

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

School Name: Roy Elementary

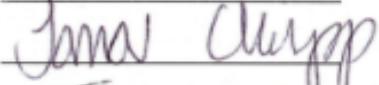
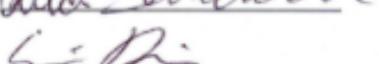
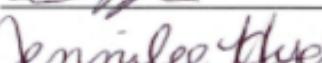
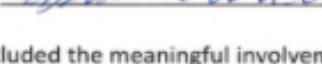
LEA Name: Weber School District

Date: 10/01/2020

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)).

<u>Schoolwide Planning Team</u>	<u>Name</u>	<u>Signature</u>
Principal	Brent Hogan	
LEA Title I Director	Lori Rasmussen	
Faculty Member (Title 1 Coordinator)	Tana Chipp	
Faculty Member (Counselor)	Eric Cooper	
Faculty Member (Instructional Coach)	Tiffanie Kinney	
Parent	Jennifer Horton	
Parent	Heather Fannen	
Parent	Rita Mattson-Sandoval	
Parent	Erica Davis	
Parent	Jennilee Hyde	
Parent	Zitalli Cuenca	

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

Lea Title 1 Director, Lori Rasmussen Signature _____ Date: _____

Principal, Brent Hogan Signature  Date: Oct 1, 2020
Page 1. Updated August 2018 by USBE Title I

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

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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](#)

Component One – Needs Assessment §1114(b)(6)

Schools implementing a schoolwide Title I program must conduct a comprehensive needs assessment of the entire school.

The needs assessment takes into account information on the academic achievement of students in relation to the State's challenging academic standards, particularly the needs of children who are failing, or are at-risk of failing, to meet the academic standards and any other factors as determined by the local educational agency.

The comprehensive needs assessment is a systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school that affect student performance. The key is identifying student needs through a variety of information-gathering techniques. Thus collecting and analyzing student data in relation to challenging State academic standards. The needs assessment also sheds light on the needs of the entire school program. All students benefit from the interventions and services made possible through a Title I schoolwide program; however, schools should place emphasis on implementing strategies that help learners struggling to meet state academic standards.

In its needs assessment, schools must describe students' demographics, levels of achievement, family engagement, school culture and climate, and staffing. A data analysis summary must be included, which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students

A needs assessment includes measurable outcomes, and documents how the school uses data to reach outcomes. This documentation must include a detailed analysis of disaggregated student groups. LEAs must also examine student, teacher, and school community strengths and needs. Needs assessments include both the LEA's and the school's priorities.

Guiding Questions

- How does your needs assessment integrate current school year quantitative and qualitative data?
- How does your needs assessment give an accurate and thorough view of the entire school?
- What subjects, grade levels, and programs are the strongest and weakest?
- How does the school focus on the academic progress of English learners?
- To what extent are discipline issues affecting students?
- What is the level of family and community engagement at the school?
- What does the data say about the success of students transitioning into and out of your school?
- What concerns identified on the needs assessment are from the following areas?

Student Proficiency and Growth in Academic Areas

Gaps Between Student Groups o Transitions Between Grades and/or Schools

Professional Development

Schoolwide Tiered Models of Instruction

Parent and Family Engagement

Behavior and Discipline

Well-Rounded Education

Component Two—Schoolwide Reform Strategies §1114(b)(7)(A)(i)-(ii)

Schoolwide Title I programs must have a schoolwide focus. Schoolwide programs should focus on supporting all students within the school, including each disaggregated student group, in meeting the challenging state academic standards. ESSA includes a focus on a well-rounded education. There are several ways to ensure the plan addresses a schoolwide focus:

- Targeting a range of subjects, including literacy, science, and mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

ESSA requires the implementation of evidence-based activities, strategies, or interventions (Section 8101 (21)(A)). Identify and describe the evidence-based schoolwide reform goals and strategies, directly aligned with the school's comprehensive needs assessment, that provide opportunities for all students to meet the State's proficient or advanced levels of academic achievement. Provide information on how the selected evidence-based strategies will increase student achievement in underperforming disaggregated student groups. Describe how the reform strategies will be evaluated for effectiveness.

Outline staffing plans, professional development strategies, and intended measurable outcomes. The plan must show how you will increase the quality and quantity of learning. This includes detailing specific programs and activities that meet the evidence requirements under the ESSA. The following guidance document from the U. S. Department of Education provides information about the levels of research evidence required:

[Using Evidence to Support Education Investments Guidance – September 2016](#)

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016](#)

The following resources may assist in reviewing and identifying evidence-based practices, strategies, and interventions:

- [Evidence for ESSA](#) - developed by Johns Hopkins University (categorized in ESSA evidence tiers; currently includes reading and mathematics but will soon include science, writing, and behavior interventions)
- [RAND report on school leadership interventions under ESSA](#) - (categorized in ESSA evidence tiers)
- [An LEA or School Guide for Identifying Evidence-Based Interventions for School Improvement](#) – developed by the Florida Center on Reading Research
- [What Works Clearinghouse](#) - developed by the U. S. Department of Education's Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included meet the most rigorous evidence criteria)
- [Results First Clearinghouse Database](#) - developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)

- [Best Evidence Encyclopedia](#) - developed by the Center for Data-Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers)
- [Using Evidence to Create Next Generation High Schools](#) - developed by the U.S. Department of Education (not categorized in ESSA evidence tiers)
- [Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#) - developed by the Every Student Graduates Center at Johns Hopkins University
- [Results for America Evidence in Education Lab](#)
- [Center on School Turnaround at WestEd/](#)

Guiding Questions

Does the plan's schoolwide reform process:

- Consider a well-rounded education (ESSA Section: 8102 (52))?
 - Does the plan address English, reading, writing, science, technology, engineering, mathematics, civics and government, economics, the arts, history, government, engineering, health and other subjects?
- Improve transitions between grades and/or schools?
- Enrich and accelerate curriculum?
- Provide opportunities for students who need more challenging curriculum and instruction as well as those who are struggling?
- Include specific ways in which the school will reach each level of reform?
- Were staffing plans, recruitment and retention of teachers, and professional learning strategies addressed?
- Outline strategies to improve academics for all students?
- Does the plan detail how you will increase the amount and quality of learning using specific programs, activities, and courses?
- If your school has been identified for improvement under State (School Turnaround) or Federal (Title I) requirements how do the strategies in the schoolwide Title I plan incorporate evidence-based practices to improve performance?

Component Three—Activities to Ensure Mastery §1114(b)(7)(iii)

A schoolwide plan upgrades the entire school program. At the same time, it must address how students who have not met standards in certain areas will receive effective and timely assistance. Schoolwide plans must include evidence-based strategies to support students who fall behind on key skills or are in danger of dropping out.

Schools may choose to meet non-academic needs in addition to the academic needs of these students. This provides schools with significant flexibility in improving student achievement with strategies, including:

- Counseling
- School-based mental health support
- Specialized instructional support services
- Mentoring
- College and career readiness (e.g., AP, IB, dual or concurrent enrollment)
- Tiered behavioral support
- Early intervening services coordinated with services under IDEA
- Preschool transition support to elementary school
- Professional learning opportunities for teachers, paraprofessionals, and staff to improve instruction
- Professional learning opportunities for teachers, paraprofessionals, and staff on use of data
- Intensive academic support for students
- Recruitment and retention of effective teachers

Guidance documents:

[Using Evidence to Support Education Investments Guidance – September 2016](#)

[Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016](#)

Guiding Questions

- How does the plan support the most at-risk students in the school?
- What strategies and programs will be implemented to help at-risk students remain or get back on track?
- What is the school doing to help students in danger of dropping out or falling behind on mastery of key skills?
- Does the plan ensure the school meets students' academic and non-academic needs?
- Does the plan incorporate a wide range of strategies, programs, and activities, including:
 - Counseling and school-based mental health support

Component Four—Coordination and Integration §1114(b)(7)(B)

The schoolwide Title I plan should indicate how federal, state, and local services are leveraged to improve outcomes. The plan must show how the LEA and school coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated or braided, as well as how the funds will be used to meet the specific intents and purposes of each specific program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other state and federal education programs. Schools must name the specific state, local, and other federal programs that they will leverage under the plan. If the school is in improvement under State Turnaround or Title I, ensure the plan addresses school improvement efforts and any additional school improvement funds received.

[Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance—September 2016](#)

Guiding Questions

- How does the plan leverage resources (i.e., fiscal, human, time) to improve student outcomes?
- How will the school coordinate funds from federal, state, and local sources to improve the schoolwide plan?
- Does the plan make the most of available staff at the school and district to maximize the positive impact of the plan?
- How does the plan leverage funding streams to connect the reform strategies developed?
- Does the plan outline how the school will meet the intents and purposes of each funding source?
- Does the plan outline how funds from Title I and other state and federal education programs will be used to help the school meet the statutory requirements of the programs?
- Does the plan include the total amount of funds for each program?
- If the school has been identified for improvement:
 - Does the plan include school improvement funds?
 - How are the Title I schoolwide funds being leveraged to support school improvement efforts?

For more information on Active Implementation (AI) please refer to the National Implementation Research Network's [AI Hub](#).

Plan Do Study Act Cycle

Plan: Identify purpose, desired outcomes, and success criteria

- Engage key stakeholders in the planning process. (e.g. teachers who lead instructional teams, special educators, English language development teachers, parents representing the diversity of student body, principal, administrator from “feeder pattern” school, district administrator, tribal representative if applicable), secondary students if applicable)

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- Collect and review academic and non-academic data (*e.g. achievement, demographics, surveys, attendance, discipline, etc.*).
- Identify and review evidence-based practices.
- Analyze and evaluate Tier I core instruction, tiered instructional support, data-based decision-making, school climate, systems support, and implementation of best practices.
- Determine how to measure progress on a regular basis.

Do: Implement intended outcomes

- Develop the plan with goals in S.M.A.R.T. Goal format (*Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound*) to articulate both the evidence supporting the strategy and the measurable outcomes for students and educators.
- Provide professional development as needed.
- Provide coaching to support instructional staff in effectively implementing new practices.
- Document the process—highlight strengths and challenges.
- Continue to collect and review data.
- Observe and seek feedback on the process.

Study: Reflect on implementation of intended plan and student outcomes

- What are the strengths and challenges of the current school program?
- Was the plan implemented as intended?
- What modifications were made to the plan along the way?
- Does the data gathered support staff assumptions about strengths and needs?
- Are there information gaps? Are there implementation gaps? What more do we need?
- What priorities does the information suggest?

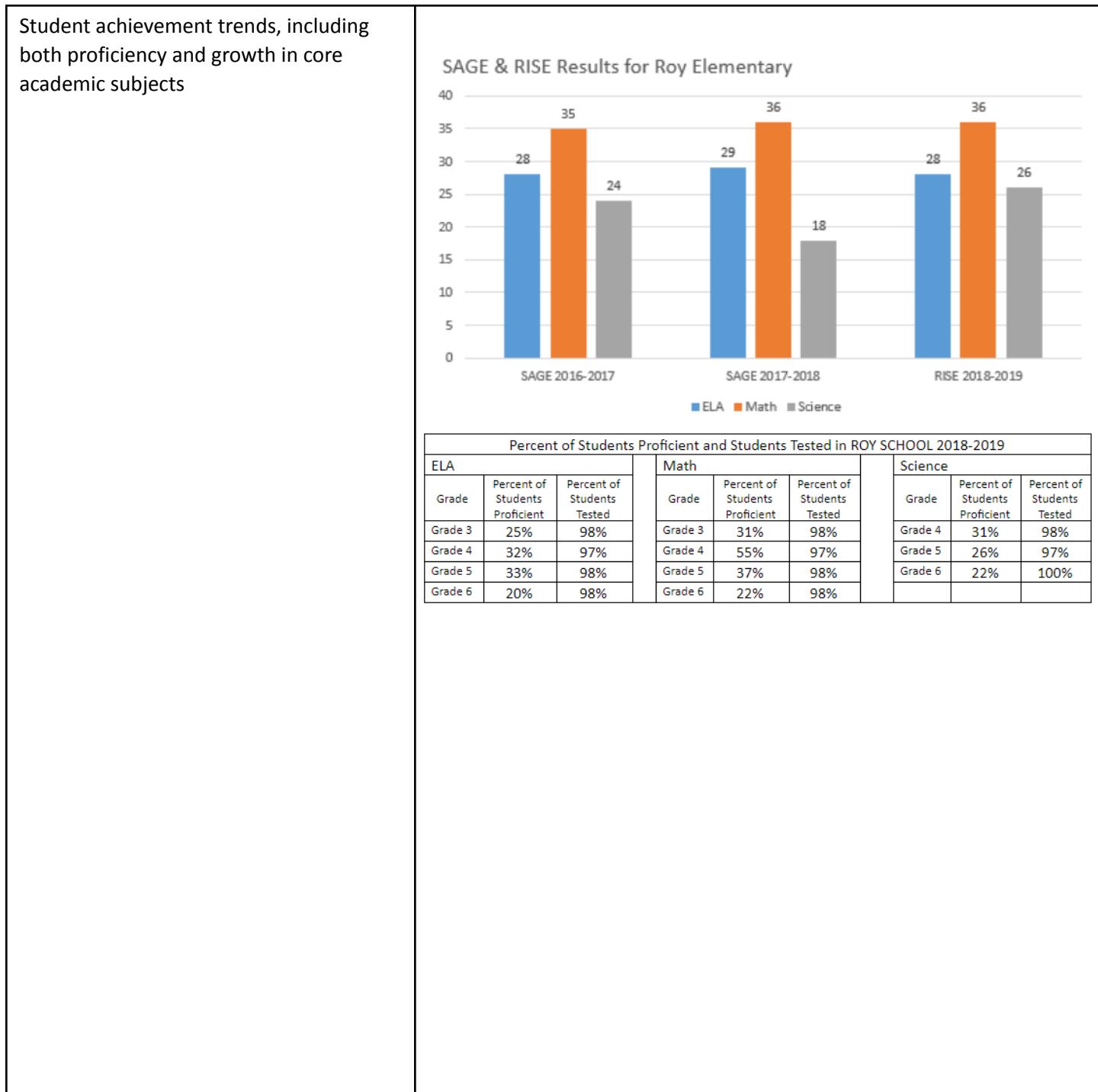
Act: Identify action steps to make adjustments to the original plan

- What adjustments/modifications should be made? • How can we improve the effectiveness of our program?

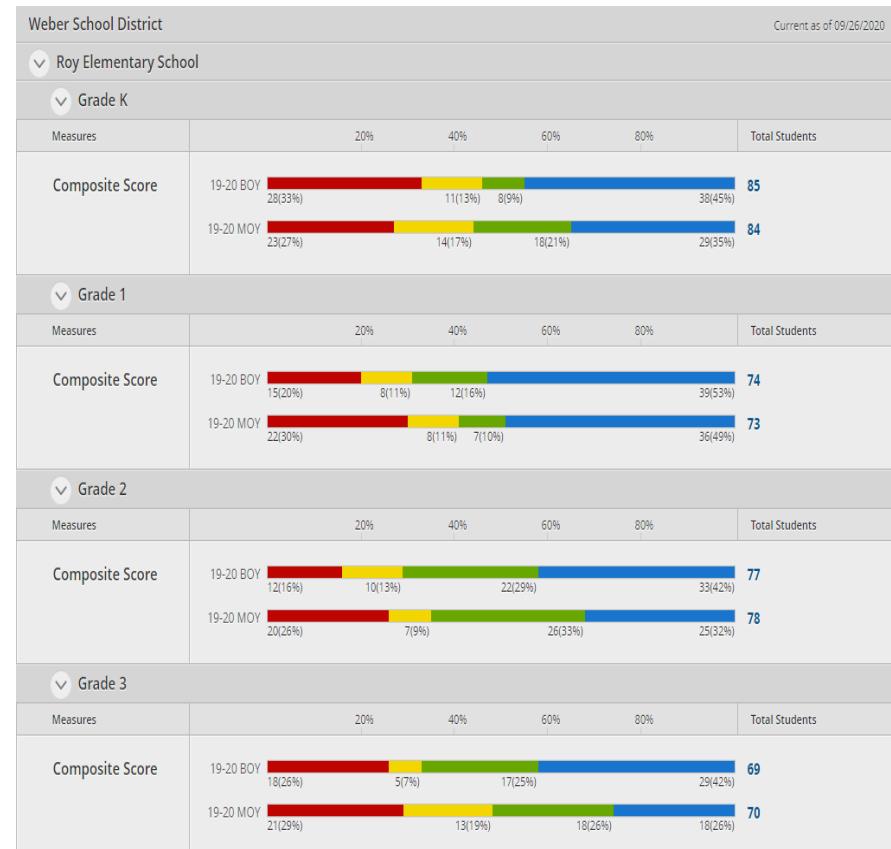
Comprehensive Needs Assessment

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. Sources include:

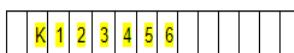


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Students Who Scored Benchmark or Above 2019-2020		
Kindergarten	BOY	MOY
	54%	56%
1st Grade	BOY	MOY
	69%	59%
2nd Grade	BOY	MOY
	71%	65%
3rd Grade	BOY	MOY
	67%	52%

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Graduation rates (high schools)	N/A																																																																																
Demographic data	<p>Roy School Weber District (2020-2021 school year)</p> <table> <tr> <td>Principal/Director:</td> <td>Brent Hogan</td> <td>School Type:</td> <td>Traditional</td> </tr> <tr> <td>Address:</td> <td>2888 West 5600 South</td> <td>Students:</td> <td>511</td> </tr> <tr> <td></td> <td>Roy, UT 84067</td> <td>Principals:</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td>Counselors:</td> <td>1</td> </tr> <tr> <td>Phone:</td> <td>801-452-4160</td> <td>Teachers:</td> <td>30</td> </tr> <tr> <td>Grades:</td> <td>K-6</td> <td>% Endorsed:</td> <td>100%</td> </tr> <tr> <td></td> <td></td> <td>% Grad Degree:</td> <td>60%</td> </tr> </table>  <hr/> <table> <thead> <tr> <th colspan="2">Enrollment by Grade</th> <th colspan="2">Enrollment by Ethnicity</th> </tr> </thead> <tbody> <tr> <td>Grade K:</td> <td>87</td> <td>American Indian:</td> <td>2</td> </tr> <tr> <td>Grade 1:</td> <td>76</td> <td>Asian:</td> <td>3</td> </tr> <tr> <td>Grade 2:</td> <td>77</td> <td>Black:</td> <td>5</td> </tr> <tr> <td>Grade 3:</td> <td>58</td> <td>Caucasian:</td> <td>338</td> </tr> <tr> <td>Grade 4:</td> <td>72</td> <td>Hispanic:</td> <td>132</td> </tr> <tr> <td>Grade 5:</td> <td>70</td> <td>Multi Race:</td> <td>19</td> </tr> <tr> <td>Grade 6:</td> <td>71</td> <td>Pacific Islander:</td> <td>12</td> </tr> </tbody> </table> <hr/> <table> <thead> <tr> <th colspan="2">Enrollment by Gender</th> <th colspan="2">Subgroup Percentages</th> </tr> </thead> <tbody> <tr> <td>Female:</td> <td>240</td> <td>Econ Disadv:</td> <td>61%</td> </tr> <tr> <td>Male:</td> <td>271</td> <td>ELL:</td> <td>6.7%</td> </tr> <tr> <td></td> <td></td> <td>Ethnic Minority:</td> <td>33.9%</td> </tr> <tr> <td></td> <td></td> <td>Special Ed:</td> <td>12.3%</td> </tr> </tbody> </table> <hr/> <p>Free and Reduced Percentage Roy School: 61%</p>	Principal/Director:	Brent Hogan	School Type:	Traditional	Address:	2888 West 5600 South	Students:	511		Roy, UT 84067	Principals:	1			Counselors:	1	Phone:	801-452-4160	Teachers:	30	Grades:	K-6	% Endorsed:	100%			% Grad Degree:	60%	Enrollment by Grade		Enrollment by Ethnicity		Grade K:	87	American Indian:	2	Grade 1:	76	Asian:	3	Grade 2:	77	Black:	5	Grade 3:	58	Caucasian:	338	Grade 4:	72	Hispanic:	132	Grade 5:	70	Multi Race:	19	Grade 6:	71	Pacific Islander:	12	Enrollment by Gender		Subgroup Percentages		Female:	240	Econ Disadv:	61%	Male:	271	ELL:	6.7%			Ethnic Minority:	33.9%			Special Ed:	12.3%
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School climate	<p>At Roy Elementary we work hard to help our students be the best leaders they can be. We have adopted a schoolwide program, The Leader in Me, to teach principles and character building through leadership opportunities. Weekly social emotional learning lessons are provided in class by the teacher. We give students leadership responsibilities to help develop the 7 Habits.</p> <p>We have a MTSS model where explicit expectations, rules and standards are taught with fidelity so all students and teachers know what is expected of them, receive instructions in a common language, and what rules to follow in each area of the school (hallways, classrooms, lunchroom, playground, etc.) We also have implemented a clear outline for how each teacher and the school at large will address behavior issues. We have Behavior Tickets to address major offenses. Our school counselor supports these programs through individual sessions as well as class lessons.</p> <p>We care about student safety and have put an emergency plan in place to protect students in any given situation such as fire, earthquakes, critical</p>																																																																																

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	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. Parents are regularly welcomed at Roy for class and grade level activities, field trips, SEPs, volunteering opportunities, PTA activities, etc. We value the support and engagement of Roy's parents. Due to COVID-19 we have had to change how much parent involvement is allowed here at the school in order to keep the students safe from exposure to more people.														
Course-taking patterns (secondary)	N/A														
Teacher and paraprofessional qualifications	<p style="text-align: center;">Teacher Quality Report Total Certified Staff: 32</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Bachelor's Degree</th> <th>Master's Degree</th> <th>Math Endorsement</th> <th>Reading Endorsement</th> <th>ESL Endorsement</th> </tr> </thead> <tbody> <tr> <td>32</td> <td>18</td> <td>3</td> <td>6</td> <td>4</td> </tr> </tbody> </table>					Bachelor's Degree	Master's Degree	Math Endorsement	Reading Endorsement	ESL Endorsement	32	18	3	6	4
Bachelor's Degree	Master's Degree	Math Endorsement	Reading Endorsement	ESL Endorsement											
32	18	3	6	4											
	Teacher/Staff	Grade Level or Assignment	Degree		License Level										
			Bachelor	Masters											
	Hogan, Brent	Principal	✓	✓	2										
	Chipp, Tana	Title 1 Coordinator	✓	✓	2										
	Kinney, Tiffinie	Instructional Coach	✓	✓	2										
	Cooper, Eric	Counselor	✓	✓	2										
	Putnam, Monique	Speech/Language	✓	✓	3										
	Pollock, Jennifer	Kindergarten	✓	✓	2										
	Marchand, Rachel	Kindergarten	✓	✓	2										
	Forester, Christine	Kindergarten	✓	✓	2										
	Gilbert, Sarah	Kindergarten	✓		1										
	Butterfield, Kasie	1st	✓		2										
	Aughenbaugh, Talyn	1st	✓		1										
	Haight, Nicole	1st	✓	✓	1										

	Teacher/Staff	Grade Level or Assignment	Degree		License Level
			Bachelor	Masters	
	Hogan, Brent	Principal	✓	✓	2
	Chipp, Tana	Title 1 Coordinator	✓	✓	2
	Kinney, Tiffinie	Instructional Coach	✓	✓	2
	Cooper, Eric	Counselor	✓	✓	2
	Putnam, Monique	Speech/Language	✓	✓	3
	Pollock, Jennifer	Kindergarten	✓	✓	2
	Marchand, Rachel	Kindergarten	✓	✓	2
	Forester, Christine	Kindergarten	✓	✓	2
	Gilbert, Sarah	Kindergarten	✓		1
	Butterfield, Kasie	1st	✓		2
	Aughenbaugh, Talyn	1st	✓		1
	Haight, Nicole	1st	✓	✓	1

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	Watts, Nicole	1st	✓	✓	1
	Bingham, Cristina	2nd	✓		2
	Gibson, Patrice	2nd	✓		2
	Rose, Julie	2nd	✓	✓	1
	Porter, Janice	3rd	✓		1
	Spendlove, Jessica	3rd	✓	✓	2
	Martin, Judy	3rd	✓	✓	2
	Debeer, Deborah	4th	✓		2
	Olney, Melanie	4th	✓	✓	2
	Parslow, Teri	4h	✓	✓	2
	Raleigh, Krescentia,	5th	✓		2
	Mitchell, Nancy	5th	✓	✓	2
	Talbert, Julie	5th	✓		1
	Allen, Maureen	6th	✓	✓	2
	Smith, Stephanie	6th	✓		2
	Twingstrom, Abbie	6th	✓		2
	Pearce, Katrina	Special Education	✓		1
	Coy, Jodi	Special Education	✓		1
	Dumas, Sara	ESL Teacher	✓	✓	2
	Rice, Angie	Severe Unit Teacher	✓		2
	Zink, Emma	Sp. Ed. Aide - Severe			
	Schnaieble, Ashley	Sp. Ed. Aide - Severe			
	Heydon, Shelby	Sp. Ed. Aide - Severe			
	Staley, Debbie	Paraprofessional			
	Conger, Logan	Paraprofessional			
	Linke, Keli	Paraprofessional			
	Bovero, Krystal	Paraprofessional			

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	Perkins, Gwen	Paraprofessional			
	Peterson, Tami	Paraprofessional			
	Lloyd, Kathy	Paraprofessional			
	Nielsen, Teresa	Paraprofessional			
	Gardner, Angela	Paraprofessional			
	Glover, Tonya	PE Aide			
	Campbell, Janae	Art Aide			
	Perkins, Gwen	Paraprofessional			
	Stacie Chidester	Computer Aide			
	Mary Freston	Paraprofessional			
Instructional practices	<p>The Community Council consists of the principal, classroom teachers, and parents. All staff members were invited to participate in developing and implementing the plan.</p> <p>The Community Council meets three times during the school year to review State Core tests and other formative assessments, and surveys. The Community Council will decide where our greatest needs are and how the Title I funding could be most beneficial. It was decided that:</p> <ul style="list-style-type: none"> • Title I will cover 7.0 FTE for class size reduction. • A certified teacher with a Reading Endorsement will support teachers, students, and parents. She will be a full time Instructional Coach. • The Instructional Coach will assist the administrator in: <ul style="list-style-type: none"> - Training and scheduling paraprofessionals - Teaming and scheduling integrated learning opportunities - Test preparation and coordination • Small group instruction in reading will be provided in grades K-6 using common formative assessment data. • Time will be provided for vertical teaming and observation of colleagues within the school. Roy Elementary is actively involved in Professional 				

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

	<p>Learning Communities.</p> <p>Training for staff in reading strategies, writing process, and math will be provided.</p>
College entrance testing	All teachers at Roy Elementary are highly qualified. Each teacher has a Bachelor's degree and is certified by the State of Utah, which meets the requirements under section 1119. Eighteen out of thirty-two teachers have Master Degrees, four teachers have an ESL endorsement, three have a math endorsement, and six have a reading endorsement. We have ten provisional teachers which are in their first three years of teaching in our district. Most paraprofessionals meet the highly qualified requirements and the others are working towards becoming highly qualified. All paraprofessionals are under the direct supervision of a certified teacher and the principal.
Other data determined by the school	

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

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, 60% of students K-3 will be at or above benchmark level as measured by DIBELS Next Assessment.
Strategies	<p>Action Plan(s):</p> <p>Grade levels will collaborate weekly</p> <ul style="list-style-type: none"> • Teachers will improve their tier one literacy instruction based on Weber's approved literacy block and through staff development, administrative observation, team collaboration, personal study, and data analysis • We will meet as grade level Literacy Collaboration Teams with the principal, and literacy specialist, to assess literacy needs, interventions, data, and best practices. We will continue to run Imagine Learning for below level readers in K-3 • We will continue to purchase new books for student use. • We will continue to purchase new technology devices to support teachers and students in the classroom. We will look for programs, software, and apps that will support classrooms in reading.
Evidence-Based Research Support	With the support programs and products provided for Roy, the staff will continually review assessment data and student growth, to make adjustments as needed. If a program or software didn't produce desired results, we will pilot something else.
Expected Impact in Core Academic Areas	Measure of Success: DIBELS Next Formative assessment. This will happen at the beginning of the year, mid-year, to track progress, and summative assessment(s) will be completed at the end of the year.
Professional Development to Support Strategies	Staff will receive training at least once a month during the weekly PLC collaborations. Teachers will have the opportunity to attend literacy conferences as needed. Instructional coaches will also be going through a coaching cycle with teachers by assignment or as needed for classroom support.
Timeline	Professional development will be an ongoing process throughout the school year. Every year teachers will be held accountable. They will be asked to show growth and success through Progress Monitoring, SLO's, assessments, observations, drop ins, and conference/discussions with the principal or assigned mentor.
Responsible Parties	<p><i>Teachers</i> are responsible for providing best teaching practices in the classroom. They are also responsible for regular communication with students and parents about progress and needs.</p> <p><i>Principal</i> is responsible for providing appropriate equipment and resources that students and teachers need to be successful. They are also responsible for providing teachers with appropriate and timely professional development based on individual or grade level needs.</p> <p><i>Title I Coordinator</i> works with the principal and other specialists to provide behavior intervention programs for struggling students. They model and evaluate the effectiveness of intervention programs and provide data to the principal. They also work within the master schedule to provide supplemental services as needed.</p> <p><i>Instructional Coach</i> will provide modeling, coaching and support for all literacy programs as well as work with teachers through the PLC process..</p>

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

Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	The Principal, Title I Coordinator, and Instructional Coach will observe teachers and paraprofessionals, and model correct teaching methods and best teaching practices. Teachers will be encouraged to attend in-services based on their needs. The Principal will be in classrooms often to collect data on teacher effectiveness. Assessment data will also provide the Administration Team and the teachers with student growth and progress. In-services and focused observations will be provided on an as needed basis.
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SMART Goal	Goal #2- By the end of the school year, the percent of students in grades 3rd-6th performing on grade level or making typical progress in math will improve from 36% to 38%.
Strategies	<p>Action Plan(s):</p> <p>Grade level teachers will meet each week as a Professional Learning Community to discuss student data, interventions, strategies, re-teaching methods, and enrichment activities to increase student learning.</p> <ul style="list-style-type: none"> ● Grade levels will work together to implement a reteach-review-enrich model with math instruction, to help support all learners. ● We will hire a grade level tutor to help reinforce and enrich students' understanding of mathematics. ● We will continue to purchase new technology and supporting software that is needed for students and teachers. We will look for programs, software, and apps that will support classrooms in mathematics. ● We will use ALEKS for an additional math intervention in 4th, 5th, and 6th grades. ● 3rd Grade students will use Imagine Learning for an additional math intervention
Evidence-Based Research Support	With the support programs and products provided for Roy, the staff will continually review assessment data and student growth, to make adjustments as needed. If a program or software didn't produce desired results, we will pilot something else that might work.
Expected Impact in Core Academic Areas	Evidence will be measured through the End of Year assessment data: RISE summative Math assessment.
Professional Development to Support Strategies	<ul style="list-style-type: none"> ● Grade levels will participate in Math Lesson studies throughout the year. ● Weekly collaboration with math data will be reviewed. ● Teachers will have the opportunity to attend conferences as needed.
Timeline	<p>Professional development will be an ongoing process throughout the school year. Every year teachers will be held accountable. They will be asked to show growth and success through SLO's, assessments, observations, drop ins, and conference/discussions with the principal or assigned mentor. Students and teachers will be actively preparing for RISE assessments for the duration of the school year.</p> <p>The RISE summative assessment will take place in April/May 2021.</p>
Responsible Parties	<p><i>Teachers</i> are responsible for providing best teaching practices in the classroom. They are also responsible for regular communication with students and parents about progress and needs.</p> <p><i>Principal</i> is responsible for providing appropriate equipment and resources that students and teachers need to be successful. They are also responsible for providing teachers with appropriate and timely professional development based on individual or grade level needs.</p> <p>The principal also creates the master schedule to coordinate the Title One, Special Education, and General Education needs.</p>

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

	<p><i>Title I Coordinator</i> works with the principal and other specialists to provide intervention programs for struggling students. They model and evaluate the effectiveness of intervention programs and provide data to the principal. They also work within the master schedule to provide supplemental services as needed.</p> <p><i>Instructional Coach</i> will work with teachers to improve math teaching practices and be available to provide coaching and support to teams throughout the year.</p>
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<p>The Principal, Title I Coordinator, and Instructional Coach will observe teachers and paraprofessionals, and model correct teaching methods and best teaching practices. Teachers will be encouraged to attend in-services based on their needs.</p> <p>The Principal will be in classrooms often to collect data on teacher effectiveness. Assessment data will also provide the Administration Team and the teachers with student growth and progress. In-services and focused observations will be provided on an as needed basis.</p>

SMART Goal	Goal #3- By the end of the school year, the percent of students in grades 3rd-6th performing on grade level or making typical progress in Language Arts will improve from 28% to 30%.
Strategies	<p>Action Plan(s):</p> <ul style="list-style-type: none"> Grade level teachers will meet each week as a Professional Learning Community to discuss student data, interventions, strategies, re-teaching methods, and enrichment activities to increase student learning. Grade levels will work together to implement a reteach-review-enrich model to help support all learners. We will hire a grade level tutor to help reinforce and enrich students' understanding of language arts. We will continue to purchase new technology devices and supporting software that is needed for students and teachers. We will look for programs, software, and apps that will support classrooms in mathematics. We will use Imagine Learning for an additional reading intervention in 3rd - 6th grades on an as needed basis.
Evidence-Based Research Support	With the support programs and products provided for Roy, the staff will continually review assessment data and student growth, to make adjustments as needed. If a program or software didn't produce desired results, we will pilot something else that might work.
Expected Impact in Core Academic Areas	Evidence will be measured through the End of Year assessment data: RISE summative Language Arts assessment.
Professional Development to Support Strategies	<ul style="list-style-type: none"> Grade levels will participate in Reading Lesson studies throughout the year. Weekly collaboration with reading data will be reviewed. Teachers will have the opportunity to attend conferences as needed.
Timeline	Professional development will be an ongoing process throughout the school year. Every year teachers will be held accountable. They will be asked to show growth and success through SLO's, assessments, observations, drop ins, and conference/discussions with the principal or assigned mentor. Students and teachers will be actively preparing for RISE assessments for the duration of the school year. The RISE summative assessment will take place in April/May 2021..

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

Responsible Parties	<p><i>Teachers</i> are responsible for providing best teaching practices in the classroom. They are also responsible for regular communication with students and parents about progress and needs.</p> <p><i>Principal</i> is responsible for providing appropriate equipment and resources that students and teachers need to be successful. They are also responsible for providing teachers with appropriate and timely professional development based on individual or grade level needs. The principal also creates the master schedule to coordinate the Title One, Special Education, and General Education needs.</p> <p><i>Title I Coordinator</i> works with the principal and other specialists to provide intervention programs for struggling students. They model and evaluate the effectiveness of intervention programs and provide data to the principal. They also work within the master schedule to provide supplemental services as needed.</p> <p><i>Instructional Coach</i> will work with teachers to improve reading teaching practices and be available to provide coaching and support to teams throughout the year.</p>
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<p>The Principal, Title I Coordinator, and Instructional Coach will observe teachers and paraprofessionals, and model correct teaching methods and best teaching practices. Teachers will be encouraged to attend in-services based on their needs.</p> <p>The Principal will be in classrooms often to collect data on teacher effectiveness. Assessment data will also provide the Administration Team and the teachers with student growth and progress. In-services and focused observations will be provided on an as needed basis.</p>

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

TITLE I, PART A SCHOOLWIDE PLAN

Name of LEA and School: Weber District, Roy Elementary	Date: 10/01/2020
Mission Our mission is to ensure all students learn the necessary leadership and academic habits to be successful.	Vision We are teachers who are prepared to energize and inspire learning. We effectively teach through knowledge of the standards, engagement and building positive relationships. We collaborate in professional communities with a focus on data and best practices supported by research.

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan	For Roy Elementary needs assessment, we are going to 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 stakeholders input.
Do	In our meetings with Stakeholders and Staff, we will review the demographics of our school. We will also discuss student's academic performance on end of year testing, as well as current practices taking place in our classrooms. We will seek parent feedback on the awareness, and support what they are feeling is received to homes within our boundaries with regards to professional learning opportunities, ways to assist in their student's learning, and overall feelings regarding school culture and family involvement.
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 throughout the year to keep parents informed of upcoming opportunities available to them and their children.
Act	We will use the resources available through email, websites, phone contact, etc, as we continually work to meet the needs of our individuals and families. Roy will provide support through a variety of family and parent

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

	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.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	<p>Roy Elementary is drawing information from multiple sources through a variety of assessments in order to evaluate all students' performance in relation to the Common Core State Standards. We will be evaluating our student's performance in all categories.</p> <p><u>Readiness, Improvement, Success, Empowerment (RISE)</u>: Results for grades 3-6 in SAGE/RISE Reading, Math, and Science are used to evaluate the progress in Elementary and Secondary Education Act (ESEA).</p> <p><u>DIBELS (Dynamic Indicator of Early Literacy Skills)</u> Students in grades K-3 will be administered the DIBELS test three times annually to assess their reading skills.</p> <p><u>Common Formative Assessments</u>: Grade-level teams continue to develop common formative assessments to measure student progress in ELA, Math and Science.</p> <p><u>Surveys</u>: Surveys are used as needed for input regarding success and needs of the students, parents, and staff. These surveys involve, but are not limited to curriculum, safety, communication, parent resources, and relationships. Our Community Council and PTA board also seek stakeholder input.</p>
Do	Positive Behavior Support, Explicit Instruction, Tier 3 Instructional Model, Goal Setting, Peer Assisted Learning Strategies
Study	<p>Sheltered Instruction Observation Protocol (SIOP) The SIOP® Model supports teachers in planning and delivering high-quality instruction for all students.</p> <p>Harvey F. Silver, R. Thomas Dewing, & Matthew J. Perini (2012) The Core Six: Essential Strategies for Achieving Excellence with the Common Core</p> <p>Knight, Jim (2013) High Impact Instruction: A Framework for Great Teaching</p> <p>Dweck, Carol S. PhD. (2008) MindSet: The New Psychology of Success. New York, NY: Ballantine Books.</p> <p>Hattie, John & Yates, Gregory (2014). Visible Learning and the Science or How We Learn. New York, NY: Routledge</p> <p>Michalec, Melinda (2000). Write Reflections: A School-wide K-5 Writing Spiral Program. Lakeland, FL: Brown Bear Publishing Company</p>
Act	<p>Readiness, Improvement, Success, Empowerment (RISE)</p> <p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p>

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

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan	<p>Three Tier Instructional Model: The staff will continue to review and refine the 3 Tier Instructional model. Teachers will continue to pay particular attention to student engagement, positive to corrective response ratios and opportunities for students to respond during Tier I instruction.</p> <p>Reading: The staff will continue to receive training in reading strategies to help them meet student learning needs related to Common Core Standards.</p> <p>Math: The staff will continue to receive training in math strategies to help them meet student learning needs related to Common Core Standards.</p> <p>Collaborative Team Time: Grade-level teaching teams will meet weekly for 120 minutes to review Common Core State Standards, review student data and make a plan to meet student learning needs in the coming weeks.</p> <p>School Wide Student Behavior Support: A team of teachers and staff members will meet monthly to review data related positive behavior supports in place. The teacher leaders of this team will share student behavior plans and data with all faculty members throughout the year.</p> <p>Depth of Knowledge: Teachers will be involved in professional development related to depth of knowledge.</p>
Do	<p>Sixty percent of students in grades K-3 will read at benchmark as measured by DIBELS assessment by the end of the school year.</p> <p>Increase student math and reading proficiency rate by 2% on 2021 RISE in comparison to 2019 RISE.</p>
Study	<p>Knight, Jim (2013) High Impact Instruction: A Framework for Great Teaching</p> <p>Hess, Karin Cognitive Rigor Matrix</p>
Act	<p>Success will be measured through classroom observations, teacher evaluations, and meeting Professional Learning Goals. Faculty Surveys will also be used as a measurement tool.</p>

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Plan	Roy is planning to support our reform strategies and ensure mastery by spending a majority of the funds on teacher salary. We feel like our students will benefit from the smaller class sizes. The funds will allow us the opportunity to serve students on a more individual basis and set goals to strengthen students in their greatest area of need.
Do	Roy will spend a majority of the Title I Funding on Teacher Salary. It is such a benefit to have smaller class sizes to provide more individualized instruction to students. This will allow many students to make constant and consistent growth academically.
Study	<p>According to the National Education Policy Center:</p> <ul style="list-style-type: none"> • 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. <p>(https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBO%20PM-9%20Class%20Size.pdf)</p>
Act	Throughout the school year we will collect data, track students, and make any needed adjustments as we go along. The remainder of our Title I budget will be able to fill any gaps with books, training, and technical support and hardware to support the program or help students academic learning.

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

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	\$436,691.41	To provide students with additional resources and opportunities to access their education and achieve high levels of learning.
Title III	(local)\$88,675 .15	Funds are used to implement language instruction education programs to assist English learners to achieve standards.
Trustlands	\$66,956	Funds are used to address the specific needs of the school with input from the School Community Council.
TSSA	64,360	Funds are used to address the specific needs of the school with input from the School Community Council.
	\$555,574.05	

4. Professional Development Plan (#7)

ESEA 1114 (b)(1)(D)

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

Describe the professional development necessary to support the strategies. The team **must** include strategies to ensure that **all** students are taught by highly qualified teachers.

Professional Development	<p>MTSS (Multi-Tiered Systems of Support Model): The staff will continue to review and refine the MTSS model. Teachers will continue to pay particular attention to student engagement, positive to corrective response ratios and opportunities for students to respond during Tier I instruction.</p> <p>Reading: The staff will continue to receive training in reading strategies to help them meet student learning needs related to Common Core Standards.</p> <p>Math: The staff will continue to receive training in math strategies to help them meet student learning needs related to Common Core Standards.</p> <p>Collaborative Team Time: Grade-level teaching teams will meet weekly for 120 minutes to review Common Core Standards, review student data, and make a plan to meet student learning needs in the coming weeks.</p> <p>School Wide Student Behavior Support: A team of teachers and staff members will meet monthly to review data related to positive behavior supports that are in place. The teacher leaders of this team will share student behavior plans and data with all faculty members throughout the year.</p> <p>Depth of Knowledge: Teachers will be involved in professional development related to depth of knowledge.</p>
Scientifically Based Research Support	<p>Knight, Jim (2013) High Impact Instruction: A Framework for Great Teaching</p> <p>Hess, Karin Cognitive Rigor Matrix</p>
Expected Impact in Core Academic Areas	<p>Sixty percent of students in grades K-3 will read at benchmark by the end of the school year 2020-2021.</p> <p>Increase student math proficiency rate by 2% on 2021 RISE in comparison to 2019 RISE.</p>
Budget and Funding Sources	Title 1, Reading Plan monies, LAND Trust funds
Timeline	Weekly Collaborative Team Time and Faculty Meetings.
Responsible Parties	School administrator, District Title I director, school staff
Evaluation Process (How Will Success Be Measured?)	Faculty surveys, classroom observations, teacher evaluations and professional goals

5. Recruitment and Retention of Highly Qualified Teachers (#8) (Technology, smaller class size, extra PD, collaboration, extended day, summer school)

ESEA 1114(b)(1)(E)

Refer to item #10 of the Utah Title I Part A Monitoring Handbook

Weber School District works with area universities with undergraduate field experiences, as well as student teaching placement in area schools. Student teachers are watched and evaluated by Weber District building principals. Exemplary student teachers are offered open contracts for the following school year.

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

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

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

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

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

To encourage the recruitment and retention of highly qualified teachers, Title I monies are used to provide current technology in the classroom, e.g. document cameras, ChromeBooks, projectors, and smartboards. Teachers in Title I schools also have smaller class sizes and have more opportunities for extra professional development and collaboration as well as the opportunity for extended day teaching in after school programs.

6. Parent Involvement (#13, #14, #15) ESEA 1114 (b)(2)(B)ii ESEA 1114(b)(2)(B)iv

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

Describe the processes used to involve parents in the development of the schoolwide planning process.
Attach copies of communications that were mailed or sent home, agenda with roll signatures, meeting notices, meeting minutes, etc.

Parents will be provided assessment and progress information as listed below. An interpreter will be provided to those parents that are in need.

RISE Results

Reading, Math and Science results are reviewed and given to parents each fall by the classroom teacher. Parents may access individual student data online. Members of the Roy Community Council as well as PTA Board members will review school-wide RISE results. Due to COVID-19 we will be reviewing results from the previous year.

Parent/Teacher Conferences

District scheduled conferences are held each fall and spring. Teachers will provide documentation to parents on the academic progress of their students. Documentation will include informal reading and math assessment information. The reading specialist, Special Education Teachers, and ESL teacher will be available at Parent Teacher Conferences to provide information on progress of students and services available. The teacher will schedule additional conferences, if necessary.

Ongoing Communication

Website, home notes, telephone calls, progress reports, Weber School District Portal, and planners will be used to communicate student progress.

Important Forms & Information

Through cooperation with the district and other schools, priority information and forms will be provided in Spanish. A list of available interpreters will be maintained in the office of the school. We have three staff members who speak fluent Spanish.

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

The following strategies will be used at Roy Elementary to increase parental involvement:

Parent/teacher conferences held 2 times during the school year. (October and February) Back to school night will be held in August for parents and students where parents will have an opportunity to meet their students teachers.. All programs will be outlined at this time. The Student/Parent/Teacher Compact will be presented at Back-to-School Night.

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

Information concerning Title I Programs and other programs will be posted on the website and available to parents in paper form as needed. Information about the Title I Program will be available at Back-to-School Night in August.

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

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

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

Family activity nights are scheduled to draw more parent involvement in the school. Due to COVID-19 this will be done through sending home packets from the school that contain school activities on a given night for students to do with their parents.

Identify the parent involvement strategies that the school will use to involve parents.

Identify how the school will fulfill each of the following Title I parent involvement requirements.	Person responsible and timeline
With input from parents, PTA, teachers, and community partners develop a school policy for parental involvement. Create an environment of cooperation and collaboration that encourages parental involvement.	Principal, Teachers, PTA, Community Council
Provide the Title I plan for parents to review with information about their right to be involved at Back-to-School Night as well as conferences.	Principal, Teachers, Back To School Night, Family Night, PTA meetings, Community Council meetings
Offer a flexible number of meetings, such as meetings in the morning or evening and provide, as appropriate, support from Title I funds for parent participation.	Principal, Resource, Partners, Teachers, Title I Specialist, Counselor
Involve parents in an organized, ongoing and timely way in the planning, review and improvement of the school parental involvement policy and Title I programs.	Principal Community Council Quarterly or as needed
Provide parents timely information about the Title I program, school and student performance profiles, curriculum and assessment information, opportunities to meet with other parents, and timely responses to parents' suggestions.	Principal, Title I Specialist, Teachers SEP Conferences, progress reports, Website, and Community Council
Jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.	Principal, Teachers, Community Council
Consistently build the capacity of parents, the school, and the community for involvement that will lead to improved student achievement. Set a climate that is inviting and friendly.	Principal, Counselor, Teachers, Community Council, PTA, Family Resource Center
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency or with disabilities by providing information and school profiles in a language and form so parents understand.	Principal, ELATeacher/Interpreter, Parent Resource Center

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

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

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

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

Description of communication	Weber School District has developed a program for Pre-school and has offered training and support for local pre-schools. Through the parent library and the Parent Resource Center, parents will be provided with instruction in early childhood skills. In the spring, kindergarten registration forms are filled out by parents, followed by orientation activities consisting of students and parents meeting the school staff.
Description of collaboration efforts	The special education and Title 1 Department in Weber School District collaborate to provide preschool at North Park Elementary.
Description of transition activities	In the spring, a list of incoming Special Education students is received and the school team, made up of principal, teachers, special education teachers and parents are invited to discuss the students' needs for the upcoming school year. This gives the school the opportunity to be prepared to deal with the needs of the child before school begins. Each special education student comes with an individual IEP that is updated and followed.

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

ESEA 1114 (b)(1)(H)

Refer to item #12 of the Utah Title I Part A Monitoring Handbook

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

What assessments will be used to measure student progress and inform instruction? (#1)	Roy Elementary is drawing information from multiple sources through a variety of assessments in order to evaluate all students' performance in relation to the Common Core State Standards. We will be evaluating our student's performance in all categories. The needs and strengths of Roy Elementary will be identified throughout this document. <u>Readiness Improvement Success Empowerment (RISE):</u> Results for grades 3-6 in RISE Reading and Math are used to evaluate the progress in Elementary and Secondary Education Act (ESEA) <u>DIBELS (Dynamic Indicator of Early Literacy Skills)</u> Students in grades K-3 will be administered the DIBELS test three times annually to assess their reading skills. <u>Common Formative Assessments:</u> Grade-level teams continue to develop common formative assessments to measure student progress in ELA, Math and Science. <u>Surveys:</u> Surveys are used as needed for input regarding success and needs of the students, parents, and staff. These surveys involve, but are not limited to curriculum, safety, communication, parent resources, and relationships. Our Community Council and PTA board are also involved in seeking stakeholder input.
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**EVERY STUDENT SUCCEEDS ACT (ESSA) PUBLIC LAW 114-95 TITLE I,
PART A SCHOOLWIDE PROGRAM (SWP) PLAN**

<p>Please describe how teachers were included in decisions regarding the use of assessments (#11)</p>	<p>Teacher input was received at faculty meetings, Child Study team meetings, and during each grade's Professional Learning Community regarding the use of assessments for reading and math. Teachers are using "best practices" and current training to implement programs that show positive results in student achievement. Students in grades K through 6 are given the DIBELS assessment. Additional curriculum and interventions in small groups will be implemented for those students that score in the "some risk and at risk" areas. The Kindergarten students receive the Early Reading Intervention Program; first grade, Early Reading Intervention, Benchmark Startup Phonics, Benchmark Build Up Phonics, Early Success, and My Sidewalks; second and third grade receive Benchmark Build Up Phonics, Benchmark Spiral Up Phonics, Soar to Success and HMH Journeys. These programs are researched based and provide positive results in student achievement. Monthly progress monitoring is administered to determine student achievement and to make adjustments in the interventions as needed.</p> <p>Teachers are given results of SAGE/RISE with a breakdown of areas with which students in their classes need more explicit instruction and areas in which teachers need to adjust teaching techniques. Strategies and ideas on how to strengthen teaching methods are discussed. Teachers also give input as to what services the children receive based on the SAGE/RISE results as well as teacher recommendations. With the opportunity to review their curriculum and instructional strategies. They will be able to analyze patterns of achievement or non-achievement.</p> <p>Planning for individual interventions will be based on data collected by teachers.</p>
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9. Students who experience difficulty mastering academic achievement standards (#10)

ESEA 1114 (b)(1)(I)

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

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

How will the school identify which students experience difficulty in mastering academic standards? (#18)	<p>Students having difficulty mastering academic standards will be identified through assessments such as DIBELS, SAGE/RISE Assessments, and regular common formative assessments.</p> <p>To provide effective, timely and additional assistance to students, the classroom teachers will alter teaching strategies, adapt curriculum, and reduce teacher to pupil ratio by doing the following:</p> <ul style="list-style-type: none">Paraprofessionals will offer individual/small group instruction using materials supplied by Title 1 and classroom teacher.Classroom teacher will contact the parent with information and materials to do follow-up work at home with the child.When requested, counseling services will be provided to support students in the school process.Tracking and planners will be used to help facilitate communication between home and school.Students will be given an opportunity to explore areas of interest and attitude through Character Education programs, multimedia, technology, and fine arts.
What interventions will the school provide for students experiencing difficulty in mastering academic standards? (#10)	<p>To provide effective, timely and additional assistance to students, Title I and classroom teachers will alter teaching strategies, adapt curriculum, and reduce teacher to pupil ratio by doing the following:</p> <ul style="list-style-type: none">Paraprofessionals will offer individual and/or small group instruction using materials supplied by the Reading Specialist and/or the classroom teacher.The Instructional Coach/classroom teacher will individualize a program and work independently or in a small group with students until concepts are mastered. A variety of instructional methods and published programs and materials will be utilized.Classroom teacher or Instructional Coach will contact parents with information and materials to do follow-up work at home with the child.Additional aide time will be given to students for individual or small group remediation.Struggling students will be matched with an adult volunteer for tutoring in reading twice a week.

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<p>How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed (#19)</p>	<p>Multiple assessments will be used to continually check the progress of students. .</p> <p>DIBELS testing 3 times a year (Fall, Winter, and Spring) in K-6 will take place. DIBELS monthly progress monitoring</p> <p>Common Formative Assessments will be used in both reading and math. These assessments will be used to determine if students have met the learning requirements for essential learning targets which have been determined by each grade-level teaching team.</p> <p>The results of these assessments will be used to:</p> <ul style="list-style-type: none">Establish instructional group placementAide instructional planningDetermine re-teaching needsDetermine which students need extensions <p>The Roy staff has a variety of interventions for providing additional assistance to students not adequately mastering State performance standards. The following procedures are followed for identifying students in a continued and timely manner:</p> <ul style="list-style-type: none">Teacher recommendationsState RISE scores are analyzed carefullyDIBELS Reading Assessment (K-6)Textbook and teacher-made tests are administered to determine student mastery of a specific content area.Parent Referrals
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