

Utah Schoolwide Planning Document **March 2017**

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>Chris Kupfer</u>	Title I facilitator or coordinator	—
<u>Molly Benson</u>	Paraprofessional	_____
<u>Lexi Johnson</u>	Paraprofessional	—
<u>Ana Sanders</u>	Parent Representative	_____
<u>Leilani Navar</u>	Parent Representative	—
<u>Torrian Nelson</u>	Parent Representative	_____
<u>Cheryl Cox</u>	Community/Business Representative	—

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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 _____

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:

Student achievement trends	<p>Beginning-of-the-Year Test (Go Math!) students were below grade level.</p> <p>Beginning-of-the-Year Dynamic Indicators of Basic Early Literacy Skills (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>
Graduation rates (for high schools only)	
Demographic data	<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 38% of our students are currently on a Response to Intervention plan.</p>
School climate (including safe school data)	<p>Boulder Elementary employs one certified teacher for students Preschool through Sixth Grade.</p> <p>There are fifty-six Paraprofessional K-6 hours and twelve Paraprofessional Preschool hours to meet the needs of multiple grades, special education and individual learning needs of our students.</p> <p>There are ten students, Kindergarten through Sixth Grade, and four Preschool students.</p>
Course-taking patterns (secondary only)	
Teacher qualifications	<p>Boulder's Head Teacher, Elizabeth Julian, is holds a Utah Teachers License.</p> <p>Elizabeth Julian has a Bachelor's Degree of Science in Elementary Education from the University of Vermont.</p> <p>Elizabeth Julian 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>
Participation in college entrance testing (high school only)	
Other data as determined by the school	

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 will be reading at or above grade level; Reading Fluency including words per minute as well as accuracy, expression, and comprehension.</p>
<p>Strategies</p>	<p>Students in grades kindergarten through third will participate in Waterford Early Learning, an online reading foundational skills program. Kindergarten students will use the program for approximately 60-75 minutes per week and the other participating grades will use the program for approximately 75-150 minutes per week.</p> <p>Students will participate in Guided Reading, either in small groups or individually, allowing for individual weekly objectives to be set to best support their reading level, learning style, and goals.</p> <p>The Head Teacher or Paraprofessionals will 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>Implementing strategies that are suggested by our Special Education Teachers, general special education and speech therapist, who will be working with the students and paraprofessionals bi-weekly for approximately three hours.</p> <p>Students in grades kindergarten through third grade will have an opportunity to practice their reading fluency with provided homework that can be completed four nights per week.</p> <p>Students in kindergarten through second grade will have an opportunity to log home listening reading time.</p> <p>All students will have an opportunity to log home reading time.</p> <p>Students in third through sixth grade will have an opportunity to practice constructed responses to reading by completing a weekly reading response log for fiction and nonfiction. Reading Homework: K-2 has four nights per week with grade level reading fluency and strategies; 3-6 has four nights per week with grade level reading fluency and comprehension passages.</p>
<p>Scientifically Based Research Support</p>	
<p>Expected Impact in Core Academic Areas</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>(How will success be measured on an annual basis?)</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 at or above grade level by 2019 year end.</p>
<p>Responsible Parties</p>	<p>Principal/Head Teacher, Paraprofessionals, Special Education Teacher, Speech Therapist, and Parents/Guardians</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, 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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<p>Goal 2</p>	<p>Students will be able to identify and write the four types of writing (persuasive, expository, descriptive, and narrative) and utilize the writing process (brainstorming, organizing, writing a draft, editing, revising, conferencing, and publishing).</p>
<p>Strategies</p>	<p>All students will participate in all of the writing steps each week and keep a portfolio to track their growth throughout the year.</p> <p>Students in grades three through six will have a daily writing exercise that will not be used during the writing process nor graded, instead to build writing fluency, creative thinking, and be a resource for future writing.</p> <p>Students and community members will have an opportunity to respond to a monthly writing prompt that can be shared in a reading that will take place once a month. This will encourage the students to write for pleasure, practice regular presentations with an audience larger than our student body, and potentially foster mentoring relationships. All students and community members, regardless of reading participation, will have an opportunity to be published at the end of the school year.</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>Writing proficiency will positively affect all Core academic areas.</p> <p>Students who can write proficiently can articulate their thoughts, respond to reading, and communicate effectively.</p> <p>Weekly writing assignments will be graded using a grade level rubric that correlates with the common core standards that will be tracked in their writing portfolios and progress reports.</p> <p>Tracking their participation in the community writing and reading each month.</p>
<p>Professional Development to Support Strategies</p>	<p>The teacher and paraprofessionals will participate in available district trainings and/or request training from district principals and/or teachers.</p> <p>The teacher will create and facilitate training for paraprofessionals in progress monitoring and Tier 2 and 3 intervention.</p>
<p>Timeline</p>	<p>Students will be writing daily, going through the writing process weekly, and beginning in September, students will have an opportunity to participate in the monthly writing prompt.</p>
<p>Responsible Parties</p>	<p>Principal/Head Teacher, Paraprofessionals, community members, and Parents/Guardians.</p>
<p>Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Weekly writing assignments will be graded using a grade level rubric that correlates with the common core standards that will be tracked in their writing portfolios.</p> <p>The teacher and paraprofessionals will be tracking their participation in the community writing and reading each month.</p>

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Goal 3	A minimum of 85% of all students will be proficient or highly proficient in Math.
Strategies	<p>Students in grades first through sixth will practice their fact fluency with daily participation in Mastering Math Facts, Rocket Math, a ten-minute per day paper and pencil, worksheet-based math facts supplemental practice curriculum. Additionally, they will take a 2-minute paper and pencil assessment of all introduced operations. Kindergarten students will be using the Rocket Writing for Numerals program.</p> <p>Students in First through Sixth grade practice and track their fact fluency using QuickTables, part of ALEKS, for 15 minutes 3-4 days a week.</p> <p>Students will have a daily spiral review that covers previously taught lessons as well as current lessons that is completed independently, monitoring retention and independent proficiency.</p> <p>Students in Third through Sixth Grade will have ALEKS Path available for their use at home and use in the classroom as needed.</p> <p>Students in Third through Sixth Grade will participate in a project based learning activity (applied mathematics) following the completion of at least one unit, potentially following each unit.</p> <p>Head Teacher or Paraprofessionals will 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> <p>Students in grades kindergarten through sixth grade will have an opportunity to practice their math fluency using their daily focus rocket math that can be completed as homework.</p>
Scientifically Based Research Support	
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<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, Go Math! Unit and Beginning-of-the-Year/End-of-the-Year Assessments, and progress reports from ALEKS.</p>
Professional Development to Support Strategies	<p>The teacher and paraprofessionals will participate in available district trainings and/or request training from district principals and/or teachers.</p> <p>The teacher will create and facilitate training for Paraprofessionals in progress monitoring and Tier 2 and 3 intervention.</p>
Timeline	A minimum of 85% of all students will be proficient or highly proficient in Math by 2019 year end.

Responsible Parties	Principal/Head Teacher, Paraprofessionals, Special Education Teacher, Speech Therapist, and Parents/Guardians.
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.</p> <p>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>

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 4	Inviting inquiry through experiential education for the students in First through Sixth Grade, specifically in Science, Technology, Art, Math, and English Language Arts.
Strategies	<p>Provide a minimum of one experiential education opportunity that is outside of the daily curriculum for students each Term. These could include having students travel outside the classroom and have visiting teachers come to Boulder Elementary School.</p> <p>Provide Cross-Curricular Lessons/Units that are outside of the daily curriculum for students each Term.</p> <p>Use grant money provided through the Beverley Taylor Sorenson Arts Learning Program to bring Utah artists to the school for week long workshops that culminate either in a performance or an exhibit at least twice per school year.</p>
Scientifically Based Research Support	
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	<p>Experiential Education will positively affect all related Core academic areas, specifically Science, Technology, Engineering, Art, Math and English Language Arts.</p> <p>Success will be determined by increased student interest in targeted areas using survey and narrative.</p> <p>Improved grades in targeted areas.</p>
Professional Development to Support Strategies	The teacher and paraprofessionals will participate in available experiential education opportunities.
Timeline	Provide a minimum of two experiential education opportunities per year
Responsible Parties	Head Teacher/Principal, Paraprofessionals, and additional resources/presenters that are either volunteers or paid.
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	We will monitor implementation through the number of experiences and the quality of the experience as rated by Head Teacher and Paraprofessionals.

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	
Molly Benson	Paraprofessional	yes	
Lexi Johnson	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>The teacher and paraprofessionals will participate in available State and district Core Academy opportunities and Professional Learning Community training.</p> <p>The teacher and paraprofessionals will complete site visits as well as phone, video, or email consultations with other district faculty members.</p> <p>The teacher and paraprofessionals will 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>The teacher will 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 2017-May 2019
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 asked 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.

Information letters about school and preschool enrollment are sent to all families with children in the community through the postal service.

Information about school events and activities will be sent to all families with children in the community through MailChimp. All enrolled families will be added to the list and anyone has the opportunity to subscribe through our school website, including community members that do not have children enrolled in the school.

We will have all school events and activities posted on a school calendar that will be available on the school website.

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.

All families are given the opportunity to be represented on the Community Council with one vote per family, unless they have opted out, on issues that come before the Council.

All families have the opportunity for regular formal and informal Parent-Teacher(-Student) Conferences.

All families will have the opportunity to 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.

Description of communication	<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>
Description of collaboration efforts	<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 parents in the community.</p>
Description of transition activities	<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.

What assessments will be used to measure student progress and inform instruction?	<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>ALEKS knowledge checks and progress monitoring</p>
Please describe how teachers were included in decisions regarding the use of assessments.	<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, which are 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>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>Special Education Teacher, Sharla Post, will provide direct services to students with an IEP as well as all students on a bi-weekly schedule and when possible will be joined by the district's speech therapist.</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	\$ 2, 466	Purchase time in summer for teacher to plan and provide professional development for the paraprofessionals and expansion of the Library Project
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.