

Title I, Part A Schoolwide Plan Template

Purpose and Directions

Comprehensive Needs Assessment

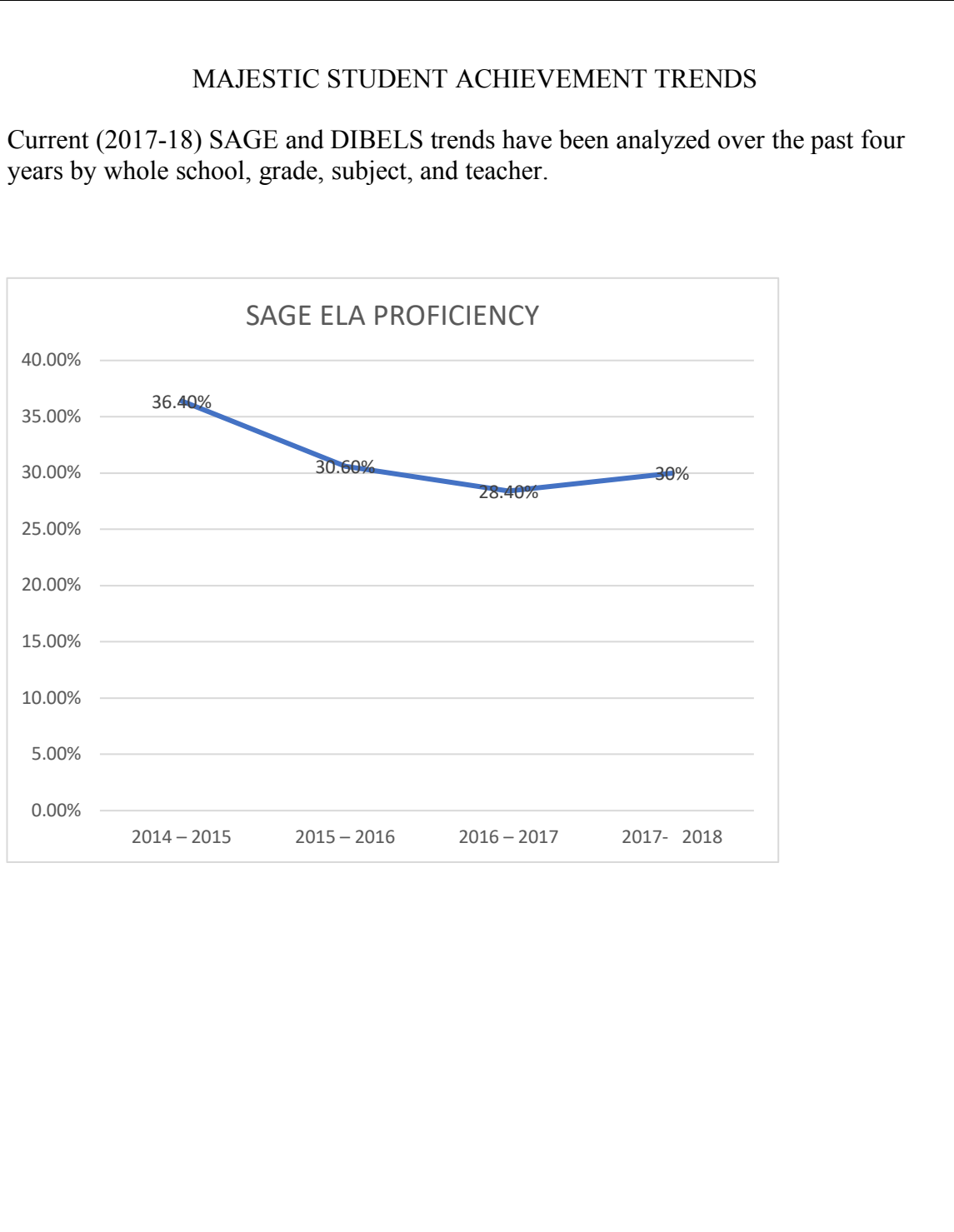
ESSA Sec. 1114(b)(6)

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

Student Achievement Trends

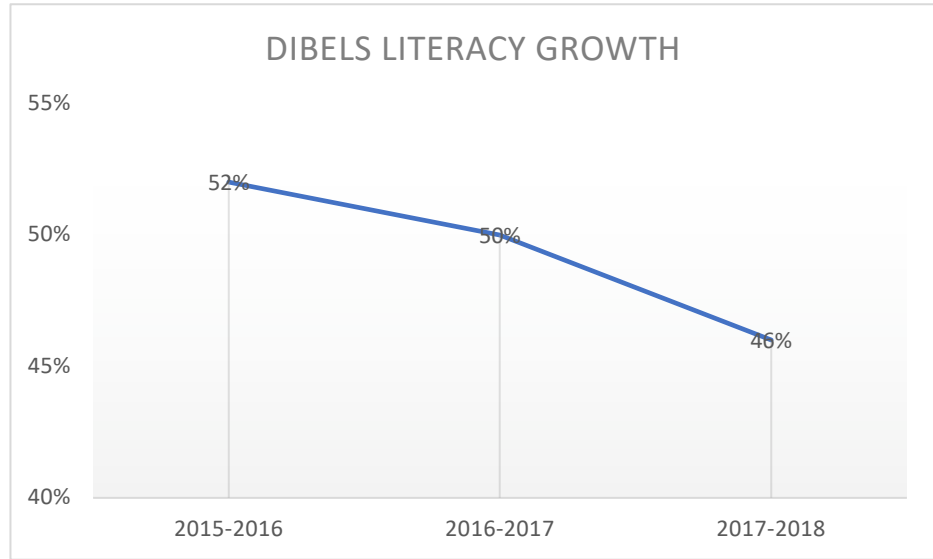
Language Arts SAGE proficiency scores indicate opportunity for improvement. Language Arts SAGE proficiency scores have shown a 6.4% decline the past four years.

2014 – 2015	36.40%
2015 – 2016	30.60%
2016 – 2017	28.40%
2017- 2018	30%



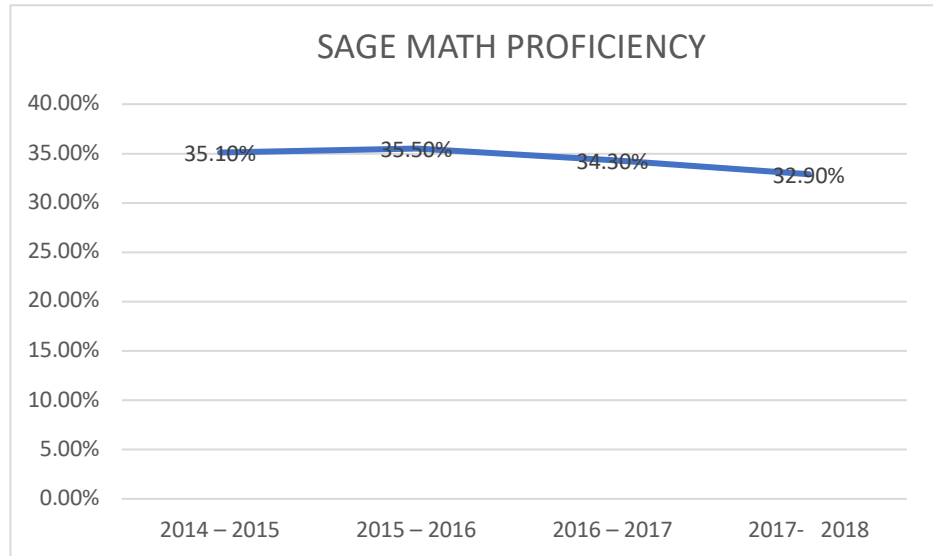
DIBELS LITERACY GROWTH scores show a decline in literacy growth OF 6% the past three years.

2015-2016	52%
2016-2017	50%
2017-2018	46%



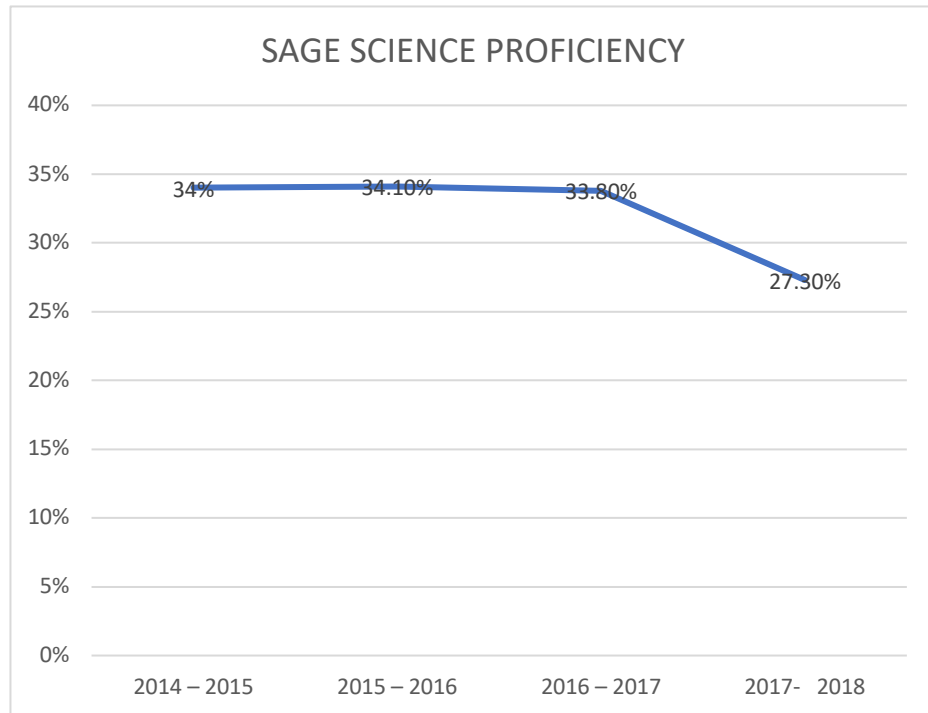
Mathematics SAGE proficiency scores show a 4% decline the past four years.

2014 – 2015	35.10%
2015 – 2016	35.50%
2016 – 2017	34.30%
2017- 2018	32.90%



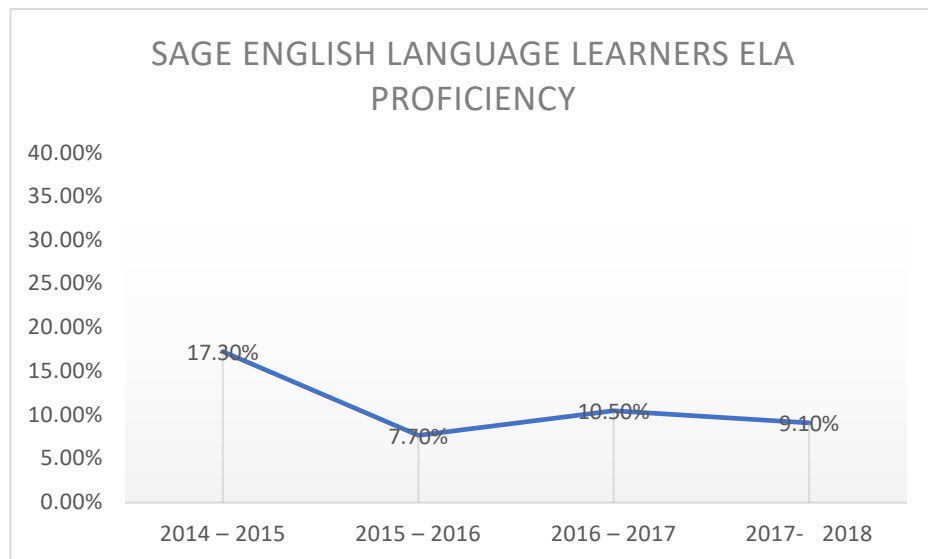
Science SAGE proficiency scores have shown a 6.7% decline the past four years.

2014 – 2015	34%
2015 – 2016	34.10%
2016 – 2017	33.80%
2017- 2018	27.30%



Opportunity for growth is noted in subcategory of **English Language Learners in Literacy**. Data indicates a steady decline of 8.2% in Language Arts SAGE proficiency scores.

2014 – 2015	17.30%
2015 – 2016	7.70%
2016 – 2017	10.50%
2017- 2018	9.10%



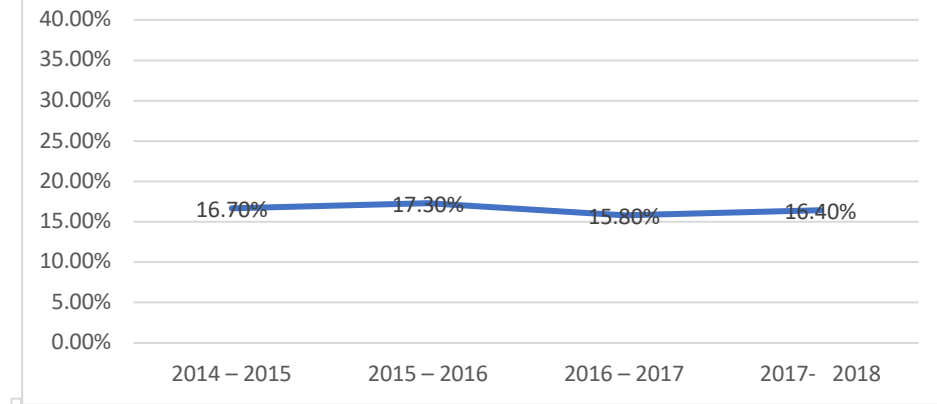
Opportunity for growth is noted in subcategory of **English Language Learners in Mathematics**. Data indicates no decline.

2014 – 2015	16.70%
2015 – 2016	17.30%
2016 – 2017	15.80%
2017- 2018	16.40%

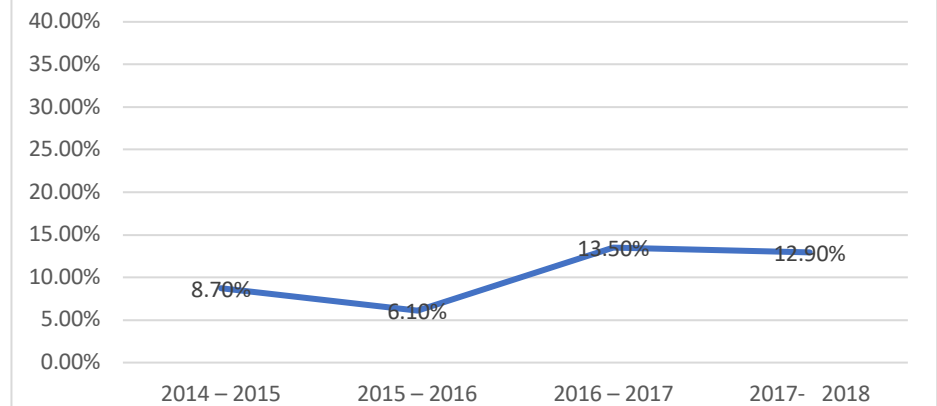
Opportunity for growth is noted in subcategory of **English Language Learners in Science**. Data indicates an **increase of 4.2%**.

2014 – 2015	8.70%
2015 – 2016	6.10%
2016 – 2017	13.50%
2017- 2018	12.90%

SAGE ENGLISH LANGUAGE LEARNERS MATHEMATICS PROFICIENCY

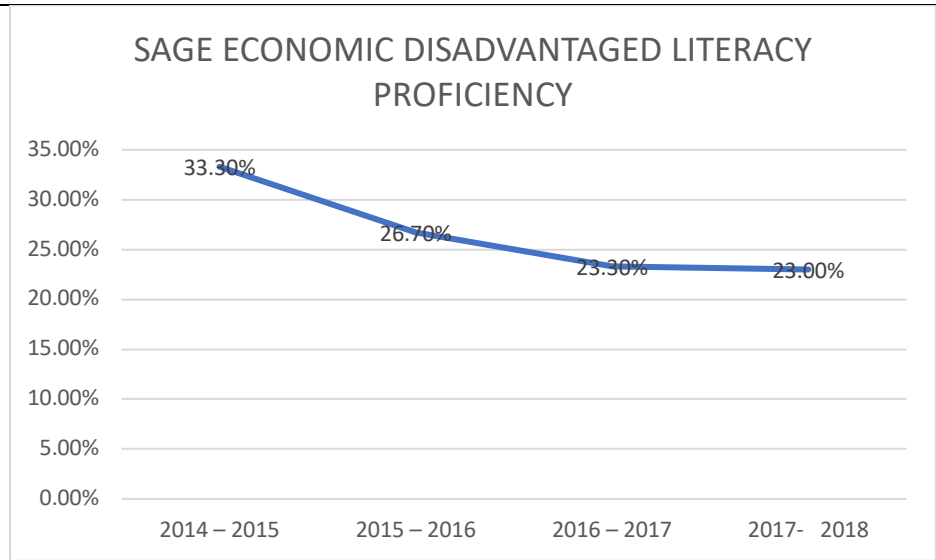


SAGE ENGLISH LANGUAGE LEARNERS SCIENCE PROFICIENCY



Opportunity for growth is noted in subcategory of **Economic Disadvantaged in Literacy**. Data indicates a steady decline of 10.3% in Language Arts SAGE proficiency scores.

2014 – 2015	33.30%
2015 – 2016	26.70%
2016 – 2017	23.30%
2017- 2018	23.00%



Demographic Data

Majestic Elementary serves approximately 260 students from kindergarten through sixth grade. 80% percent of the students are on free or reduced lunch. 28% are Caucasian. 56% are Hispanic/Latino. 5% are Asian. 4.5% are African American. 5% are Pacific Islander. 13% of the students are received special education services. 39% of the students are English Language Learners. 12% of the students are homeless.

SAGE Results for Majestic School by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	30.0%	32.9%	27.3%
African American	0.0%	0.0%	0.0%
Caucasian	45.5%	44.2%	35.0%
Hispanic	18.5%	27.2%	23.8%
Multiple Races	54.5%	45.5%	33.3%
Pacific Islander	44.4%	33.3%	33.3%
Female	34.8%	31.9%	31.4%
Male	25.9%	33.8%	23.8%
Economically Disadvantaged	23.0%	29.5%	25.8%
Limited English Proficiency	9.1%	16.4%	12.9%
Students with Disabilities	13.3%	13.3%	12.5%
Mobile	33.3%	42.9%	11.1%

School climate

Majestic is a collection of teachers and staff who are dedicated professionals who personally know the students and help make phenomenal strides in academic progress. The students and parents value education. Students are eager learners who are committed to work hard for academic progress. Teachers have high expectations for all their students. Students thrive in this safe environment. Majestic provides parent support classes for GED, computer, English, sewing, parenting, and family health and safety. Title one, Land Trust, JSD, and Dual Immersion funds support extended learning opportunities in the form of preschool, after school classes, and full-day kindergarten. Community partnerships have reached out to the Majestic families to provide food and clothing pantries, vision and health services. Parents and students take advantages of many of our school supports.

Teacher qualifications:
Majestic teachers are highly qualified and trained in data analysis, Explicit Instruction, and addend site-based and district trainings. They are eager to learn and willing to try best practices.

TEACHER	ESL	ENDORSEMENTS	DEGREE
Mikol Alder	Yes		Early Childhood K-3
Wendy Allred		Gifted Talented	Ele Ed 1-8
Kyla Asmar	Yes		Ele Ed 1-8
Shauna Berg	Yes	Gifted Talented, Mild Moderate Disabilities, Ele Mathematics	Ele Ed 1-8, Special Education k-12
Ishel Brimhall	No	Art	Secondary Ed 6-12
Jessica Cadena	Yes		Ele Ed k--8
Deborah Cole	Taking classes		Ele Ed 1-8
Callie Collyer	No	Physical Ed k-12	Secondary Ed 6-12
Shannon Diotaiuti	Yes		Ele Ed 1-8
Anthonia Garnett	Yes		Ele Ed k-6
Grace Holloway	Taking classes		Ele Ed 1-8
Suzette Johnson	Yes	Gifted Talented	Ele Ed 1-8
Amie Jones	Yes		Early Childhood K-3, Ele Ed 1-8
Meredith Llewellyn	Starts Classes in Jan.		APT in process
Arielle Myers	No		Masters, Communication Disorder
Melina Mauceri	No		Early Childhood SPED
Anne Nelson	No		B.S SCI, Human Development and Family Study

	Arturo Ramirez Fernandez	No		Intern Psychology
	Heather Reich	Yes	History	Ele Ed 1-8
	Katherine Riding	Yes	Gifted Talented, Reading	Early Childhood K-3, Ele Ed 1-8, Administrator/Supervisory k-12
	Peggy Robb	Yes		Ele Ed k-6
	Loran Ross	No		ARL
	Christi Ryther	Yes	Mild/Moderate Disabilities	Special Ed k-12+
	Bethany Smith	Yes		Ele Ed 1-8
	Joy Strong	Yes		Communication, Masters Speech Language Pathology
Instructional practices	Utah State Core will be the basis of all instruction. SIOP model will be encouraged to be used in the classroom. Majestic will use Journey's as a curriculum guide resource to guide instruction, Data from DIBELS, Fountas and Pinnell, District Benchmarks (ELA/Math), common CFAs and CFUs, RISE Benchmarks will be used to guide instruction. Questioning will use to increase student learning and engagement. Discussions in class will be used to build vocabulary, higher DOK, and skills to support ELL needs.			
Other data determined by the school	Faculty will receive monthly data on their progress monitoring and effectiveness of interventions of students to ensure student academic progress. Instruction will be adjusted based evidence of student needs. ELL needs will be identified and progress will be monitored. Instruction will be adjusted to best support student learning. Classroom observations will routinely be done to help teachers with classroom management, high student engagement, questioning that presses high levels of student thinking and problem solving. Frequent coaching meetings will be held with teachers to help them set bi-monthly goals to improve instruction with a goal to increase student academic achievement.			

**Title I, Part A Schoolwide Plan Template
Purpose and Directions**

Schoolwide Reform Goals and Strategies Form

Literacy Goals

SMART Goal	The goal for Majestic faculty, staff, and students is to increase student proficiency by 8% and to ensure a year's growth for each student in Language Arts. Language Arts proficiency was 30% in 2017-18. The Majestic Literacy goal for Language Arts Proficiency for 2018-19 is 38%.
Strategies	<ol style="list-style-type: none"> 1. Journeys used to build lessons and common assessments, provide a master schedule for PLC and common planning time during science, media, computer, Art and music. Assistants and teachers will be hired as needed to support common planning time. 2. Build deeper understanding of literacy understanding through student and teacher discussions by analyzing literacy concepts. Teachers will be provided professional development to support an environment where students well participate. 3. Provide an environment where students can develop, explain, and prove their Language Arts comprehension and writing ability. 4. Provide different settings such as whole class, small groups and individuals to ensure opportunity for discussion, high engagement, and opportunity to teach specific skills needed for at-risk and EL Learners. 5. Extended learning times will be provided in the form of extended day kindergarten, preschool, and after school programs. Teachers will be provided compensation at contract rate. 6. Assistants and teachers will provide enrichment and RTI in small group settings. 7. Teachers will be provided compensation for working beyond contract hours while attending family nights and professional development and providing student instruction. 8. Extra supplies, materials and technology will be provided as needed for student instruction and professional development. 9. Teachers will be hired to reduce class size. 10. Additional teachers will be hired to teach RtI and enrichment classes. 11. Teacher Specialists will be hired to provide teacher support to improve instruction and provide professional development. 12. Substitutes will be provided for teachers to attend professional development. 13. Enrichment classes, assemblies, field trips and activities to support the Utah Core Curriculum will be provided for students. This will be paid for through Title One funding, district gifted grants, Jordan Education Foundation, SCC, and PTA donations. 14. Teachers will create common grade level scope and sequence for the year and create common lesson objectives to guide Tier I instruction. 15. Teach core curriculum (review to solidify and enrichment to explore) through arts and movement. The guaranteed five learning objectives for each grade level will be taught using arts and kinesthetic activities. 16. Short term plans will be implemented to support literacy. "Teachers will be able to plan, write and incorporate clear, focused content and language objectives in daily literacy lessons by using "I can" statements to increase student learning, depth of knowledge and focus. 17. Celebrations to acknowledge successes. 18. There will be intentional focus on and monitoring of Tier I instruction that aligns DOK of core standard with content objectives and activities, and assessments with high student engagement to insure high outcomes of student achievement.

<p>Evidence-Based Research Support</p>	<p>EVIDENCE-BASED IMPROVEMENT: SEA GUIDANCE FOR EVIDENCE-BASED INTERVENTIONS and LEA INVENTORY OF CURRENT PRACTICE.</p> <p>ISE, REL: Conducting Relevant Research through Networked Improvement Communities.</p> <p>Best Practices in Literacy instruction(4th ed.) Fountas and Pinnell, New York, NY, 2011.</p> <p>U.S.Department of Education: Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments.</p> <p>https://ies.ed.gov/ncee/wwc/.../InterventionReports/wwc_levelledliteracy_091917.pdf</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Expected Impact in core academic areas will increase depth of knowledge and proficiency in Core Language Arts content by 8% assessed with RISE, SRI reading levels, DIBELS, Pre and Post Benchmarks for Language Arts.</p> <p>Teachers will track student progress of Student Learning Outcomes by giving the JSD Language Arts pre-test benchmark and end of year post-benchmark. Daily quick checks will be given and the end of Tier I instruction to identify individual student understanding. Common assessments will be given every two weeks to check progress of Tier II. This will guide instruction and identify student the need further interventions. Formative assessments and mid-year common assessment will be given to guide instruction. Other JSD created benchmarks will be given as scheduled. Interim and benchmarks RISE tests will be given to increase knowledge and direct instruction.</p>
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. Grade level Language Arts professional development will be held during PLC. 2. PLC and common planning time will be provided weekly. 3. Coaches and principal will observe classroom instruction and identify Tier I literacy strengths and areas for growth. 4. Coaching will provide support to grade levels and individual teachers. 5. Teachers and coaches will be given opportunities to attend imbedded and beyond contract professional development at school and conferences and district classes to increase knowledge in Language Arts as applicable. 6. Qualified presenters may be hired as needed.
<p>Timeline</p>	<p>Bi-monthly Faculty meetings and one weekly PLC will be utilized to provide each grade level to provide individualized professional development in content and pedagogy.</p>
<p>Responsible Parties</p>	<p>Nancy Ward (Title One Director), Ardy Vallett (Title One Teacher support), Becky Gerber (District Literacy Curriculum Director), Natalie Walker (Literacy Specialists), Suzette Johnson (Majestic teacher specialists), Shauna Berg (Majestic teacher specialists), and Kathe Riding (Principal).</p>

<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Informal and formal observations. The JSD pre-test benchmark will establish the baseline for the year. Three other benchmarks will be used as formative assessments to track student progress and mastery. Student progress will be monitored and evaluated through DIBELS, SRI tests given monthly (4-6) and monthly-guided reading progress will be assessed through running records. During PLC, each grade level will use formative and district assessments to help teachers make decision on how best to align Tier I and Tier II instruction to support student progress. Interim and benchmarks RISE tests will be given to increase knowledge and direct instruction.</p> <p>Writing samples will be turned in monthly (K-6). Teachers will analyze essays by using a common rubrics and Utah Compose. Teachers will discuss student work samples in PLCs to determine growth and need for further Tier I instruction or RTI. Weekly participation in PLC's will result in the generation and implementation of effective strategies which teachers can use to support continued progress.</p>
---	--

**Title I, Part A Schoolwide Plan Template
Purpose and Directions**

Schoolwide Reform Goals and Strategies Form

Mathematic Goals

<p>SMART Goal</p>	<p>The goal for Majestic administrator, leadership, faculty, staff, and students is to increase student proficiency by 8% and to ensure a year's growth for each student in mathematics. Mathematics Proficiency was 32.9% in 2017-18. The Majestic goal for Mathematics Proficiency for 2017-18 is 40%.</p>
<p>Strategies</p>	<ol style="list-style-type: none"> 1. Collaborative experiences: build lessons and common assessments provide a master schedule for PLC and common planning time during science, media, computer, Art and music. Assistants and teachers will be hired as needed to support common planning time. 2. Build deeper understanding of mathematical understanding through student and teacher discussions by analyzing mathematical concepts. Teachers will be provided professional development to support an environment where students can participate in an education that will serve at-risk and ELL student needs. 3. Provide a setting where peers (student to student or teacher to teacher) can develop mathematical concepts, explain, and prove their mathematical thinking. 4. Provide different settings such as whole class, small groups and individuals to ensure opportunity for discussion, high engagement and opportunity to teach specific skills needed. 5. Extended learning times will be provided in the form of extended day kindergarten, preschool, and after school programs. Teachers will be provided compensation at contract rate.

	<p>6. Assistants and teachers will provide enrichment and RtI in small group settings.</p> <p>7. Teachers will be provided compensation for working beyond contract hours while attending family nights, professional development, and providing student instruction.</p> <p>8. Extra supplies, materials and technology will be provided as needed for student instruction and professional development.</p> <p>9. Teachers will be hired to reduce class size.</p> <p>10. Additional teachers will be hired to teach RtI and enrichment classes.</p> <p>11. Teacher Specialists will be hired to provide teacher support to improve instruction and provide professional development.</p> <p>12. Substitutes will be provided for teachers to attend professional development.</p> <p>13. Enrichment classes, assemblies, fieldtrips and activities to support the Utah Core Curriculum will be provided for students. This will be paid for through title one, district gifted grants, Jordan Education Foundation, SCC, and PTA donations.</p> <p>14. Teachers will create common grade level scope and sequence for the year and create common lesson objectives to guide Tier I instruction.</p> <p>15. Teach core curriculum (review to solidify and enrichment to explore) through arts and movement. The guaranteed five learning objectives for each grade level will be taught using arts and kinesthetic activities.</p> <p>16. Plans will be implemented to support mathematics. “Teachers will be able to plan, write and incorporate clear, focused content and language objectives in daily math lessons by using “I can” statements to increase student learning, depth of knowledge and focus.</p> <p>17. Celebrations to acknowledge successes.</p> <p>18. There will be a and intentional focus on and monitoring of Tier I instruction that aligns DOK of core standard with content objectives and activities, and assessments with high student engagement to insure high outcomes of student achievement.</p>
<p>Evidence-Based Research Support</p>	<p>EVIDENCE-BASED IMPROVEMENT: SEA GUIDANCE FOR EVIDENCE-BASED INTERVENTIONS and LEA INVENTORY OF CURRENT PRACTICE.</p> <p>ISE, REL: Conducting Relevant Research through Networked Improvement Communities.</p> <p>U.S.Department of Education: Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments</p> <p>Houghton Mifflin https://www.hmhco.com/.../mathematics/...math/research-based-framework-130124.p...</p> <p>IRIS Page 3: Evidence-Based Mathematics Practices https://iris.peabody.vanderbilt.edu/module/math/cresource/q1/p03/</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Expected impact on core academic areas will increase depth of knowledge and proficiency in Core Mathematics content by 8%. Teachers will track student progress by giving the JSD Math pre-test benchmark and end of year post-benchmark. Daily quick checks will be given and the end of Tier I instruction to identify individual student understanding. This will guide instruction and help identify students’ that need further interventions. Formative unit assessments and mid-year common assessment will be given to guide instruction. Teachers will</p>

	work collaboratively to create lesson tailored to skill needs. Through close monitoring and intentional interventions student progress is expected.
Professional Development to Support Strategies	<ol style="list-style-type: none"> 1. Grade level Math professional development will be held during PLC and Faculty meetings. 2. PLC and common planning time will be provided weekly. 3. Coaches and principal will observe classroom and identify Tier I literacy strengths and areas for growth. 4. Coaching will also be provided as requested by grade levels or individual teachers as needed. 5. Teachers and coaches will be given opportunities to attend imbedded and beyond contract professional development at school, conferences and district classes to increase knowledge in Math as applicable. 6. BYU and JSD are providing Comprehensive Math Instruction (CMI). 7. Qualified presenters may be hired as needed.
Timeline	Professional Development during the 2018-19 school year starting in October and continuing until all teachers are trained on basic concepts of CMI and will participate in lesson study.
Responsible Parties	Melissa Garber (JSD mathematic specialists), Nancy Ward (Title One Director), Ardy Vallett (Title One Teacher support), Suzette Johnson (Majestic teacher specialists), Shauna Berg (Majestic teacher specialists), and Kathe Riding (Principal).
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	Informal and formal observations. Assessments will be reviewed during PLC. Teachers will evaluate their effectiveness of strategies used during instruction through the review of common assessments. Data will be analyzed by student proficiency results. Tier 1 instruction and RTI groups will be created and monitored every two weeks. SLO progress will be the major focus. On-going benchmarks assessments will also guide Tier I, II and III instruction. Interim and benchmarks RISE tests will be given to increase knowledge and direct instruction.

**Title I, Part A Schoolwide Plan Template
Purpose and Directions**

Schoolwide Reform Goals and Strategies Form

Climate Goals

SMART Goal DATA: School Climate survey had less than 10 students, 14	Majestic's Goal will be to reduce major office referrals by 50%. Majestic will be a place of learning where teachers, parents, and students take ownership and pride. Majestic teachers will strive to have 95% to 100% student engagement during learning activities. Students will be active in their own learning by having high levels of participation through
--	---

<p>parents, and 25 faculty and staff surveyed. Survey results. 100% of Majestic patrons felt welcomed by faculty and staff, that their teachers were helpful in the classroom and challenged or supported of student learning. 70% of Majestic parents reported they or their children felt safe at school. Less than 10% of the students and parents responded to prompts concerning principal.</p>	<p>discussion, analysis using high levels of Bloom’s Taxonomy. Teacher will challenge student thinking by using questions that press for depth of knowledge. PlayWorks has been initiated to support healthy play and positive conflict resolution. Student leadership opportunities have been increased: 9 PlayWorks Junior Coaches, and 6 Safety Patrol positions will be filled.</p> <p>Increase School, Community, and Parent Partnerships by 50%: School, community, and parent partnerships through in person registration, APPT and parent nights, book sales, content night, Ready Rosie videos, and parent classes on parent-teacher conferences, and activities will be held by grade level and whole school to help increase School, Community, and Parent Partnerships that support their children’s learning. Parents are involved in their child’s learning through increased communication and participation in school activities. There is two-way communication near 100% of the time in both English and Spanish. Parents are involved in the decision-making processes by being involved in School Community Council, Parent-Teacher Association and CSIP leadership, and parent leadership. Parent classes are held in the Family Learning Center for GED, English, and computers.</p>
<p>Strategies</p>	<ol style="list-style-type: none"> 1. Majestic teachers will strive to have 95% to 100% student engagement during learning activities. 2. Students will be proactive in their own learning by having high levels of participation through discussion, keep personal data, using analysis to determine their progress and set goals. 3. Teacher will challenge student thinking by using questions that press for depth of knowledge. 4. Majestic will provide opportunities for consistent communication about their child’s academic and behavioral progress. Parents will be invited to attend school programs. 5. Parents will be encouraged and invited to be involved in their child’s learning and participate in Parent Night Activities. Parent involvement funds (7802) will be use to increase parent participation. Teachers who attend parent-student activities during off-contract time will be compensated with contract pay. Refreshments may be provided as needed and within Title One funding guidelines. 6. Parents will be given a parent version of Student Learning Objectives. Teachers will send home support strategies with homework assignments. 7. Positive student behavior will be promoted in the classroom and during unstructured time by creating systems within the school to provide structures and consistent expectations and recognitions. PlayWorks has been implemented to help students resolve conflict and engage in constructive play. Games are taught during physical education to help students have common rules for healthy play. 8. The Family Learning Center uses Joyce Epstein’s six elements of family involvement as the foundation for all activities. Families are encouraged and trained in skills so they can support their children at home, and advocate for their children. : <i>Learning at Home</i> (Make & Take), <i>Parenting</i> (Routines & Procedures), and <i>volunteering</i> (learn, create, share). In addition, we will continue to offer GED, Computer and English classes, and will extend our parenting skills classes. Parents are sharing what they learn from the Internet with each other. Parents are volunteering at the school. The FLC has become a hub for parent to find support and to find others to support. If needs exist, families are

provided extra support. We have also add a parent check out area (books/resources) to our center and a computer area where parents who speak limited English, and their children, can work through *Imagine Learning*, a leveled interactive program for ELL's.

9. Pre-School will be provided in combination of Special Education Pre-School and the Majestic Preschool program. Specialists, teachers, and assistants will be hired to coordinate needed services.

10. Involve parents in the decision making process on School Community council, Parent Teacher Association and School Leadership Committee.

11. Hire a full time psychologist to support students with extenuating needs and positive behavior skills.

12. Professional development incorporating Language Art, Math, and science, and MTSS will be provided. Substitutes, off-contract compensation will be provided.

13. A school phycologist and social worker will be employed to support student social and emotional needs

14. School, Family, and Community Partnership at Majestic
Epstein's Six Types of Involvement
(NCLB)

Using your school's Goals/Action Steps, please indicate, where applicable, Goals/Action Steps that address the following family and community involvement types:

Type 1: Parenting: Assist families with parenting and setting home conditions to support children as students, and assist schools to understand families.

- Family Learning Center works with Spanish speaking parents on parenting throughout the year.
- As the principal, I meet with parents concerning parenting on a regular basis.
- School Bulletin Board provides parents with information on parents training opportunities.

Type 2: Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

- Almost 100% of communication is translated into Spanish. School Newsletter and on-line calendar keeps parents informed of upcoming events, educational opportunities and opportunities.
- School Marque notifies families of upcoming events and deadlines.
- Skylerts are sent home along with 3-7 flyers to remind parents of events and opportunities.
- Two-way survey provided by District Educational Support will be sent to every parent.

- Two-way Bullying survey will be distributed.
- Two-way SCC survey will be distributed.
- Opportunity to vote on SCC was distributed
- PTA and SCC meetings are advertised and parents are invited to attend
- Teachers and staff make personal calls home for positive reasons and to alert parents of concerns

Type 3: Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

- Honor Roll assemblies are held three times a year
- PTA sponsored family nights
- Title One sponsored six family nights
- Several class programs provided opportunities for parents to attend as audience members
- Family Learning Center parents provide two to three hours of service weekly
- Parents and grandparents volunteer in the classroom to help students in small groups
- Parents and guardians accompany classes on fieldtrips

Type 4: Learning at Home: Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.

- Newsletter will provide parents with grade level focus on curriculum and ways the parents could support education in the home. Upcoming curriculum was also covered.
- Utah Core Brochures will be distributed to each parent at parent conferences.
- Parent and student information Rise Nights will be help parents know how to access RISE at home and to try it with support.
- Utah Core information nights will be held to help parents understand the core and how to best support their child
- Customized Rise review questions were created and provide for at-home access for review and learning experiences.
- Family Learning Center provides parents with ideas on how to support education

	<ul style="list-style-type: none"> • Parent-Teacher Conference nights are used to help parents support their child’s education. • Adult graduations will be held two time during the school year to support parents as positive educational role models in our community <p>Type 5: Decision Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</p> <ul style="list-style-type: none"> • PTA meetings are held monthly. We have a very positive, active PTA. • SCC meetings will be held four or times during the year • CSIP Parent, Teacher and Administrator yearly planning meeting will be held annually. And as needed • PTA members vote on key events at school meetings <p>Type 6: Collaborating with the Community: Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</p> <ul style="list-style-type: none"> • Farm-Field Day involved the entire school and parents were invited • Immunization Clinic was held at Majestic • Breakfast Program is provided • Summer Feed Program held last summer • Nutrition Classes were provided by the Family Learning Center • Parents are connected with needed resources to improve family health and well-being <ul style="list-style-type: none"> ○ Heat, ○ CHIP ○ Food Bank ○ Eye Glasses ○ Gas for transportation to and from school ○ In critical situations, medical
--	---

Evidence-Based Research Support	<p>Video Collection: Attendance Matters! (ISE.REL)</p> <p>Video: Voices from the Field: The Importance of Trauma-Informed Practices (ISE.REL)</p> <p>Advancing Home-School Relations through Parent Support? Bergnehr, Disa – Ethnography and Education, 2015 (ERIC)</p>
---------------------------------	--

	<p>Parent Support of Preschool Peer Relationships in Younger Siblings of Children with Autism Spectrum Disorder (ERIC)</p> <p>Parents' Support during Different Writing Tasks: A Comparison between Parents of Precocious Readers, Preschoolers, and School-Age Children ERIC</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Expected impact on core academic areas will increase depth of knowledge and proficiency in Core Mathematics and Language Arts content by 8%. Track number of parents participating in school activities. Track parent participation as volunteers and hours of volunteer service given in the school. Track parent participation in English, GED and computer classes. Track parent participation School Community Council, Parent-Teacher Association and CSIP leadership and parent leadership,</p> <p>Skyward data for major and minor behavior entries, Stop to Think and positive rewards data.</p>
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. MTSS modules will be used to support teachers in best practices to promote positive student behavior and compliance. 2. Teachers will be paid in-service rate for attending training during off contract time. 3. Qualified presenters may be hired as needed. 4. Preschool and parenting classes will be provided. 5. Hold School Leadership Committee Meetings to inform parents of school progress and to help them be informed decision makers.
<p>Timeline</p>	<p>Monthly meetings held by PLC+ team. The 90-Day planning team will also be involved in setting school wide behavior expectations, professional development, support and celebrations.</p>
<p>Responsible Parties</p>	<p>Brian King (District Behavior Specialist), Arturo Ramirez Fernando (Majestic Psychologist), Suzanne Johnson (Majestic Teacher Specialist), Shauna Berg (Majestic Teacher Specialist), and Kathe Riding (Principal)</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>JPAS formal observation and informal class observations will be conducted that will focus on improving instruction to increase student achievement. Data will be reviewed monthly by the behavior committee to provide positive recognition and support teachers and students. Celebrations will be scheduled to promote positive behavior.</p>

**Title I, Part A Schoolwide Plan Template
Purpose and Directions**

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

Complete one page for each goal.

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

SMART Goal	
Strategies	
Evidence-Based Research Support	
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	
Professional Development to Support Strategies	
Timeline	
Responsible Parties	
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents are Purposes of the Program will be Met
Title One, Parent Involvement,	\$383,038.24	Teachers specialist to support Tier 1 instruction, smaller class sizes to provide small group and individualized targeted instruction. Professional development instructors to teach and support

		application of evidenced-based best practices. Family Learning Center to support parent education and parenting skills. PlayWorks to support a positive climate in the school, such as healthy and safe play, conflict resolution, and socialization. Classroom supplies to enhance and support student learning. ESL professional development paid for so teachers can earn their endorsements. Stipends for preapproved special projects that is tracked by data and shows progress. In-service pay for teachers for participating in after contract professional development. Contract pay for teachers participating in night parent/student activities. Enrichment materials, technology and software to support student learning. Classroom assistants and support staff for small group or individual instruction.
Land Trust	\$29,139.26	Assistants to support students in the classroom. Classroom supplies to enhance and support student learning.
Principal's Pantry/Utah Food Bank	\$10,000	Food to support family's needs and
In Lieu of Fees	\$18,933.24	Assistants and teachers for PLC rotations and RtI.
District Supply Budget	\$13,731.01	Support communication between families and school, supplies to enhance classroom instruction.
JSD 0050	1.5 FTE	Extra FTE was allocated to Majestic to help support Spanish Dual Language Immersion and to also compensate to build classes due to low number in enrollment. Funds are also being for an after school ELA Spanish Immersion class. This class started mid-September and are held four days a week.
JSD Text Book	\$7,433.97	Textbooks to support student learning at home and in the classroom..
District Curriculum	\$200,000	Three carts of Chromebooks, preschool teacher, literacy assistant, Literacy Specialist (half-time).
District 7803	\$12,000	ESL and Homeless assistants
Technology	\$53,105.80	Chrome Books, software, tech, computer assistant
USOE Grant	\$60,000	Provide a full time social worker

