel they can be part of the decision making process at school. Steps have been taken this year to improve communication home so parents are aware of what is happening at school and feel engaged in the school community.

2021-22 Title I Parent Survey Analysis

School Name
All

All Total # of Respondents
389



All: The principal, teachers, and staff at this school welcome me into the building.

	# of Students	% of Students
Strongly Agree	281	72.8%
Agree	94	24.4%
Disagree	9	2.3%
Strongly Disagree	2	0.5%

Total % of Agreement:

97.2%

All: The school offers parent and family engagement activities and materials that assist parents in helping their children improve student academic achievement.

	# of Students	% of Students
Strongly Agree	214	55.7%
Agree	143	37.2%
Disagree	15	3.9%
Strongly Disagree	7	1.8%
I don't know/Not applicable	5	1.3%

Total % of Agreement:

93.0%

All: The school reaches out to parents, communicates with parents, and works with parents as partners in the education of their children.

	# of Students	% of Students
Strongly Agree	235	61.0%
Agree	127	33.0%
Disagree	14	3.6%
Strongly Disagree	8	2.1%
I don't know/Not applicable	1	0.3%

Total % of Agreement:

94.0%

All: The school explains to parents the curriculum, the testing program, and the standards that students are required to meet.

	# of Students	% of Students
Strongly Agree	191	50.3%
Agree	147	38.7%
Disagree	27	7.1%
Strongly Disagree	10	2.6%
I don't know/Not applicable	5	1.3%

Total Agreement %:

88.9%

All: The school holds an annual meeting to explain their School Improvement and Title I program and services that are available to my student.

	# of Students	% of Students
Strongly Agree	173	45.2%
Agree	118	30.8%
Disagree	11	2.9%
Strongly Disagree	2	0.5%
I don't know/Not applicable	79	20.6%

Total % of Agreement:

76.0%

All: I clearly understand how my student can receive additional help in school when it is needed.

	# of Students	% of Students
Strongly Agree	194	50.7%
Agree	134	35.0%
Disagree	34	8.9%
Strongly Disagree	9	2.3%
I don't know/Not applicable	12	3.1%

Total Agreement %:

85.6%

All: I understand how to make an appointment for parent/teacher conferences.

	# of Students	% of Students
Strongly Agree	271	70.8%
Agree	102	26.6%
Disagree	4	1.0%
Strongly Disagree	5	1.3%
I don't know/Not applicable	1	0.3%

Total % of Agreement:

97.4%

All: I attended parent/teacher conferences either during the appointed time or through special arrangements.

	# of Students	% of Students
Strongly Agree	296	77.5%
Agree	77	20.2%
Disagree	5	1.3%
Strongly Disagree	2	0.5%
I don't know/Not applicable	2	0.5%

Total % of Agreement:

97.6%

All: I am familiar with the school-parent/family compact.

	# of Students	% of Students
Strongly Agree	181	47.1%
Agree	119	31.0%
Disagree	39	10.2%
Strongly Disagree	7	1.8%
I don't know/Not applicable	38	9.9%

Total % of Agreement:

78.1%

All: There are a variety of opportunities for parents to volunteer to help at school.

	# of Students	% of Students
Strongly Agree	215	56.0%
Agree	133	34.6%
Disagree	16	4.2%
Strongly Disagree	5	1.3%
I don't know/Not applicable	15	3.9%

Total % of Agreement:

90.6%

All: I feel I can be part of the decision-making process at school.

	# of Students	% of Students
Strongly Agree	161	41.8%
Agree	144	37.4%
Disagree	42	10.9%
I don't know/Not applicable	32	8.3%
Strongly Disagree	6	1.6%

Total % of Agreement:

79.2%

All: Information that the school sends home to parents is easy to understand and in a language that parents use in the home.

	# of Students	% of Students
Strongly Agree	264	69.3%
Agree	107	28.1%
Disagree	6	1.6%
Strongly Disagree	3	0.8%
I don't know/Not applicable	1	0.3%

Total % of Agreement:

97.4%

All: Students are recognized for their success in the classroom.

	# of Students	% of Students
Strongly Agree	234	60.6%
Agree	133	34.5%
Strongly Disagree	5	1.3%
I don't know/Not applicable	5	1.3%
Disagree	9	2.3%

Total % of Agreement:

95.1%

All: Students are recognized for their success at school-wide programs.

	# of Students	% of Students
Strongly Agree	203	53.0%
Agree	132	34.5%
Disagree	13	3.4%
Strongly Disagree	5	1.3%
I don't know/Not applicable	30	7.8%

Total % of Agreement:

87.5%

All: The information provided on my school's website is helpful and easy to find.

	# of Students	% of Students
Strongly Agree	168	44.0%
Agree	163	42.7%
Disagree	24	6.3%
Strongly Disagree	6	1.6%
I don't know/Not applicable	21	5.5%

Total % of Agreement:

86.6%

School climate:

The School Climate Survey indicates the majority of students like coming to school and feel people care about them. The survey indicates opportunities for improvement with regards to safety, particularly in the area of bullying. We will need to continue finding creative ways to promote positive character and problem-solving strategies with students. Behavior expectations and rewards/consequences need to continue to be clarified and communicated with students. We need to create ways for students to participate in extracurricular activities throughout the school. Overall, the majority of scores were in the high range of 90%-100%.

School Climate Survey Grades K-2

School Climate Survey Question Items					
Grade All					
Gender (group) All					
Race/Ethnicity (group) All					
Westvale Elementary: Do you like to come to school?			Westvale Elementary: Are people at school happy to see you?		
	# of Students	% of Students		# of Students	% of Students
Yes	173	93.5%	Yes	160	86.5%
No	12	6.5%	No	24	13.0%
			Did not answer	1	0.5%
Do you have friends at school?			Do you know how you're supposed to behave in school?		
	# of Students	% of Students		# of Students	% of Students
Yes	176	95.1%	Yes	178	96.2%
No	7	3.8%	No	5	2.7%
Did not answer	2	1.1%	Did not answer	2	1.1%
Have you received a reward for good behavior in school?			Have you had a lesson on how to get along with others?		
	# of Students	% of Students		# of Students	% of Students
Yes	166	89.7%	Yes	150	81.1%
No	18	9.7%	No	33	17.8%
Did not answer	1	0.5%	Did not answer	2	1.1%
Do you know what a bully is?			Have you been bullied at this school?		
	# of Students	% of Students		# of Students	% of Students
Yes	174	94.1%	Yes	74	40.0%
No	10	5.4%	No	110	59.5%
Did not answer	1	0.5%	Did not answer	1	0.5%
Are adults at this school helpful?					
	# of Students	% of Students			
Yes	178	96.2%			
No	5	2.7%			
Did not answer	2	1.1%			

School Climate Survey Grades 3-5

School Climate Question Items

Grade	All
Gender	All
Race/Ethnicity	All

Westvale Elementary: Most of the time I feel happy at school.

	# of Students	% of Students
Strongly agree	35	23.8%
Agree	91	61.9%
Disagree	17	11.6%
Strongly disagree	3	2.0%
Did not answer	1	0.7%

Westvale Elementary: Adults at my school care about me.

	# of Students	% of Students
Strongly agree	68	46.3%
Agree	70	47.6%
Disagree	5	3.4%
Strongly disagree	2	1.4%
Did not answer	2	1.4%

Students feel safe at my school.

	# of Students	% of Students
Strongly agree	68	46.3%
Agree	70	47.6%
Disagree	6	4.1%
Strongly disagree	1	0.7%
Did not answer	2	1.4%

All students are welcome at my school.

	# of Students	% of Students
Strongly agree	104	70.7%
Agree	40	27.2%
Disagree	3	2.0%

Students and adults listen to each other at my school.

	# of Students	% of Students
Strongly agree	41	27.9%
Agree	91	61.9%
Disagree	12	8.2%
Strongly disagree	3	2.0%

Adults in my school treat others respectfully.

	# of Students	% of Students
Strongly agree	93	63.3%
Agree	46	31.3%
Disagree	4	2.7%
Strongly disagree	1	0.7%
Did not answer	3	2.0%

I know what the school expectations and rules are.

	# of Students	% of Students
Strongly agree	89	60.5%
Agree	56	38.1%
Disagree	2	1.4%

My school has clear rules for behavior.

	# of Students	% of Students
Strongly agree	99	67.3%
Agree	44	29.9%
Disagree	3	2.0%
Strongly disagree	1	0.7%

I have a friend(s) I trust at school.

	# of Students	% of Students
Strongly agree	96	65.3%
Agree	43	29.3%
Disagree	6	4.1%
Strongly disagree	2	1.4%

Students are recognized for good behavior.

	# of Students	% of Students
Strongly agree	34	23.1%
Agree	97	66.0%
Disagree	14	9.5%
Strongly disagree	2	1.4%

I have heard students at my school use hurtful language that makes me feel uncomfortable.

	# of Students	% of Students
Strongly agree	27	18.4%
Agree	61	41.5%
Disagree	44	29.9%
Strongly disagree	15	10.2%

At my school there are lessons about getting along with others.

	# of Students	% of Students
Strongly agree	73	49.7%
Agree	65	44.2%
Disagree	7	4.8%
Strongly disagree	2	1.4%

I would stop bullying if I saw it.

	# of Students	% of Students
Strongly agree	85	57.8%
Agree	52	35.4%
Disagree	8	5.4%
Strongly disagree	2	1.4%

Adults in my school help me when there's a problem.

	# of Students	% of Students
Strongly agree	73	49.7%
Agree	67	45.6%
Disagree	6	4.1%
Strongly disagree	1	0.7%

I feel comfortable reporting a problem at my school.

	# of Students	% of Students
Strongly agree	56	38.1%
Agree	66	44.9%
Disagree	18	12.2%
Strongly disagree	7	4.8%

I know how to report a problem at my school.

	# of Students	% of Students
Strongly agree	69	46.5%
Agree	70	47.6%
Disagree	4	2.7%
Strongly disagree	4	2.7%

School Climate Survey Grade 6

General School Climate Questions

Select a level to see survey response data for that level.

Gender

All

Race

All

Westvale Elementary: At this school, all students are treated equally, regardless of whether their parents are rich or poor.

	# of Students	Pct. of Students
6th grade Strongly Agree	10	43.2%
Agree	17	38.6%
Disagree	5	11.4%
Strongly Disagree	3	6.8%

People of different cultural backgrounds, races, or ethnicities get along well at this school.

	# of Students	Pct. of Students
6th grade Strongly Agree	13	29.5%
Agree	26	59.1%
Disagree	4	9.1%
Strongly Disagree	1	2.3%

Adults at my school care about me.

	# of Students	Pct. of Students
6th grade Strongly Agree	8	18.2%
Agree	30	68.2%
Disagree	4	9.1%
Strongly Disagree	2	4.5%

If I am absent, there is a teacher or some other adult who will notice my absence.

	# of Students	Pct. of Students
6th grade Strongly Agree	17	38.6%
Agree	25	56.8%
Strongly Disagree	2	4.5%

I regularly participate in extra-curricular activities offered through this school, such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.

	# of Students	Pct. of Students
6th grade Strongly Agree	5	11.4%
Agree	13	29.5%
Disagree	13	29.5%
Not Applicable	10	22.7%
Strongly Disagree	3	6.8%

Students at this school get along with each other.

	# of Students	Pct. of Students
6th grade Strongly Agree	4	9.1%
Agree	31	70.5%
Disagree	8	18.2%
Strongly Disagree	1	2.3%

The temperature at this school is comfortable all year round.

	# of Students	Pct. of Students
6th grade Strongly Agree	4	9.1%
Agree	22	50.0%
Disagree	12	27.3%
Strongly Disagree	6	13.6%

School rules are applied equally to all students.

	# of Students	Pct. of Students
6th grade Strongly Agree	13	29.5%
Agree	23	52.3%
Disagree	4	9.1%
Strongly Disagree	3	6.8%
Did not answer	1	2.3%

I have received lessons at my school about getting along with others.

	# of Students	Pct. of Students
6th grade Strongly Agree	10	22.7%
Agree	28	63.6%
Disagree	3	6.8%
Strongly Disagree	2	4.5%
Did not answer	1	2.3%

Westvale Elementary: This school provides instructional materials (e.g. textbooks, handouts) that reflect students' cultural backgrounds, ethnicities, and identities.

	# of Students	Pct. of Students
6th grade Strongly Agree	15	34.1%
Agree	25	56.8%
Disagree	3	6.8%
Did not answer	1	2.3%

Adults working at this school treat all students respectfully.

	# of Students	Pct. of Students
6th grade Strongly Agree	18	40.9%
Agree	19	43.2%
Disagree	5	11.4%
Strongly Disagree	2	4.5%

Students respect one another.

	# of Students	Pct. of Students
6th grade Strongly Agree	4	9.1%
Agree	27	61.4%
Disagree	11	25.0%
Strongly Disagree	2	4.5%

There is an adult at this school who I would feel comfortable talking to about a concern.

	# of Students	Pct. of Students
6th grade Strongly Agree	16	36.4%
Agree	17	38.6%
Disagree	7	15.9%
Strongly Disagree	4	9.1%

I feel like I belong at this school.

	# of Students	Pct. of Students
6th grade Strongly Agree	9	20.5%
Agree	21	47.7%
Disagree	8	18.2%
Strongly Disagree	4	9.1%
Did not answer	2	4.5%

At this school, there are discussions about understanding personal feelings and the feelings of others.

	# of Students	Pct. of Students
6th grade Strongly Agree	8	18.2%
Agree	24	54.5%
Disagree	10	22.7%
Strongly Disagree	2	4.5%

Students are recognized for positive behaviors at this school.

	# of Students	Pct. of Students
6th grade Strongly Agree	7	15.9%
Agree	22	50.0%
Disagree	13	29.5%
Strongly Disagree	1	2.3%
Did not answer	1	2.3%

Discipline is fair at my school.

	# of Students	Pct. of Students
6th grade Strongly Agree	9	20.5%
Agree	27	61.4%
Disagree	5	11.4%
Strongly Disagree	2	4.5%
Did not answer	1	2.3%

Students and adults listen to each other at our school.

	# of Students	Pct. of Students
6th grade Strongly Agree	4	9.1%
Agree	29	65.9%
Disagree	8	18.2%
Strongly Disagree	3	6.8%

Schoolwide Reform Goals and Strategies

<p>SMART Goal #1 (Mathematics- K-6)</p>	<p>100% of Westvale Elementary PLC teams will align their pacing in mathematics, use common formative assessments based on grade level standards, and use the data from their CFAs to form intervention or enrichment groups that share students among all teachers in each grade levels. Reteaching or enrichment will occur during our school wide math intervention time block.</p>
<p>Strategies</p>	<p>Teachers will align their pacing of Tier I and Tier II instruction in math which will allow teams to administer their common formative assessments simultaneously. This will allow teachers to compare similar student data, and identify which strategies were most effective, which will lead to greater growth and overall higher achievement.</p> <p>Collaborative teams will meet a minimum of two times per week to answer the first question of PLCs, “What knowledge and skills do we expect students to learn?”</p> <ol style="list-style-type: none">1. Grade level teams will utilize district and state assessments as road maps to guide instruction.2. Curriculum maps will continue to be used to guide instruction as well as scope and sequence of teaching standards. Grade levels

	<p>will also be creating and utilizing proficiency scales for power standards in both reading and math.</p> <ol style="list-style-type: none"> 3. Our instructional coach will be utilized to assist in continuing use of best practices, modeling lessons, and assisting in creating targeted lessons for individual student needs. <p>Collaborative teams will meet at minimum two times per week, to answer the second question of PLCs, “How will we know when students have learned the intended outcomes?”</p> <ol style="list-style-type: none"> 4. Grade level teams will create and/or use common assessment on each standard. (ie. biweekly assessments, unit pre and post-tests, and quarterly benchmarks) 5. Grade level teams will use the results from common formative assessments to analyze and track how students are progressing toward achievement goals. 6. Collaborative time will be included on the master schedule, providing collaborative time for teachers to analyze student data in order to drive instruction and provide interventions and extensions as needed. <p>Collaborative teams will meet at minimum, two times per week, to answer the third question of PLCs, “How will we respond when some students do not learn?” and “How will we respond when some students have achieved the intended outcomes?”</p> <ol style="list-style-type: none"> 7. Math Intervention time will be built into the master schedule for every grade level as a time for targeted interventions. 8. Grade level teams will use evidence to plan for targeted interventions for students who did not learn and extended learning opportunities for those that have achieved the intended outcome. 9. Technology and software programs will be evaluated and purchased based on student need. Teachers will use programs as opportunities for student targeted practice and application of learned skills. Funds will be used to support the 1:1 Chromebook initiative. 10. Small group differentiated instruction will be implemented daily during intervention time. 11. A full day kindergarten option will be provided for all K students, based on readiness and needs.
Evidence-Based Research Support	<p>Dufour, R., Dufour, R., Eaker, R., & Many, T. (2006) Learning by Doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p>

	Marzano, R.J. (2007). <i>The Art and Science of Teaching</i> . Alexandria, VA: ASCD.
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ol style="list-style-type: none"> 1. Specifically, we will look at PLC collaboration folders to ensure that teams are using CFAs and analyzing the data to form intervention and enrichment groups. 2. Collaborative planning and diagnostic interventions, based on student centered data, will lead to quality Tier 1 instruction and more effective Tier 2 and 3 interventions in Math. We expect that this will have a positive impact on core academics, resulting in an increase in math growth measured through pre and post math assessment scores. 3. Measurements of learning will also be gauged using a variety of assessment tools throughout the school year including but not limited to: <ul style="list-style-type: none"> -quarterly and standard specific benchmarking -unit common assessments -teacher created common formative assessments -RISE benchmarking tools by standard -End of year RISE in Math
Professional Development to Support Strategies	<ol style="list-style-type: none"> 1. Team leads will attend the Solution Tree PLC conference to build their own capacity and the capacity of their teams in the PLC process. 2. Coaching and training will be provided to all teachers on explicit instructional strategies, data analysis, differentiation, classroom management, Tier 2 and 3 intervention ideas, as well as any other job embedded topics that arise. 3. Endorsements in EL 4. Professional development for building coaching capacities in our building in the following areas (teacher induction, instructional strategies, Standards Based Grading, and Tier 1 Instruction) 5. Professional development on use of software in Math (Imagine Math)
Timeline	<p>Academic year of 2022-2023</p> <p>We will revisit our goals each year based on the data from the previous school year to determine if changes will be required.</p>
Responsible Parties	Principal, Assistant Principal, Leadership team, Instructional coach, teachers, classroom assistants, parents, students
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Teams will disaggregate and discuss student data during PLCs and pre/post benchmark testing. Assessment scores are recorded in Mastery Connect along with a record of standards that each child has mastered.</p> <p>The Principal, Assistant Principal and literacy coach will monitor teams PLC folders to ensure teams are using CFAs and analyzing the data to form enrichment and intervention groups. They will also monitor data on Mastery Connect, meet with teachers on breaking down their data, and have ongoing meetings with teachers throughout the school year.</p>

Schoolwide Reform Goals and Strategies

<p>SMART Goal #2 (Literacy- grades K-3)</p>	<p>ELA Achieve at least 60% of students in grades K-3 making typical or better progress in Acadience Reading from the beginning of year to end of year assessment.</p>
<p>Strategies</p>	<p>Improvement of Tier I and Tier II instruction in language arts will lead to greater growth in achievement.</p> <ol style="list-style-type: none"> 1. Provide teachers with professional development opportunities (conferences, speakers, materials) <p>Collaborative teams will meet at a minimum, two times per week to answer the first question of PLCs, "What knowledge and skills do we expect students to learn?"</p> <ol style="list-style-type: none"> 1. Grade level teams will utilize Acadience Reading and progress monitor data to guide instruction. 2. Curriculum maps have been created and will continue to be used to guide instruction as well as scope and sequence of the teaching of standards. 3. The Literacy coach will work directly with teachers to assist in developing best practices, modeling lessons, and creating targeted lessons for individual student needs. 4. Grade levels will be creating and utilizing proficiency scales for power standards in both reading and math. 5. Small group Walk to Read instruction will be implemented daily to ensure targeted instruction. 6. Heggerty Phonemic Awareness instruction provided to all students K-3 to strengthen students' phonemic awareness. 7. Really Great Reading Program for students K-3 to foster phonics skills. <p>Collaborative teams will meet at minimum, two times per week, to answer the second question of PLCs, "How will we know when students have learned the intended outcomes?"</p> <ol style="list-style-type: none"> 8. Grade level teams will create and give common assessments to students on each standard. 9. Grade level teams will use the results from progress monitoring to analyze and track how students are progressing toward progress goals. 10. Collaborative time will be included on the master schedule, providing collaborative time for teachers to analyze student data in order to drive instruction and provide interventions and extensions as needed. <p>Collaborative teams will meet at a minimum two times per week, to answer the third question of PLCs, "How will we respond when some</p>

	<p>students do not learn?” and “How will we respond when some students have achieved the intended outcomes?”</p> <ol style="list-style-type: none"> 11. Intervention Walk to Read time will be built into the master schedule for every grade level as a Tier 2 and 3 for targeted interventions. 12. The Walk to Read program will be used for targeted interventions for students who did not learn and extended learning opportunities for those that have achieved the intended outcome. 13. Technology and software programs will be evaluated and purchased based on student need. Teachers will use programs as opportunities for students practice and application of learned skills. 14. A full day kindergarten option will be provided for all K students, based on readiness and needs. 15. WIDA data will be evaluated to provide targeted tier 2 and 3 instruction by an EL Interventionist.
<p>Evidence-Based Research Support</p>	<p>Dufour, R., Dufour, R., Eaker, R., & Many, T. (2006) Learning by Doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p> <p>Marzano, R.J. (2007). The Art and Science of Teaching. Alexandria, VA: ASCD.</p> <p>Utah State Core Curriculum</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ol style="list-style-type: none"> 1. Collaborative planning and diagnostic interventions, based on student centered data, will lead to quality Tier 1 instruction and more effective Tier 2 and 3 interventions in Reading. 2. Specifically, we will look at WIDA score percentage increases and EL categorical student performance on the EOG testing. 3. Measurements of learning will also be gauged using a variety of assessment tools throughout the school year including but not limited to: <ul style="list-style-type: none"> -quarterly and standard specific benchmarking -unit common assessments -teacher created common formative assessments -Acadience Reading Assessment -PSI and PASI progress monitoring -RISE benchmarking tools by standard -End of year RISE in Reading

Professional Development to Support Strategies	<ol style="list-style-type: none"> 1. Coaching and training will be provided to all teachers on explicit instructional strategies, data analysis, differentiation, classroom management, tier 2 and 3 intervention ideas, as well as any other job embedded topics that arise. 2. Endorsements in EL 3. Professional development for building coaching capacities in our building in the following areas (teacher induction, instructional strategies, Standards Based Grading, and Tier 1 Instruction) 4. Professional development on use of software in Reading (Lexia) 5. Professional development in LETRS. 6. Professional development in Heggerty Phonics lessons 7. Professional development for K-3 teachers for Really Great Reading implementation, in an effort to build teacher capacity and promote strong early literacy skills. 8. Professional Development in MSRC to strengthen reading of multisyllabic words.
Timeline	<p>Academic year of 2022-2023</p> <p>We will revisit our goals each year based on the data from the previous school year to determine if changes will be required.</p>
Responsible Parties	Principal, Leadership team, Literacy coach, teachers, classroom assistants, parents, students
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Teams will disaggregate and discuss student data during PLCs. Assessment scores are recorded in Mastery Connect, and documented using PLC shared documents, along with a record of standards that each child has mastered.</p> <p>The Principal, Assistant Principal, and literacy coach will monitor data on Mastery Connect, meet with teachers on breaking down their data, and have ongoing meetings with teachers throughout the school year.</p>

Schoolwide Reform Goals and Strategies

SMART Goal #3 (climate/culture K-6)	Westvale Elementary will reduce the number of behavioral office referrals and minor incident reports by 20% from the previous year (2021-2022).
Strategies	<ol style="list-style-type: none"> 1. Develop and implement a school-wide discipline plan including standardized rules, expectations, along with positive and negative consequences. <ol style="list-style-type: none"> a. Provide professional development on proper follow through of discipline plan, including classroom managed versus office managed behaviors. b. Implement the use of Educators Handbook as a school-wide behavior data tracking and intervention system. c. Implement the Second Step emotional wellness program into weekly grade level instruction.

- d. Collect monthly data concerning office referrals and minor incidents.
 - e. Wolf bucks will be used as a school-wide positive behavior system with school stores being held every month.
 - f. Wolf Paws will be used as a school-wide positive behavior system with class reward parties being held for earning paws.
 - g. An assistant principal will be employed for continued support of both academic and behavior goals/action steps.
2. Provide additional behavioral and academic support to students at all levels to promote a safe and positive school climate.
 - a. A full-time psychologist and social worker will provide behavior coaching and support for students.
 - b. Instructional coaches and special education teachers will work with classroom teachers on best practices and effective classroom management/engagement strategies.
 3. Provide models and resources to build positive relationships, encourage leadership opportunities, and improve social skills.
 - a. Leadership opportunities will be provided for students to promote connection and ownership in the daily running of the school (i.e. Pack Protectors, Safety Patrol, etc.)
 - b. Implement a Student of the Month program that is run by administration and students' teachers. School leadership chooses monthly themes that align with the "Westvale Way". Students receive awards based on the monthly theme. The monthly theme is communicated in announcements and in the newsletter. Teachers create a list of all students that are nominated for "Student of the Month" award and have a monthly party for those students and invite their caregivers.
 - c. Students will be provided the opportunity to attend field trips and in school activities that tie to the core curriculum and celebrate creativity and diversity.
 4. Establish and maintain effective and dynamic communication through parent engagement.
 - a. Build a video library of "Tip of the Week" video clips that are posted to social media and weekly newsletters that feature school staff members sharing tips on a variety of topics aimed at building parent's capacity to help their children.
 - b. Weekly parent newsletters will be sent home from the principal, communicating important school-wide news and reminders.
 - c. Continue to connect with parents through our Parent/Community Resource center, offering classes for parents and their families.
 - d. Provide families resources to engage with their children through distribution of community resources, Public Library notices, and Mental Health resources from the Jordan Education Family Learning Center.

<p>Evidence-Based Research Support</p>	<p>Dufour, R., Dufour, R., Eaker, R., & Many, T. (2006) Learning by Doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p> <p>Marzano, R.J. (2007). The Art and Science of Teaching. Alexandria, VA: ASCD.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>We believe that with professional development, clarity in procedure, and positive behavior interventions, that we can decrease the number of inappropriate student behaviors requiring intervention. When behaviors and disruptions to the learning process decrease, we believe that engagement and academic growth will consequently increase. We expect to see an increase in positive agreement of parent and student survey results as well.</p> <ol style="list-style-type: none"> 1. The detailed behavior plan and all required paperwork will be posted on Google Drive in an effort to increase communication and consistency. 2. Daily PLC agendas/minutes will be prepared, shared, reviewed to assist with discussion of high needs students. 3. Student discipline will be recorded in Educators Handbook and by school administration in Skyward. Reports will be reviewed quarterly to determine progress or needs.
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. Teachers will participate in professional development on de-escalation strategies as needed. 2. MTSS training and supports implemented through PLCs 3. Second Step professional development and helpful information to be provided to teachers 4. Educators Handbook professional development for K-6th grade teachers. 5. PBIS PD for K-6 teachers, including the Westvale Way.
<p>Timeline</p>	<p>Academic year of 2022-2023</p> <p>We will revisit our goals each year based on the data from the previous school year to determine if changes will be required.</p>
<p>Responsible Parties</p>	<p>Principal, Assistant Principal, Leadership team, Literacy coach, teachers, classroom assistants, parents, and students</p>

<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<ol style="list-style-type: none"> 1. The principal and Instructional Coach will be active participants in PLC meetings. 2. The principal and/or Assistant Principal will attend IEP meetings throughout the school year to assist in the planning and support for students. 3. CSAT meetings when necessary 4. Monthly Behavior tracking- Educators Handbook 5. SAC committee meetings
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Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents are Purposes of the Program will be Met
PLC budget	15,969	This budget pays for .20 of our Fine Arts teacher. Our rotations schedule allows for teachers to meet in collaborative PLCs for 90 minutes per week.
Beverly Taylor Sorensen Art Grant	40% of teacher salary	This budget pays for .40 of our Fine Arts teacher.
Land Trust	65,413	This budget will be used to provide instructional support for differentiated small group instruction/interventions. This budget is used to pay for a partial rotations teacher salary. It also funds instructional assistants that support small group instruction.
TSSA funding	82,526	This funding source will be used to grow teacher/coaching capacity in the areas of blended learning, teacher induction/retention, and instructional practices. It will provide full to partial coach and support salaries for licensed employees.
K-3 District funding	Per position	This budget will be used to provide 17 hour assistants and an additional kindergarten teacher to support literacy development and our full day kindergarten program.
Title I- Family Involvement	4,700	This budget will be used to provide materials for the Family Learning Center, Family Engagement resources and information, and other family programming.
Title I- 7801	201,348	This budget may provide salary for the following:

		<ul style="list-style-type: none"> - rotation teachers- Our rotations schedule allows for teachers to meet in collaborative PLCs for 90 minutes per week. - EL Specialist/Interventionist We believe that highly qualified teachers are our best resource in the building. Hiring these additional teachers will allow for lower classes, provide additional opportunities for small group differentiated instruction, and encourage richer PLC data discussion. The support of an EL Specialist/Interventions allows the school to meet the needs of EL students and Tier 3 instructional support. This budget may also support software/technology upgrades and purchases toward our goal of 1:1 technology for students in 3rd-6th grades and blended learning in K-2.
District Supply	22,241	General school/classroom supplies
District Textbook	13,082	Textbook/software purchases in Math, Language Arts, Science, and Social Studies
Equipment/ Capital Outlay	22,497	Classroom/office furniture/building upgrades
Media Books	7,936	Book purchases for our Media Center
Technology	12,686	Assist in the planning, professional development, and purchasing of technology. This budget also pays for one technology assistant.
In Lieu of Fees- 1169	22,161	This fund is used for additional hours for assistants and subs for professional development opportunities.