

Utah Schoolwide Planning Document April 2016

Part A: General Information

School Name Boulder Elementary School

LEA Name Garfield

Name	Title I Schoolwide Planning Team	Signature
<u>Elizabeth Julian</u>	Principal	<u>Elizabeth Julian</u>
<u>Chris Kupfer</u>	Title I facilitator or coordinator	<u>Chris Kupfer</u>
<u>Andy Alldredge</u>	Paraprofessional	<u>Andy Alldredge</u>
<u>Haylee Hanning</u>	Paraprofessional	<u>Haylee Hanning</u>
<u>Sue Fulmer</u>	Paraprofessional	<u>Sue Fulmer</u>
<u>Ana Sanders</u>	Parent Representative	<u>Ana Sanders</u>
<u>Judi Davis</u>	Parent Representative	<u>Judi Davis</u>
<u>Torrian Nelson</u>	Parent Representative	<u>Torrian Nelson</u>
<u>Cheryl Cox</u>	Community/Business Representative	<u>Cheryl Cox</u>

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 School Principal Elizabeth Julian

Signature Elizabeth Julian

1. Comprehensive Needs Assessment

Schoolwide 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:

<p>Student achievement trends</p>	<p>Beginning-of-the-Year Test (Go Math!) students were below grade level.</p> <p>Beginning-of-the-Year DIBELS Benchmark 85% of students were at or above grade level.</p> <p>Beginning-of-the-Year Reading Wonders tests 60% of students were below grade level.</p>
<p>Graduation rates (for high schools only)</p>	
<p>Demographic data</p>	<p>Boulder Elementary is located in one of the most remote communities in the lower 48.</p> <p>85% of our students qualify for free or reduced school lunch.</p> <p>43% of our students receive special education services; 15% of our students are currently on an Individualized Education Plan and 28% of our students are currently on a Response to Intervention plan.</p>
<p>School climate (including safe school data)</p>	<p>Boulder Elementary employs one certified teacher for students Preschool through Sixth Grade. There are sixty-four Paraprofessional hours (preschool and elementary) to meet the needs of multiple grades, special education and individual learning needs of our students. There are seven students, Kindergarten through Sixth Grade and five Preschool students.</p>
<p>Course-taking patterns (secondary only)</p>	
<p>Teacher qualifications</p>	<p>Boulder's Head Teacher is currently working on receiving a Utah Teachers License through the Alternative Routes to Licensure (ARL) process.</p> <p>The Head Teacher has a Bachelor's Degree of Science in Elementary Education from the University of Vermont. She graduated with honors, receiving the Elementary Education Program Diversity Award, recognizing her efforts to advance the Elementary Education program's mission of teaching all children strategically in diverse communities.</p> <p>All Paraprofessionals have a Bachelor's degree or higher.</p>
<p>Participation in college entrance testing (high school only)</p>	
<p>Other data as determined by the school</p>	<p>Boulder Elementary School currently has Music, Dance, and Spanish being taught weekly by community volunteers.</p>

2. Schoolwide Reform Strategies

For schools approved by the LEA to operate a schoolwide program, required schoolwide 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.

Schoolwide Reform Goals and Strategies Form (Complete one page for each goal.)

<p>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).</p>	
<p>Goal 1</p>	<p>A minimum of 85% of students reading on or above grade level; Reading Fluency including words per minute as well as accuracy, expression, and comprehension.</p>
<p>Strategies</p>	<p>Waterford Early Learning: 75 minutes per week for all Kindergarten students and 105 -180 minutes per week for all first through third grade students.</p> <p>Reading Homework: K-2 has four nights a week with grade level reading fluency and strategies; 3-6 has four nights a week with grade level reading fluency and comprehension passages.</p> <p>Provide One-on-One (Tier 3) or small group (Tier 2) English Language Arts intervention for 30 minutes per week for all students First through Sixth Grade based on monthly or bi-monthly assessments to determine areas of needed improvement.</p>
<p>Scientifically Based Research Support</p>	
<p>Expected Impact in Core Academic Areas</p> <p> (How will success be measured on an annual basis?)</p>	<p>Reading fluency will positively affect all Core academic areas.</p> <p>Students who can read fluently (accurately, quickly, and with expression) improve their reading comprehension, expand their vocabulary, and complete reading tasks more expediently.</p> <p>Students who can read fluently are more likely to chose to read, become more proficient at complex literacy processes, such as critical thinking.</p> <p>Reading Wonders Weekly, Unit, and Beginning-of-the-Year/End-of-the-Year Assessments, DIBELS Progress Monitoring, and Waterford Reading Progress</p>
<p>Professional Development to Support Strategies</p>	<p>Participate in available district trainings and/or request training from district principals and/or teachers.</p> <p>Create and facilitate training for Paraprofessionals in progress monitoring and Tier 2 and 3 intervention.</p>
<p>Timeline</p>	<p>A minimum of 85% of all students reading on or above grade level by 2018 year end.</p>
<p>Responsible Parties</p>	<p>Principal/Head Teacher, Paraprofessionals, and Parents/Guardians (supporting their children in the completion of weekly Reading Homework as well as committing to reading a minimum of fifteen minutes a day four to five days a week with their children).</p>

<p>Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Each year students will be given a Beginning-of-the-Year and End-of-the-Year reading test to determine their reading level, fluency, and comprehension using Reading Wonders Assessments.</p> <p>Each year students will be given weekly and Unit Assessments through Reading Wonders to monitor their reading comprehension progress.</p> <p>Each year students will be given a Beginning-of-the-Year, Middle-of-the-Year, and End-of-the-Year reading test to determine their reading level (words per minute beginning the second half of First Grade through sixth grade; Letter Name Fluency, Letter Sound Fluency, and Nonsensical Words per minute for Kindergarten and first half of First Grade).using DIBELS.</p> <p>Each year students will be given weekly progress monitoring for Reading Fluency (including but not limited to the following: Letter Naming, Letter Sound, Rhyming, Segmentation, Rhyming, Nonsensical Words, Sight Words, Sight Word Phrases, and Passages) using DIBELS and English Language Arts Progress Monitoring.</p> <p>Each year students' progress will be monitored using Waterford Early Learning (Reading).</p>
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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 2	A minimum of 85% of all students are proficient or highly proficient in Math.
Strategies	<p>Mastering Math Facts, Rocket Math, a ten-minutes a day paper and pencil, worksheet-based math facts supplemental practice curriculum.</p> <p>Math Homework: Practice implementing current daily math lessons as well as a spiral review to monitor progress of retention and ability to complete independently.</p> <p>Provide One-on-One (Tier 3) or small group (Tier 2) Math intervention for a minimum of 30 minutes per week for all students in First through Sixth Grade based on monthly or bi-monthly assessments to determine areas of needed improvement.</p>
Scientifically Based Research Support	
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	<p>Students who are proficient or highly proficient in Math will support their academic self-esteem which will positively affect all academic areas.</p> <p>Students who are proficient or highly proficient in Math also tend to excel in Science, Technology, Engineering, and the Arts.</p> <p>Rocket Math Progress Monitoring and Go Math! Unit and Beginning-of-the-Year/End-of-the-Year Assessments</p>
Professional Development to Support Strategies	<p>Participate in available district trainings and/or request training from district principals and/or teachers.</p> <p>Create and facilitate training for Paraprofessionals in progress monitoring and Tier 2 and 3 intervention.</p>
Timeline	A minimum of 85% of all students are proficient or highly proficient in Math by 2018 year end.
Responsible Parties	Principal/Head Teacher, Paraprofessionals, and Parents/Guardians (supporting their children in the completion of weekly Math Homework).
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<p>Each year students will be given a Beginning-of-the-Year and End-of-the-Year Go Math! grade level Assessment as well as Unit Assessments.</p> <p>Each year students will be given a daily practice and a one-minute test as they master each set of 2 new facts and their reverse, allowing up to six days to master those two facts as needed. Each year students will be given a weekly two minute progress monitoring test of all the facts in the operation they are practicing. Each student will have an individual graph to show their increasing fluency with math facts.</p>

3. Instruction by Highly Qualified Teachers

In schoolwide 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
Elizabeth Julian	Preschool - 6th Grade	yes	
Sue Fullmer	Paraprofessional		
Andy Alldredge	Paraprofessional		
Haylee Hanning	Paraprofessional		

Add additional lines as needed.

4. Professional Development Plan

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

Professional Development	<p>Participate in available state and district Core Academy opportunities and Professional Learning Community training.</p> <p>Complete site visits as well as phone, video, or email consultations with other district faculty members.</p> <p>Utilize formal and informal special education training opportunities for Head Teacher and Paraprofessionals for intervention, Response to Intervention (RTI) plans, and/or Individualized Educational Plans (IEP).</p> <p>Create and facilitate training for Paraprofessionals.</p>
Scientifically Based Research Support	
Expected Impact in Core Academic Areas	<p>Increased English Language Arts and Math proficiency (scores).</p> <p>Increased confidence and ability in all Core Academic Areas.</p>
Budget and Funding Sources	<p>School Land Trust funds will be used to purchase additional tools and resources to meet goals as well as to pay for teacher and paraprofessional time for professional development.</p> <p>Boulder Elementary School general resource funds will be used to purchase additional tools and resources to meet goals.</p> <p>Title 1 and Special Education funds will be used for Paraprofessionals to assist in providing One-on-One (Tier 3) and small group (Tier 2) instruction.</p>
Timeline	August 2016-May 2018
Responsible Parties	Principal/Head Teacher and Paraprofessionals
Evaluation Process (How Will Success Be Measured?)	Include the provisional teachers in your school along with the evaluation cycle for each certified staff using the Utah teaching standards.

5. Recruitment and Retention of Highly Qualified Teachers

Strategies are implemented to attract, recruit, and retain highly qualified teachers in high need schools.

Describe strategies, policies, incentives to recruit and retain teachers.

The district needs to provide wages and benefits equal to or above other schools in our area.

Provide some flexibility for needs of living in a rural area.

Provide adequate professional development and training so Teachers and Paraprofessionals can be successful.

6. Parent Involvement

Please answer the following and attach documentation as needed.

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

We have the unique opportunity to have every family represented on our Community Council. The council meets four times per year and all parents are informed and ask to provide feedback on actions by email or through surveys even if they are unable to attend the meeting. The Community Council will review and provide input to the school plan and help determine the areas of focus for improving student achievement.

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

The plan will be posted on the school website as well as be available in hard copy to each family upon request.

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

Every family is represented on the Community Council with one vote per family, unless they have opted out, on issues that come before the council.

Every family has the opportunity for regular formal and informal Parent-Teacher(-Student) Conferences.

Every family will support the completion of weekly homework assignments, supporting students accountability of learning, time management, study skills, and fluency in English Language Arts and Math.

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

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

<p>Description of communication</p>	<p>Information letters about school and preschool enrollment and activities are sent to all families with children in the community.</p> <p>Our community also has a community email service so emails are sent to all families regarding activities through this email service when appropriate.</p>
<p>Description of collaboration efforts</p>	<p>The Head Teacher works directly with all parents whose students are entering the preschool or any grade level at the Elementary School. Since the Head Teacher is in charge of all programs, collaboration is easy.</p> <p>Additionally, there is an online preschool program through the district and information about this program is provided to all parent in the community..</p>
<p>Description of transition activities</p>	<p>In a small community, there are many opportunities for transition. All children in the community are invited on numerous occasions to school events and activities such as the Halloween Celebration (guided crafts, games and community lunch), Holidays Around the World Celebration (guided lessons, activities, and community lunch), and End-of-the-Year field games, program, and community lunch.</p>

8. Decisions regarding the use of assessments

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?</p>	<p>Reading Wonders Assessment</p> <p>DIBELS</p> <p>Waterford Reading Progress Monitoring</p> <p>Go Math! Assessments</p> <p>Rocket Math Progress Monitoring</p>
<p>Please describe how teachers were included in decisions regarding the use of assessments.</p>	<p>Head Teacher only because there are no additional certified teachers on site.</p>

9. Students who experience difficulty mastering academic achievement standards

In schoolwide 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?</p>	<p>Teacher observations and daily/weekly assessments during class</p> <p>Weekly and Unit Assessments in Reading Wonders</p> <p>DIBELS Progress Monitoring</p> <p>English Language Arts Progress Monitoring</p> <p>Daily Practice, Mid-Unit Check, and Unit Assessments in Go Math!</p> <p>Rocket Math Progress Monitoring</p> <p>Math Progress Monitoring</p>
<p>What interventions will the school provide for students experiencing difficulty in mastering academic standards?</p>	<p>Head Teacher will provide lessons based on individual student needs based on students' areas of success and areas experiencing learning difficulties.</p> <p>Head Teacher will accommodate schedule and Paraprofessional changes based on individual student needs; reassigning instruction as needed.</p> <p>When needed observations and assessments will be given by the Special Education Department and Head Teacher to create Response to Intervention (RtI) and/or Individualized Education Plan (IEP).</p> <p>One-on-One (Tier 3) or Small Group (Tier 2) intervention.</p>
<p>How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed?</p>	<p>Continued Progress Monitoring with monthly goals set for class lessons, One-on-One (Tier 3) or Small Group (Tier 2) Intervention.</p> <p>Team meetings between Head Teacher and all Paraprofessionals working in subject area and/or with the student, including faculty from the Special Education Department when needed.</p>

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

In schoolwide program schools, there is coordination and integration of federal, state, and local services and programs.

Program Funding Source	Allocation	Describe how the funding sources will support the schoolwide plan.
Land Trust	\$ 3,292	Purchase time in summer for teacher to plan reading curriculum, Library Project, and the purchase Rocket Math Universal Plan.
District Funds allocated to Boulder		Provide salaries for Principal/Head Teacher and Paraprofessionals .
District Funds allocated to Boulder		Purchase additional resources needed to carry out goals as needed.