

Comprehensive Prevention Plan Template



Willard Elementary

LEA Name

**Implementation
Period**

August 2026-May 2027

Start and End Date and Year

Local Education Agency (LEA) Stakeholder Input used to Inform the Plan

Input must be received from parents, students, educators, and support staff.

Input 1

Date Sept. 2026

Format School Data Review/ Panorama/ Aspire

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

- ☒ *Parents*
- ☒ *Students*
- ☒ *Educators*
- ☒ *Support Staff*

Other

Brief Notes Outlining Input (350 Character Limit)

Attendance and chronic absenteeism are identified as concerns by stakeholders. Input suggests positive attendance supports, early identification, individualized interventions, and consistent community/family communication.

Input 2

Date May 2026

Format School faculty and staff/counselor meeting re

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

- ☒ *Parents*
- ☒ *Students*
- ☒ *Educators*
- ☒ *Support Staff*

Other

Brief Notes Outlining Input (350 Character Limit)

Schoolwide social emotional learning is identified as a continued need. Lessons will focus on healthy relationships, emotional regulation, coping skills, problem solving skills, and resiliency.

Input 3

Date May 2026

Format School behavior Data Review/Ed Handbook

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

- ☒ Parents
- ☒ Students
- ☒ Educators
- ☒ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Continued support is needed with schoolwide positive behavior instruction, as well as clear, consistent rules and expectations taught. Kindness, bullying prevention, and friendship skills/healthy relationships will be encouraged and taught schoolwide.

Input 4

Date _____

Format _____

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

- ☐ Parents
- ☐ Students
- ☐ Educators
- ☐ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Input 5

Date _____

Format _____

*Survey, meetings,
focus groups, or other.*

Stakeholder Type

- ☐ Parents
- ☐ Students
- ☐ Educators
- ☐ Support Staff

Other

Brief Notes Outlining Input (350 Character Limit)

Goals, Strategies, and Resources

Complete each section of the form to support your LEA's Comprehensive Prevention Plan. Create one to four goals. For every goal, provide clear and specific information in the areas listed below. Use the SMART goal format, outline strategies and resources, and identify a goal lead. This information will help ensure the plan is actionable, meets state requirements, and supports effective implementation.

Goals	Please use the SMART goal format. (Specific, Measurable, Achievable, Relevant, and Time-bound)
Strategies	Include at least one evidence-based Tier 1 and Tier 2 prevention activity for each goal. These must meet the requirements of Utah's youth suicide prevention (UCA 53G-9-702) and positive behavior plan (UCA 53G-10-407) laws. Strategies should also provide opportunities for students to build resiliency skills, equipping them to manage challenges and make healthy decisions.
Current Resources	List the personnel, funding sources, and other supports that are already in place to help the LEA achieve the goal.
Needed Resources	List specific resources your LEA is requesting Block Grant funds for; such as staff, materials, training, or other supports.
Goal Lead	Intended only for LEA planning. For each goal, identify the individual who will serve as the goal lead; the person responsible for overseeing and carrying out the strategies to achieve that specific goal.

Notes

Willard Elementary is a PK, K,1 school. The goals below will focus on schoolwide, attendance initiatives, student social emotional/mental health/ resiliency skills, and postive behavior/bullying prevention/substance abuse prevention.

Goal 1

SMART Goal

ATTENDANCE

By April 2027, the school will increase the Average daily attendance rate for k-1 graders by 3% compared to the 2025-2026 school year baseline (90%), achieved by implementing weekly attendance tracking, family outreach initiatives, and monitoring student engagement at the end of each trimester.



The goal informs the strategies.

Strategies

Tier 1: Promote attendance through positive messaging, weekly classroom recognition, monthly surprise incentives, regular family communication and weekly attendance data review.

Tier 2: Provide individualized family outreach and problem solving for students with chronic attendance concerns. Identify barriers, connect families to supports, and use attendance goals/checkins for students with attendance concerns.

Current Resources

Administration, classroom teachers, school counselor, attendance data system, family communication tools, and regular attendance recognition activities.

Needed Resources

Block Grant support to use for attendance incentives, family engagement materials, student recognition, and individual intervention support.

Goal Lead

Rachael Barker

Email Address

rachael.barker@besd.net

Goal 2

SMART Goal

STUDENT SOCIAL EMOTIONAL HEALTH AND RESILIENCY

By April 2027, the school will implement a school wide social emotional/resiliency curriculum (7 mindsets) with 100% of the lessons taught to students in grade K-1. Additional tier 2 support will be offered to students identified through school data and staff referral.



The goal informs the strategies.

Strategies

Tier 1: 7 mindsets and additional SEL curriculum will be taught school wide to promote healthy relationships, emotional regulation, coping skills, problem solving skills, and resiliency.

Tier 2: Short term small groups and individual check-ins will be provided for students needing more support with specific Social emotional/resiliency skills.

Current Resources

Administration, teachers, and school counselor will assist with 7 mindsets curriculum resources and social emotional lessons being taught school wide.

Needed Resources

Block grant support for materials needed for social emotional /resiliency lessons in classrooms and small groups, prevention resources, and professional learning.

Goal Lead

Rachael Barker

Email Address

rachael.barker@besd.net

Goal 3

SMART Goal

POSTIVE BEHAVIOR SUPPORT,
BULLYING PREVENTION, SUBSTANCE
ABUSE PREVENTION
By April 2027, the percentage of teachers who
respond favorably to the number of students
in grades K-1, using self management skills
will increase by 3% from September 2025.
Tier 2 support will be provided to students
identified by teacher referral and behavior
data.



*The goal
informs the
strategies.*

Strategies

Tier 1: Positive behavior expectations and
school rules will be taught schoolwide by all
teachers and staff. Kindness, respect,
belonging and bullying preventions will be
taught through schoolwide and districwide
initiatives.

Tier 2: Targeted counseling groups focusing
on problem solving, friendship skills,
restorative practices will be offered.
Individual student check-ins and behavioral
supports will be provided for students
identified through data systems and teacher
referrals.

Current Resources

Administrators, teachers, and school counselor will plan and implement positive behavior supports schoolwide. Social emotional instruction and district initiatives will be implemented schoolwide.

Needed Resources

Block grant support for prevention curriculum materials, positive behavior incentives, bullying prevention resources, and targeted small group resource supports.

Goal Lead

Rachael Barker

Email Address

rachael.barker@ besd.net

Goal 4

SMART Goal

Strategies



The goal informs the strategies.

Current Resources

Needed Resources

Goal Lead

Email Address

Implementation Plan for Positive Behaviors Plans

Substance Use Prevention Plan

Describe how your LEA is meeting the law's requirements regarding the implementation of positive behaviors plans (substance use prevention plans) as outlined in [UCA 53G-10-407](#). Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact: prevention@schools.utah.gov.

Person Responsible for LEA Positive Behaviors Plans/Substance Use Prevention

Rachael Barker

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Willard Elementary will review its positive behavior and substance abuse prevention plan monthly. School wide rules and expectations will be taught regularly with age appropriate prevention instruction, relationship building opportunities, and targeted supports. Behavior and climate data, including bullying concerns will guide prevention efforts.

Implementation Plan for Suicide Prevention Programs

Describe how your LEA (Local Education Agency) is meeting the law's requirements regarding the implementation of suicide prevention plans as outlined in [UCA 53G-9-702](#). Before completing this section, please review the law to ensure you understand its requirements. If you have additional questions about the law's requirements, please contact prevention@schools.utah.gov.

Person Responsible for LEA Suicide Prevention Programs

Rachael Barker

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

Willard Elementary will coordinate required suicide prevention and student mental health efforts through the school counselor, administrator and teachers, including age appropriate resiliency, help seeking instruction, staff response procedures, Safe UT awareness, and referral pathways. Students identified as needing additional support will receive timely school based intervention, and connection to appropriate family, district, or community resources.

Plans for School Personnel Training

Describe how your LEA will ensure that school personnel receive training on the impact of childhood trauma on student learning. This training should include information that helps educators understand how trauma affects students and clearly advises them not to practice medicine, give a diagnosis, or provide treatment. (Required by [UCA 53F-2-525](#)).

Person Responsible for Coordinating Trauma-Informed Training

Rachael Barker

Plan

Briefly describe your LEA's approach in one to three sentences. Focus on the key actions your LEA will take to meet the law's requirements.

School personnel will receive trauma informed training explaining how childhood trauma can affect student learning, behavior, relationships, and emotion regulation. Training will advise not to practice medicine, give s diagnosis, or provide treatment and will reinforce appropriate school based supports and referral procedures.