

Utah Title I School-wide Planning Template

Part A: General Information

School Name Lakeview Elementary 2016.2017

LEA Name Shirley Passey

Name	Title I Schoolwide Planning Team	Signature
Shirley Passey	Principal	_____
Shirley Passey	Title I facilitator or coordinator Teacher	_____ _____
Jenny Ross (Literacy Coach)	Faculty member	_____
David Campbell	Faculty member	_____
Nikki Jensen (Parent/PTA)	Parent representative	_____
Julie Bunderson (Community Council), PTA	Parent representative	_____
Amy Peterson (Community Council), PTA	Parent representative	_____
		Updated Oct. 2016

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

Title I Director _____

Signature _____

1. Comprehensive Needs Assessment

ESEA 1114(b)(1)(A)

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

<p>School-wide project schools have conducted a comprehensive needs assessment of the entire school, based on the information about the performance of children in relation to the state content and student performance standards (Utah State Core Curriculum). Quality needs assessments include multiple sources of data. Some to consider are: Student achievement trends #1</p>	<p>Lakeview 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. With the new standards for "Leave No Child Behind" we will be evaluating our student's performance in all categories. The needs and strengths of Lakeview Elementary will be identified throughout this document.</p> <p><u>State Core SAGE ()</u>: Results for grades 3-6 in Reading and Math core test are used to evaluate the progress in Leave No Child Behind.</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>Moby Max</u> – Students Kindergarten through sixth grade will use this electronic program to enhance and improve their math skills at school and home. The students will be tested three times a year to show growth.</p> <p><u>DRP (Degrees of Reading Power)</u> Students in grade 6 will be administered the DRP to assess reading skills before entering junior high.</p>
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Graduation rates (for high schools only)	N/A
Demographic data (Population, Poverty, Ethnicity, Migration)	Asian: 6; Black: 15; Hispanic:102; Am Indian: 6; Pacific Isl: 13; White: 315; Total 457 Poverty rate 64%; Migration 20%
School climate (including safe school data) (My Student Tracker)	Number of students suspended for safe school issues: 13
Course-taking patterns (secondary only)	N/A
Teacher Qualifications (#5, #6)	All teachers at Lakeview 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. Seven out of twenty-seven teachers have their Master Degrees, ten teachers have an ESL endorsement, and three have a reading endorsement. Three teachers are provisional in their first three years of teaching. All but one (in process) paraprofessionals have met the highly qualified requirements. All paraprofessionals are under the direct supervision of a certified teacher and the principal. Paraprofessionals are receiving regular in-service. They have attended workshops on reading strategies, writing, math, and assessment techniques.
Participation in college entrance testing (high school only)	N/A

Other data as determined by the school (#1, #2)

The SAGE interim data for grades 3-6 indicates an increase of student proficiency from SPRING 2015 to SPRING 2016. In Language Arts there was an increase of 8% proficient, Math an increase of 3% proficient, and Science an increase of 3%.

	SAGE		
	2013-14	2014-15	2015-2016
ELA	18%	18%	26%
Math	20%	25%	28%
SCI	30%	27%	30%

Language Arts for Lakeview compared to comparative schools MGP score was 56 in a range of 30 to 74.

Spring of 2016 DIBELS DATA

In K-6th grade we had 55% of our students performing at or above benchmark on Dibels at the beginning of the year (Sept. 2016) and at the end of the year (April 2016) we had 66% of students performing at or above benchmark. We had an increase of 11% of students on benchmark.

BOY On 55%, BOY below 45%
MOY on 63%, MOY below 37
EOY on 66% , EOY Below 34%

Fall 2016 DIBELS DATA

In September 2016 students in grades Kindergarten through sixth were assessed on reading abilities using the DIBELS assessment. These results show that in grades K-6 there are 26% of students who are in need of intensive intervention, 19% of students who are in need of strategic intervention, and 55% of students who are on Benchmark level.

We used Moby Max to collect data as a cone of elementary schools and we showed increases in each grade.

Students in Kindergarten through 6th grade were assessed at the beginning of the year (Sept 2015) and at the end of the year (May 2016) using Moby Max Math assessment. This math assessment shows an increase in grade level. The measure of 1.0 represents a year's worth of growth. All students made growth and the following growth scores represent the percentage of students within a range of growth.

As a total for grades K-6 there were 28% of students who made 0-0.5 years growth, 24% of students who made 0.6-0.9 years growth, 39% of students who made 1.0-2.0 years growth, and 9% of students who made 2.0 and beyond years growth.

Here are the percentage of year's growth for each grade level.

Kindergarten: 66% of students showed 0.0-0.5 years growth, 19% of students showed 0.6-0.9 years growth, 15% of students showed 1.0-2.0 years growth.

1st Grade: 24% of students showed 0.0-0.5 years growth, 37% of students showed 0.6-0.9 years growth, 39% of students showed 1.0-2.0 years growth.

2nd Grade: 46% of students showed 0.0-0.5 years growth, 26% of students showed 0.6-0.9 years growth, 28% of students showed 1.0-2.0 years growth.

3rd: 13% of students showed 0.0-0.5 year's growth, 13% of students showed 0.6-0.9 years growth, 56% of students showed 1.0-2.0 years growth and 17% of students showed 2.0 and beyond year's growth.

4th: 22% of students showed 0.0-0.5 year's growth, 27% of students showed 0.6-0.9 years growth, 45% of students showed 1.0-2.0 years growth and 6% of students showed 2.0 and beyond year's growth.

5th: 19% of students showed 0.0-0.5 years growth, 29% of students showed 0.6-0.9 years growth, 41% of students showed 1.0-2.0 years growth and 11% of students showed 2.0 and up of years growth.

6th: 15% of students showed 0.0-0.5 years growth, 15% of students showed 0.6-0.9 years growth, 42% of students showed 1.0-2.0 years growth and 29% of students showed 2.0 and up of years growth.

Students are identified for needing intervention by looking at DIBELS, Guided Reading, Kindergarten assessment, and Moby Max data. Teachers also use informal assessments they gather to determine if a student needs intervention.

Students are supported throughout Tier 1 instruction by providing multiple opportunities to respond. This allows teachers to determine if students are learning. The multiple opportunities to respond also helps students who need extra support to have models for responding. Small group instruction is provided for students to deepen understanding of the Tier 1 content during our daily Power Half Hour. Collaborative team coaching is in progress to improve our Tier 1 instruction. Time is spent on reading during the school day. Students are practicing fluency with timed reading passages, sight words, and peer tutoring.

Teachers provide additional intervention support as needed. Students who are identified as being below grade level receive intervention groups with the reading coach, special education teachers, ESL teacher, and paraprofessionals. Students are also involved with Star Tutoring through AmeriCorps volunteers, additional identified students are receiving tutoring with the Latino in Action students. Kindergarten, first, second, and third grade students who are below grade level on DIBELS receive a computer based intervention. Students who have IEP's are involved with small group reading intervention with our Special Education teachers.

Students are assessed and monitored using DIBELS progress monitoring. Those who need intensive instruction are monitored every other week, those who need strategic instruction are monitored once a month, and those who need benchmark instruction are monitored every four to six weeks. Students in our Star tutoring program are monitored with fluency passages to monitor student growth. Informal assessments are used to determine if intervention is needed. Guided Reading assessments are given to determine if students need intervention and what level of Tier 1 small group instruction they need. Kindergarten teachers administer the kindergarten assessment quarterly.

2. Schoolwide Reform Strategies (#3)

ESEA 1114(b)(1)(B)

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

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

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

- The Community Council consists of the principal, a teacher and parents. Staff members were invited to participate in developing and implementing the plan.
- The Community Council meets several times during the school year to review End of Level tests and other assessments, and surveys. The Community Council participates in determining where our greatest needs are and how the Title I funding could be most beneficial.
- Title I will cover 2.0 FTE for class size reduction, 1 for ESL and 1 for the counselor.
- In grades K-6, Title I paraprofessionals will assist the teachers in teaching reading and math lessons in small groups and/or individually to those students who are not achieving at or above appropriate levels. We are now participating in the multi-tiered system of support.
- A school counselor is on-site five days/week.
- Planners will be used school wide to improve communication between teacher, students, and parents.
- A Certified teacher with a Reading Endorsement will support teachers, students, and parents. She will be a full time reading specialist.
- The reading specialist will assist the administrator in:
 - Directing the Title I program
 - Training and scheduling paraprofessionals
 - Teaming and scheduling integrated learning opportunities
 - Test preparation and coordination
 - Collaborative coaching
- Small group or individual reading interventions will be used in grades K through sixth grades.

- A grant has been received for Imagine Learning interventions for Kindergarten through sixth grade students who need additional support in reading. Students are identified by using DIBELS assessment results.
- ALEKS will be used in grades three through sixth for math intervention and practice.
- Time will be provided for vertical teaming and observation of colleagues within the school.
- Lakeview Elementary is actively involved in Professional Learning Communities.
- Our reading coach will arrange for or provide in-service training for staff in reading strategies, writing process, and math.
- Certified E.S.L. teacher will provide supports to LEP students.
- Students will be provided with free books for reading at home. This will be done in conjunction with our parent/family nights and our school reading program.
- Lakeview has become a Leader In Me school and will focus on improving academics, creating a leadership culture, and helping young people develop leadership skills and apply those skills to their academic success. The ultimate end in mind is for students to develop the skills and mindsets that will allow them to lead their own lives, to be able to work effectively with others throughout life, and to make a meaningful contribution wherever they go in life – at home, at school, at work, at play.
 - The faculty and staff will attend the Leader in Me professional training.
 - Teach and embed the 7 habits into everyday instruction throughout the school.
 - Model the habits
 - Set goals
 - Create Leadership binders for every student to:
 - Record and track academic data (Hattie’s research identifies the number 1 influence on achievement is self-reported grades/student expectations with an effect size of 1.44)
 - Establish and set individual goals and expectations and how they will reach their goals
 - Give the students a voice about their own learning
 - Share their success with teacher, peers, family, community
- Complete a book study on Visible Learning for Teachers and draw information from Visible Learning into Action and Visible Learning for Literacy by John Hattie to provide in-school training for teachers to maximize impact on learning at Lakeview.
- Attend the 2016 Annual Visible Learning Conference

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

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

Goal	<p>Academic Goals: 1. Increase student growth in Language Arts by 3% or higher by maintaining a master schedule that aligns resources, guarantees and protects sufficient instructional minutes for Tier I Language Arts, and provides time for formative and summative assessment frequently throughout the 2016-2017 year.</p>
Strategies	<p>Positive Behavior Support, Explicit Instruction, Tier 3 Instructional Model, Goal Setting, Peer Assisted Learning Strategies 90 minutes of PLC time weekly, In-service trainings, Teachers sharing ideas and strategies, Benchmark assessments and Tier II supports as needed.</p>
	<p>DuFour R., DuFour R., Eaker R., and Many T.(2010) Learning By Doing</p> <p>Bambrick-Santoyo P. (2010) Driven By Data</p> <p><u>Covey, S. R., Covey S., Summers M., & Hatch D.K.(2008) The 7 Habits of Highly Effective People . Simon & Schuster Paperbacks</u></p> <p>Ainsworth L. "(2003) "Unwrapping the Standards"(2003</p> <p>Hattie J.,(2012) Visible Learning For Teachers</p> <p>Hattie J., Masters D., and Birch K., (2016) Visible Learning into Action</p> <p>O'Connell, M,, Vandas K.(2015) Partnering with Students, Building Ownership of Learning</p> <p>Bear R., Invernizzi M., Templeton S., Johnston F.,(2004) Words Their Way</p>

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

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Goal	<p>Academic Goals:</p> <p>2. Increase student growth in Math by 3% or higher by maintaining a master schedule that aligns resources, guarantees and protects sufficient instructional minutes for Tier I Math, and provides time for formative and summative assessment frequently throughout the 2016-2017 year.</p>
Strategies	<p>Positive Behavior Support, Explicit Instruction, Tier 3 Instructional Model, Goal Setting, Peer Assisted Learning Strategies 90 minutes of PLC time weekly, In-service trainings, Teachers sharing ideas and strategies, Material and examples will be provided to the teachers and students. Benchmark assessments and Tier II supports as needed.</p>
	<p>DuFour R., DuFour R., Eaker R., and Many T.(2010) Learning By Doing</p> <p>Bambrick-Santoyo P. (2010) Driven By Data</p> <p>Covey, S. R., Covey S., Summers M., & Hatch D.K.(2008) The 7 Habits of Highly Effective People . Simon & Schuster <u>Paperbacks</u></p> <p>Ainsworth L. "(2003) "Unwrapping the Standards"(2003</p> <p>Hattie J.,(2012) Visible Learning For Teachers</p> <p>Hattie J., Masters D., and Birch K., (2016) Visible Learning into Action</p> <p>O'Connell, M,, Vandas K.(2015) Partnering with Students, Building Ownership of Learning</p>

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

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Goal	<p>Academic Goals: 3. All Students will keep a leadership data binder to track their academic and behavioral growth. This data will be discussed with teachers and parents throughout the 2016 - 2017 school year.</p>
Strategies	<p>Positive Behavior Support, Explicit Instruction, Tier 3 Instructional Model, Goal Setting, Peer Assisted Learning Strategies 90 minutes of PLC time weekly, In-service trainings, Teachers sharing ideas and strategies, time built into their schedules <u>to record data. Counselor will teach using Character Pillar and Second Step</u></p>
	<p>DuFour R., DuFour R., Eaker R., and Many T.(2010) Learning By Doing</p> <p>Bambrick-Santoyo P. (2010) Driven By Data</p> <p>Covey, S. R., Covey S., Summers M., & Hatch D.K.(2008) The 7 Habits of Highly Effective People . Simon & Schuster <u>Paperbacks</u></p> <p>Ainsworth L. "(2003) "Unwrapping the Standards"(2003</p> <p>Hattie J.,(2012) Visible Learning For Teachers</p> <p>Hattie J., Masters D., and Birch K., (2016) Visible Learning into Action</p> <p>O'Connell, M,, Vandas K.(2015) Partnering with Students, Building Ownership of Learning</p>

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

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Goal	<p>Academic Goals: 4. Teachers will increase the use of technology in their classrooms by providing daily opportunities for students to use electronic devices to support learning by demonstrating academic growth on the assessments by spring 2017.</p>
Strategies	<p>Positive Behavior Support, Explicit Instruction, Tier 3 Instructional Model, Goal Setting, Peer Assisted Learning Strategies 90 minutes of PLC time weekly, In-service trainings, Teachers sharing ideas and strategies, time built into their schedules to use the devices.</p>
	<p>DuFour R., DuFour R., Eaker R., and Many T.(2010) Learning By Doing</p> <p>Bambrick-Santoyo P. (2010) Driven By Data</p> <p>Covey, S. R., Covey S., Summers M., & Hatch D.K.(2008) <u>The 7 Habits of Highly Effective People . Simon & Schuster Paperbacks</u></p> <p>Ainsworth L. "(2003) "Unwrapping the Standards"(2003</p> <p>Hattie J.,(2012) Visible Learning For Teachers</p> <p>Hattie J., Masters D., and Birch K., (2016) Visible Learning into Action</p> <p>O'Connell, M,, Vandas K.(2015) Partnering with Students, Building Ownership of Learning</p>

3. Instruction by Highly Qualified Teachers

ESEA 1114 (b)(1)(C)

Refer to item #8 of the Utah Title I Part A Monitoring Handbook

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

Teacher/Staff	Grade level or assignment	Highly Qualified?	
		Yes	No
Beddes, Kathryn	6th	Y	
Blume, Rebekah	5th	Y	
Brandon, Britnee	1 st	Y	
Brown, Camille	3 rd	Y	
Campbell, David	3 rd	Y	
Carpenter, Kara	2nd	Y	
Christensen, Connie	K	Y	
Fiveash, Jessica	6th	Y	
Greenwell, Anthony	Special Ed.	Y	
Gobar, Danielle	1st	Y	
Hoskins, Meredith	1 st	Y	
Kolczak, Johnna	Special Ed.	Y	
LaMar, Jan	3 rd	Y	
Mercer, Laurie	K	Y	
Minjares, Linda	ELL	Y	

Add additional lines as needed.

Teacher/Staff	Grade level or assignment	Highly Qualified?	
		Yes	No
Lund, Camille	5 th	Y	
Nakasone, Thian	4 th	Y	
Oliva, Nicole	4 th	Y	
Olsen, Jessica	4 th	Y	
Passey, Shirley	Administrator	Y	
Peterson, Jessica	2 nd	Y	
Schoenfeld, MaryLee	2 nd	Y	
Stonehocker, Jaimee	Counselor	Y	
Pippin, Ashley	K	Y	
Ross, Jennifer	Reading Specialist	Y	
Vigil, Melanie	6 th	Y	
Walworth, Ben	5 th	Y	
Shumway, Lacey	Speech/Language	Y	

All teachers at Lakeview 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. Seven out of twenty-seven teachers have their Master Degrees, ten teachers have an ESL endorsement, and three have a reading endorsement. Four teachers are provisional in their first three years of teaching.

4. Professional Development Plan

ESEA 1114 (b)(1)(D)

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

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

Teachers are involved with the Title 1 collaborative coaching model to help in reaching our school focus goals. This year we will be focusing our attention on adding rigor to our assessments, and lessons to create a higher level of teaching and learning. Teachers receive drop in observations focused on engagement and rigor and is followed up with feedback regarding instructional practice.

Teachers have 90 minutes a week to meet in Professional Learning Communities. Teachers also receive professional development from our reading coach on various topics of reading, instructional practice, and strategies to increase student learning. District training is available to strengthen knowledge of the Utah State Core Standards with a focus on Depth of Knowledge. Paraprofessionals receive professional development with our school during early out professional development days. They also have discussions with the reading coach as needed to help strengthen their teaching practice. Para professionals collaborate with classroom teachers to improve student learning weekly. All available faculty and staff received additional training to support the Leader In Me paradigm shift to improve school culture with an additional focus and emphasis on visible learning throughout the school to influence academic success.

Teachers are expected to provide Tier 1 instruction on the Utah State Core Standards daily. Tier 1 instruction has components of phonemic awareness, phonics, fluency, comprehension, vocabulary, writing, concepts of print, and oral language. Teachers are expected to deliver effective reading, math and additional content Tier 1 instruction that consists of student engagement, feedback and effective questioning, as well as using sheltered instruction (SIOP Model). The school is supporting this effort by initiating a collaborative coaching model for teachers and coaching support as needed. Teachers are focusing on increasing rigor and depth of knowledge. Teachers are expected to work with students in small groups for Tier I and Tier II instruction. Teachers provide direct instruction, guided practice, and independent practice. Teachers monitor and assess student growth in reading, math, and content areas.

Professional Development to Support Strategies	<p>Each year staff members are surveyed to determine their professional development needs. Based upon the results of the survey, needs assessment, and ongoing projects at the school, the professional development for the year will include:</p> <p>Positive Behavior Support: The staff will continue to review and refine positive behavior support strategies needed to improve student achievement during faculty meetings.</p> <p>Explicit Teaching: The staff will continue to review and refine explicit teaching strategies to improve the rate of student engagement and student achievement during faculty meetings.</p> <p>Tier 3 Instructional Model: The staff will continue to review and refine the Tier 3 Instructional model during faculty meetings.</p> <p>Reading: The staff will continue to receive training in Stephanie Harvey’s reading comprehension strategies and how to implement them with the reading curriculum. The staff will also receive training on Depth of Knowledge and how to make teaching visible.</p> <p>Depth of Knowledge: The staff will receive training and coaching support in regards to depth of knowledge (DOK) and rigor.</p> <p>Math: The staff will receive training in the Utah Math Core State Standards and how to use the district math curriculum to teach these standards.</p> <p>Writing: The staff will continue to use Writing Reflections, Six Traits Writing, and Four Square Writing curriculum and implement it in the classroom.</p> <p>Phonics and Spelling: The staff will continue to use the “Words Their Way” or the basal program for phonics and spelling.</p> <p>Collaboration Teams: The teachers will have the opportunity to meet in vertical collaboration between grade level teams. Weber School District and Lakeview Elementary have been involved in developing and sustaining an active Professional Learning Community Program. Each grade level team will meet together at least weekly to focus on curriculum and remediation. This teaming develops collegiality as well as being a communication tool.</p> <ul style="list-style-type: none"> • School Wide Discipline: We are continuing to build our school wide discipline program, which will again be a part of our ongoing professional development. • Technology: Technology in-service is provided to all staff members by one of our Instructional Technology Teachers. • ESL: Strategies for instructing LEP students in the classroom has been presented by our certified ESL teacher during faculty meetings. We will continue to support our ESL students individually and in the classroom. • Teacher to Teacher Share (TTS): TTS sessions will be provided to allow teachers to share ideas at faculty meetings and to visit one another’s classrooms to improve communication of effective teaching strategies. This has been done both on Wednesday planning day and in-service days. This is also being incorporated into our Professional Learning Communities.
Timeline	2016-2017 School Year
Responsible Parties	District Curriculum Director, Principal, Teacher leaders who have been assigned to assist with professional development

Scientifically Based Research Support	
Expected Impact in Core Academic Areas	The percentage of students proficient in Language Arts will increase by 3%. The percentage of students proficient in Math will increase by 3%.
Budget and Funding Sources	Title 1, Reading Plan monies, Trust lands monies
Timeline	Professional Learning Communities held weekly, Faculty Meeting held bi-weekly, 2 days for District Reading and Math CORE.
Responsible Parties	School administrator, District Title I director, School staff
Evaluation Process (How Will Success Be Measured?)	Classroom observations, Teacher evaluations and professional goals
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	The principal and literacy coach will conduct consistent drop in observations in the classrooms to monitor the implementation of the instructional strategies. Teacher evaluations and professional goals.

5. Recruitment and Retention of Highly Qualified Teachers

ESEA 1114(b)(1)(E)

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

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

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

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

Individual staff member's needs are met to ensure quality education for our children. If a person feels a need to learn more about a specific educational topic, then resources are provided for that person (i.e. visits to other schools, legislative monies and professional development). All professional 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 provide the opportunity for loan forgiveness.

To encourage the recruitment and retention of highly qualified teachers, Title 1 monies are used to provide current technology in the classroom, e.g. document cameras, projectors, smartboards, and clicker systems. Teachers in Title 1 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 and summer school.

6. Parent Involvement

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

1114(b)(2)(B)iv

Refer to items #16 and #17 of the Utah Title I Part A Monitoring Handbook

Please answer the following and attach documentation as needed.

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

Student Education Plan (S.E.P.)

S.E.P.'s are held during regularly scheduled conferences. Parents, students and teachers meet to discuss and formulate an educational plan to meet the needs of every child at Lakeview Elementary. S.E.P.'s also provide an opportunity for parents, students and teachers to provide feedback and share information in all areas.

SAGE Results

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

Parent/Teacher Conferences

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

Ongoing Communication

Website, home notes, telephone calls, progress reports, and planners will be used to communicate student progress. The PTA and school produce a newsletter once a month for parents.

Important Forms & Information

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

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

Based on feedback from the parent survey, the following strategies will be used at Lakeview Elementary to increase parental involvement:

S.E.P.'s will be held in conjunction with parent teacher conferences held 2 times during the school year. (October and January) Back to school night will be held in August for parents and students where parents will have an opportunity to pick up school materials and information sheets and meet with teachers. All programs will be outlined at this time. The Student/Parent/Teacher Compact will also be presented and signed

Information concerning Title I Programs, S.E.P.'s and other programs will be posted on the website and available to parents in paper form as needed. The school newsletter will also help to increase parent and community involvement.

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

Parents will have access to the district portal via the internet, which will provide current demographics, lunch accounts, 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. Students will help to plan and prepare for these family nights. Two family nights will be held this year to encourage family participation as well as promote literacy and numeracy.

Parent workshops are available at the Family Resource Center at Burch Creek Elementary.

A variety of other supports will be provided to parents through the cone Parent Literacy & Support Center at Burch Creek Elementary.

See attached Parent Involvement section 1118

Lakeview Parent Involvement 2016.2017

In collaboration with parents, Lakeview Elementary has created a Parent Involvement Policy which includes activities as outlined in section 1118 of the “No Child Left Behind Act of 2001”. In accordance with this policy, Lakeview Elementary agrees to:

- Hold an *annual meeting* to explain the Title I program to parents and inform them of their right to be involved in the program;
- Offer a flexible number of meetings, to meet parent’s needs. Title I funds, may be used to pay *related expenses* such as child care, transportation or home visits;
- Involve parents, “in an organized, ongoing and timely way,” *in planning, review and improvement* of Lakeview’s Title I program;
- Provide *timely information* about its Title I programs to parents, describe the curriculum, the student assessments and proficiency levels students are expected to meet, provide opportunities for regular meetings where parents can provide input, and respond promptly to parent suggestions; and
- Provide parents with an opportunity to submit *dissenting views* to the school Title I committee and if needed parents may submit views to Weber School District school-wide program plan if the plan is not acceptable to them. Lakeview’s dissenting views can be submitted to the Title I Coordinator at 5320 Adams Avenue, Ogden, Utah 84405.

To increase parent involvement, Lakeview’s staff, will provide assistance to parents in such areas as understanding the State’s content standards and student performance standards. We will also offer assistance on information about state and local assessments, the requirements of this act and how to monitor their child’s progress. Lakeview’s staff members will also provide parents with information regarding how they can work with educators to improve the performance of their children and information as to how they can participate in decisions relating to the education of their children. This information will be shared at the annual meeting mentioned as well as the newsletters and on the web site.

Lakeview Elementary will provide materials and trainings to help parents work with their children to improve achievement. Materials will also be distributed throughout the year by way of e-mail, written notices and newsletters. Trainings will be held as needed and may be held in conjunction with Community Council Meetings and PTA General Board Meetings.

Lakeview Elementary staff members will be involved in discussions regarding the value of parent involvement and the positive impact it has on student achievement and in understanding how to utilize parents as equal partners.

To the extent feasible and appropriate, Lakeview Elementary will invite parents of students attending Head Start, Home Instructional Programs for Preschool Youngster and all other parents of preschool age children, to fully participate in activities that help children have a smooth transition

from pre-school to kindergarten, such as Lakeview's Kindergarten Preview.

Lakeview Elementary will inform parents of the Parent Resource Center in the Weber School District. Information about the Parent Resource Center will be distributed through newsletters, the school counselor and Parent/Teacher Conferences. Lakeview Elementary will provide on-site training/activities to support parents in participating in the education of their child.

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

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

To the extent practicable, Lakeview Elementary will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form parents understand.

In collaboration with parents, Lakeview Elementary has created a school parent compact.

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

<p>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.</p>	<p>Principal, Teachers, PTA, Community Council Ongoing</p>
<p>Convene an annual meeting for parents to explain the Title I program and inform parents of their right to be involved. Newsletter and school hand-outs. Title I Newsletter</p>	<p>Principal, Teachers Back To School Night, Family Night, PTA meetings, Community Council meetings</p>
<p>Offer a flexible number of meetings, such as meetings in the morning or evening and provide, as appropriate, support from Title I funds for parent participation, such as transportation, childcare, or home visits, as such relate to parental involvement.</p>	<p>Principal, Resource, Partners, Teachers, Title I Specialist, Counselor Ongoing</p>
<p>Involve parents in an organized, ongoing and timely way in the planning, review and improvement of school parental involvement policy and Title I programs.</p>	<p>Principal Community Council Quarterly or as needed</p>
<p>Provide parents timely information about the Title I program, school and student performance profiles, curriculum and assessment information, opportunities to meet with other parents, and timely responses to parents' suggestions. Newsletters and notes home on Title I programs and events.</p>	<p>Principal, Title I Specialist, Teachers SEP Conferences, progress reports, and daily planners Newsletter Website</p>
<p>Jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.</p>	<p>Principal, Teachers Community Council</p>

<p>Consistently build the capacity of parents, the school, and the community for involvement that will lead to improved student achievement. Encourage parents to come to school and be involved. Set a climate that is inviting and friendly.</p>	<p>Principal, Counselor, Teachers, Community Council, PTA, Parent Resource Center Ongoing</p>
<p>To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency or with disabilities by providing information and school profiles in a language and form so parents understand.</p>	<p>Principal, ESL Teacher, Interpreter, Parent Resource Center Ongoing</p>

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 programs 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. All preschool students that will attend Lakeview Elementary are notified about kindergarten registration and orientation prior to kindergarten entrance. In the spring, kindergarten registration forms are filled out by parents, followed by orientation activities consisting of student and parents meeting the school staff. Just prior to the first week of kindergarten in the fall, students attend with parents for a 30-minute appointment and assessment, which provides a wonderful opportunity for student, parent, and teacher to meet on a one-on-one basis.
Description of collaboration efforts	The special education and the Title 1 Department in Weber School District collaborate to provide preschool at Midland 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. A pre-K summer program is offered for incoming Kindergarten students to orient them to their teachers, the classroom setting, school environment, and basic curriculum.

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

ESEA 1114 (b)(1)(H)

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

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

<p>What assessments will be used to measure student progress and inform instruction? (#1)</p>	<p><u>SAGE</u>: Results for 3rd grade in Reading and Math and 4th, 5th, and 6th grades in reading, math and science (Spring 2017 administration) This Core test is used to evaluate the progress in Leave No Child Behind.</p> <p><u>DIBELS (Dynamic Indicator of Early Literacy Skills)</u> Students in grades K-6 will be administered the DIBELS test three times annually to assess their reading skills.</p> <p><u>MobyMax</u> : Students in grades K-6 will be administered the MobyMax for math three times a year. Benchmark tests will be given as needed throughout the school year for reading, language arts, and math to assess the core standards and skills that need to be strengthened before taking the end of year SAGE summative.</p> <p><u>DRP (Degrees of Reading Power)</u> Students in grade 6 will be administered the DRP to assess reading skills before entering junior high.</p> <p><u>Surveys</u>: Surveys are used as needed for input regarding success and needs of the students, parents, and staff. Surveys were distributed to parents and certified staff. These surveys involve, but are not limited to curriculum, safety, communication, parent resources, and relationships.</p>
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Please describe how teachers were included in decisions regarding the use of assessments(#11)

Teacher input was received at faculty meetings, Child Study team meetings, and during each grades' 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 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 through third grade students receive the intervention as provided by our basal series, and specific and targeted skill instruction. These programs and strategies 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. Math fact tests (addition, subtraction, multiplication, and division) are also administered on a quarterly basis to each child.

Teachers can access the results of SAGE scores 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 results as well as teacher recommendations. This will provide an opportunity to review their curriculum and instructional strategies. They will be able to analyze patterns of achievement or non-achievement.

The teacher/parent/student team creates student Education Plans. Teachers provide information to Title I staff from these SEP's that may be helpful in planning individual interventions.

9. Students who experience difficulty mastering academic achievement standards (#10)

ESEA 1114 (b)(1)(I)

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

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

<p>How will the school identify which students experience difficulty in mastering academic standards? (#18)</p>	<p>Through assessments, observations, parent/teacher conferences, and student success team meetings.</p> <p>Counseling, pupil services, and mentoring services;</p> <p>College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and</p> <p>The integration of vocational and technical education programs.</p> <p>To provide effective, timely and additional assistance to students, the classroom teachers will alter teaching strategies, adapt curriculum, and reduce teacher to pupil ratio by doing the following:</p> <p>Title I paraprofessionals will offer individual/small group instruction using materials supplied by a Title I teacher and/or the classroom teacher.</p> <p>Classroom teacher will contact parent with information and materials to do follow-up work at home with the child.</p> <p>When requested, counseling services will be provided to support students in the school process.</p> <p>Tracking and planners will be used to help facilitate communication between home and school.</p> <p>Report cards and progress reports will be sent home to parents.</p>
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What interventions will the school provide for students experiencing difficulty in mastering academic standards?
(#10)

Lakeview Elementary staff has a variety of interventions for providing additional assistance to students not adequately mastering State performance standards. The following procedures are followed for identifying students in a continued and timely manner:

Teacher recommendations

State SAGE scores are analyzed carefully

DIBELS Reading Assessment (K-6)

MobyMax math software

Child Study Team Meetings

Textbook and teacher made tests are administered to determine student mastery of a specific content area.

Parent Referrals

AmeriCorps volunteers for reading

Latinos in Action tutoring program

To provide effective, timely and additional assistance to students, Classroom teachers will alter teaching strategies, adapt curriculum, and reduce teacher to pupil ratio by doing the following:

Title I paraprofessionals will offer individual and/or small group instruction using materials supplied by the Reading specialist and/or the classroom teacher.

The reading specialist/classroom teacher will individualize a program and work independently or in a small group with students until concepts are mastered. A variety of instructional methods and published programs and materials will be utilized.

After School Tutoring is provided by some teachers individually as needed.

Classroom teacher or reading specialist will contact parents with information and materials to do follow-up work at home with the child.

Additional aide time will be given to students for individual or small group remediation.

How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed(#19)

Multiple assessments will be used to continually check the progress of students. Conversations and discussions will be used to continue to assess parents and teachers opinion on student progress and attainment of goals.

Informal Reading & Math Assessments

Administered as a pretest to all students K-6

Results will be used to:

- Establish instructional group placement
- Help in instructional planning
- Identify a baseline reading & math level

Quarterly reading and math timings will chart growth

DIBELS testing 3 times a year (Fall, Winter, and Spring) in K-6

DIBELS monthly progress monitoring

SAGE benchmark and summative assessments

Math pre/post chapter test

Administered where applicable, as a pretest to all student at the beginning of a math unit

Results will be used to:

1. Establish a baseline score
2. Guide instructional group placement
3. Help in instructional planning

Administer as a post- test to all students

1. Adequate progress will be a score of 80% or a minimum increase of 20 points.
2. Teacher Assessment on Projects and Individual Assignment
3. Teachers will evaluate projects and individual assignments in terms of student growth and progress, as well as, attitude and enjoyment in learning.

10. Coordination of Budgets (Federal, State, Local funds) (#12, #16)

Program Funding Source	Allocation	Describe how the funding sources will support the schoolwide plan.
Title 1	\$25,000.00	Substitute salaries, parent involvement, family nights, general supplies, instructional equipment, grade level parent Involvement training (math, literacy) reading specialist
Title 1	2. FTE	Teachers/For class size reduction in first grade and second grade
Title 1	20.25 hours per day	Para professionals
Title 1	1 FTE	Counselor
Title 1	1 FTE	ESL Teacher
Program Funding Source	Allocation	Describe how the funding sources will support the schoolwide plan.
School Budget	\$12,000.00	Supplies, Media Center Funds, Textbooks, Reading Program, Additional Aide for interventions, Technology, and professional development for teachers.
Reading Plan	\$6,145.00	Supplies, Staff Development, Additional teacher-classroom libraries, take home books for students, student reading incentives, additional aide time for interventions
Trust lands	\$35,836.00	Salaries for a computer aide and reading intervention aide. Chrome books and software to support content and formative and summative assessments, AmeriCorps Aide for attendance/behavior
Business Partners	Flexible Donations	Reading Incentives, Warm the souls shoes for children.

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