

Utah Schoolwide Planning Document **April 2018**

School Name: Boulder Elementary School

District Name: Garfield County School District

Principal/Teacher: Elizabeth Julian

Title 1 Director: Chris Kupfer

Name	Planning Team	Signature
Elizabeth Julian	Principal and Head Teacher	<u>Elizabeth Julian</u>
Chris Kupfer	Title 1 director	<u>Chris Kupfer</u>
Michala Alldredge	Paraprofessional	<u>Michala Alldredge</u>
Molly Benson	Paraprofessional/Community Council	<u>Molly Benson</u>
Lexi Johnson	Paraprofessional	<u>Lexi Johnson</u>
Ana Sanders	Parent/Community Council Member	<u>Ana Sanders</u>
Leilani Navar	Parent/Community Council Member	<u>Leilani Navar</u>
Cheryl Cox	School Board Representative	<u>Cheryl Cox</u>
Kristina Karlsson	Community Member	<u>Kristina Karlsson</u>

Developing the Title 1 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 1 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:

Student achievement trends	<p>Beginning-of-the-Year Test (Go Math!): 68% students were below grade level.</p> <p>Beginning-of-the-Year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next Benchmark: 78% of students were at or above grade level.</p> <p>Beginning-of-the-Year DIBELS Math Early Release Benchmark: % 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)	Not Applicable
Demographic data	<p>Boulder Elementary School is located in one of the most remote communities in the lower 48 and is considered a frontier community due to population.</p> <p>70% of Boulder Elementary School students qualify for free or reduced school lunch.</p> <p>33% of Boulder Elementary School students receive special education services; 16% are currently on an Individualized Education Plan and 42% are currently on a Response to Intervention plan.</p> <p>25% of Boulder Elementary School students are English Language Learners.</p>
School climate (including safe school data)	<p>Boulder Elementary School employs one certified teacher for students preschool through sixth grade who is also the school administrator.</p> <p>There are fifty-six paraprofessional K-6 hours and sixteen paraprofessional preschool hours to meet the needs of multiple grades, special education, and the individual learning needs of our students.</p> <p>There are twelve students, kindergarten through sixth Grade, and six preschool students.</p>
Course-taking patterns (secondary only)	Not Applicable
Teacher qualifications	<p>Boulder Elementary School's Head Teacher, Elizabeth Julian, is a licensed teacher in Utah.</p> <p>Elizabeth Julian has a Bachelor's Degree of Science in Elementary Education from the University of Vermont with a concentration in Sociology and Fine Arts.</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)	Not Applicable
Other data as determined by the school	<p>Boulder Elementary School is not able to publish data relevant to students' test scores/grades due to the fact that each grade level has less than ten students each.</p>

	<p>78% of the students, kindergarten through sixth grade had a composite score on or above grade level on beginning-of-year DIBELS Next and 92% of the students had a composite score on or above grade level on middle-of-the-year DIBELS Next.</p>
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	<p>82% of the students, kindergarten through sixth grade made above or well above growth between beginning-of-the-year to middle-of-the-year on DIBELS Next. 9% of the students made typical growth and 9% made below typical growth .</p>
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2. Schoolwide Reform Goals and Strategies

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 1	<p>A minimum of 90% of students will have a pathway of progress of typical, above, or well above growth in reading; Reading Fluency including words per minute, as well as, accuracy, expression, and comprehension and phonemic awareness.</p>
Strategies	<p>Students in kindergarten through third grade will be assessed and receive intervention in all areas of phonological awareness using Yvette Zgonc's "Intervention for All: Phonological Awareness Assessment Tools and Strategies."</p> <p>Students in kindergarten through second grade 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>All students in first through sixth grade will participate in Scientific Learning's Fast ForWord, an online language and reading intervention program. Students will use the program for approximately 75-150 minutes per week and it will be available to kindergarten students as needed.</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, kindergarten through sixth grade based on progress monitoring.</p> <p>Teachers and paraprofessionals will implement strategies that are suggested by Boulder Elementary School's special education team, consisting of the special education director, special education teacher, and the speech and language pathologist.</p> <p>Students in kindergarten through sixth grade will have an opportunity to practice their reading fluency and comprehension with provided homework, to be completed four nights per week.</p> <p>Students in kindergarten through sixth grade will have an opportunity to log home reading and listening to reading time.</p>
Scientifically Based Research Support	<p>Zgonc, Yvette. <i>Interventions for all: phonological awareness</i>. Crystal Springs Books A Division of Staff Development for Educators (SDE), 2010</p> <p>Iowa and Nevada Departments of Education. (2017). Departments of Education Name Fast ForWord Top Intervention.</p> <p>Rogowsky, B. (2010). The Impact of Fast ForWord® on Sixth Grade Students' Use of Standard Edited American English. Doctor of Education dissertation, Wilkes University.</p> <p>Russo, N.M., Hornickel, H., Nicol, T., Zecker, S., Kraus, N. (2010) Biological changes in auditory function following training in children with autism spectrum disorders. <i>Behavioral and Brain Functions</i> 6(60), 1-8.</p> <p>Stevens, C., Fanning, J., Coch, D., Sanders, L., & H Neville (2008). Neural mechanisms of selective auditory attention are enhanced by computerized training: Electrophysiological evidence from language-impaired and typically developing children. <i>Brain Research</i>, 1205, 55-69.</p>

	<p>Temple, E., Deutsch, G. K., Poldrack, R. A., Miller, S.L., Tallal, P., Merzenich, M. M., & Gabrieli, J. D. E. (2003). <u>Neural deficits in children with dyslexia ameliorated by behavioral remediation: Evidence from functional MRI</u>. <i>Proceedings of the National Academy of Sciences</i>, 100(5), 2860-2865.</p> <p>Ylinen, S. & Kujala, T. (2015). <u>Neuroscience illuminating the influence of auditory or phonological intervention on language-related deficits</u>. <i>Frontiers in Psychology</i>, 6.</p> <p>Cummings, K. D., Kaminski, R. A., Good, R. H., & O'Neil, M. (2011). Assessing phonemic awareness in preschool and kindergarten: Development and initial validation of First Sound Fluency. <i>Assessment for Effective Intervention</i>, 36(2), 94-106.</p> <p>Powell-Smith, Kelly A., Good, Roland H., Latimer, Rachael J., Dewey, Elizabeth N., Wallin, Joshua, Kaminski, Ruth A. (2012). <u>DIBELS Next®: Findings from the Benchmark Goals Study</u>. Technical Report #11). Eugene, OR: Dynamic Measurement Group.</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, rate, and 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>Benchmark assessments and progress monitoring using Reading Wonders, DIBELS Next, Waterford Reading, Fast ForWord, Intervention for All: Phonological Awareness Assessment Tools and Strategies, Jen Jones' Hello Literacy RtI resources, and Developmental Reading Assessment (DRA+).</p>
<p>Professional Development to Support Strategies</p>	<p>Participate in available district trainings and/or request training from district faculty and staff.</p> <p>Create and facilitate training for paraprofessionals in progress monitoring and tier 2 and 3 intervention, including but not limited to Guided Reading and phonological awareness.</p>
<p>Timeline</p>	<p>A minimum of 83% of all students reading at or above grade level by year end of FY19.</p>
<p>Responsible Parties</p>	<p>Principal/head teacher, paraprofessionals, special education director, special education teacher, speech and language pathologist, parents/guardians, and community volunteers.</p>
<p>Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>All students will be given a beginning-of-the-year and end-of-the-year reading assessment, as well as, progressing monitoring assessments from Reading Wonders assessment resources that will monitor their proficiency in the following English Language Arts standards:</p> <p style="padding-left: 40px;">Reading: Literature; Reading: Informational Text; Reading: Foundational Skills; and Language</p> <p>All students will be given a beginning-of-the-year, middle-of-the-year, and end-of-the-year assessment using DIBELS Next. The students will be assessed in the following areas:</p> <p style="padding-left: 40px;">Letter name fluency, letter sound fluency, and nonsensical words per minute (kindergarten and first half of first grade); Words read per minute (middle-of-year first grade through sixth grade); Retell (middle-of-year first grade through sixth grade); DAZE vocabulary comprehension (third through sixth grade)</p> <p>All students will be progress monitored using DIBELS Next, using the data collected to drive instruction and intervention. Students that are below grade level will be monitored both on and</p>

below grade level, ensuring the the guided instruction is productive and to support typical, above, and well above growth for all students.

All students will be given the Developmental Reading Assessment (DRA+) at the Beginning-of-the-Year and End-of-the-Year as an alternative and comparable benchmark that will also determine students' growth rate and reading level.

Students will also be progress monitored using Waterford Early Learning (Reading) and Scientific Learning's Fast ForWord.

Goal 2	All 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).
Strategies	<p>All students will participate in all of the writing steps each week and keep a portfolio to track growth throughout the year.</p> <p>Students in grades three through six will have weekly writing exercises 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 and share a monthly prompt. 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>
Scientifically Based Research Support	<p>Knight, Jennifer Ph.D. (2017). "Developing Writers in the Classroom: Daily Writing Time and Multipurpose Writing." <i>The University of Iowa: Iowa Reading Research Center</i>, https://iowareadingresearch.org/blog/developing-writers-part-1</p> <p>Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf</p> <p>Troia, G (2014). <i>Evidence-based practices for writing instruction</i> (Document No. IC-5). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configuration/</p> <p>Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.</p>
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	<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.</p> <p>Tracking their participation in the community writing and reading each month.</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	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 prompt.

Responsible Parties	Principal/head teacher, paraprofessionals,special education teacher, speech language therapist, and parents/guardians, and community volunteers.
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<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>

Goal 3	A minimum of 83% of all students will be proficient or highly proficient in all areas of Mathematics.
Strategies	<p>All students will be assessed and progress monitored using DIBELS Math Early Release, using the data collected to drive instruction and intervention.</p> <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>All students will participate in various mathematics games to build number sense and fact fluency, guided by the principles in Kristin Hilty and Eliza Sorte-Thomas' "Time's Up on Timed Tests: How to Teach Math Facts for Understanding.</p> <p>All students will participate in weekly Mathematics Talks, building their number sense and developing the skills needed to apply fact fluency and critical thinking.</p> <p>Students in first through sixth grade will have access to MobyMax Fact Fluency and Math to support grade level proficiency in all mathematical standards.</p> <p>Students will have a daily spiral review that covers previously taught lessons as well as current lessons that are completed independently, monitoring retention and independent proficiency.</p> <p>Students in third through sixth grade will practice and track their fact fluency using QuickTables, part of ALEKS, for 15 minutes 3-4 days a week.</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 kindergarten through sixth grade based on progress monitoring to determine areas of needed improvement.</p> <p>Students in grades kindergarten through sixth grade will have an opportunity to practice their math fluency at home through games, their daily focus rocket math, and spiral review.</p>
Scientifically Based Research Support	<p>Hilty, Kristin and Sorte-Thomas, Eliza. <i>Time's Up on Timed Testea: How to Teach Math Facts for Understanding</i>. Staff Development for Educators (SDE) Professional Development Resources, Peterborough, NH. 2017.</p> <p>Boaler, Jo, Dweck, Carol S. <i>Mathematical Mindsets: unleashing students' potential through creative math, inspiring messages and innovative teaching</i>. Jossey-Bass, a Wiley Brand, San Francisco, CA. 2016.</p> <p>Boaler, Jo. <i>What's math got to do with it?: helping children learn to love their most hated subject -- and why it's important for America</i>. Penguin, 2008.</p> <p>Boaler, Jo, 1964-. <i>Experiencing School Mathematics : Traditional and Reform Approaches to Teaching and Their Impact on Student Learning</i>. Mahwah, N.J. :L. Erlbaum, 2002.</p>

	<p>Dewey, E. N., Rice, D.P., Wheeler, C.E., Kaminski, R.A., Good, R.H. (2014). <u>2014-2015 DIBLESnet Preliminary System-Wide Percentile Ranks for DIBELS Math Early Release</u>. (Technical Report No. 18). Eugene, OR: Dynamic Measurement Group.</p> <p>Dr. Wheeler, Courtney. "DIBELS Math: An Overview for Kindergarten - Sixth Grade" Oregon RTI Conference 2016, I."Dynamic Measurement Group, https://dibels.org/papers/Courtney_Wheeler_Oregon_RTI_Conference_2016.pdf</p> <p>Smith, C. R., Marchand-Martella, N. E., & Martella, R. C. (2011). <u>Assessing the Effects of the Rocket Math Program with a Primary Elementary School Student At Risk for School Failure: A Case Study</u>. Education and Treatment of Children, 34(2), 247-258</p> <p><u>D.J. Traylor (2012). "Mastery of Basic Multiplication Facts for Students With Learning Disabilities."</u> unpublished paper for Dr. Mary Scarlato at Western Oregon University.</p>
<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 Mathematics will support their academic self-esteem which will positively affect all academic areas.</p> <p>Students who are proficient or highly proficient in Mathematics also tend to excel in Science, Technology, Engineering, and the Arts.</p> <p>Progress monitoring of Rocket Math, Go Math! Chapter, unit, and Beginning-of-the-Year/End-of-the-Year Assessments, ALEKS, Moby Max, and DIBELS Math Early Release. .</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> <p>The head teacher and paraprofessionals that support mathematics will complete Jo Boaler's online course "How to Teach Math for Teachers".</p> <p>The head teacher will become a DIBELS Math mentor. This will be obtained by attending the DIBELS Math Essential Workshop and the DIBELS MATH DATA Interpretation Workshop.</p>
Timeline	A minimum of 85% of all students will be proficient or highly proficient in Mathematics by the end of the FY19 school year.
Responsible Parties	Principal/head teacher, paraprofessionals, special education teacher, speech language therapist, and parents/guardians, and community volunteers.
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<p>All students will be given a Beginning-of-the-Year and End-of-the-Year Go Math! grade level assessment, as well as, chapter and unit assessments.</p> <p>All students will be given Beginning-of-the-Year, Middle-of-the-Year, End-of-Year, and progress monitoring assessments using DIBELS Math Early Release.</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>

Goal 4	All students will participate in cross curricular and experiential education, specifically in Science, Technology, Engineering, Arts (English Language, Fine, and Performance), and Mathematics. The students will be invited by inquiry to further explore the various content areas that correlate will the common core standards.
Strategies	<p>Provide a minimum of one experiential education opportunity that is outside of the daily curriculum for students each semester, with the potential of each quarter. These could include having students travel outside the classroom and/or having visiting teachers come to Boulder Elementary School.</p> <p>Provide Cross-Curricular Lessons/Units that are outside of the daily curriculum for students.</p> <p>Use grant money provided by the Beverley Taylor Sorenson Arts Learning Program to bring Utah artists to the school for multi-day workshop intensives that culminate either in a performance or an exhibit.</p> <p>Use grant money provided by the Utah STEM Action Center to hire a part-time STEM teacher, as well as, bring professionals in the various industries for multi-day workshop intensives.</p>
Scientifically Based Research Support	<p>Kolb, David A. <i>Learning Experience as the Source of Learning and Development Second Edition</i>, Pearson Education, Inc. Upper Saddle River, NJ. 2015</p> <p>Dr Speziale, Kerry. "Study Confiems Project-Based Learning Has a Positive Impact on How Students Learn Science and Math." Defined STEM Educator Blog, https://blog.definedstem.com/project-based-learning-research/</p> <p>"Research Spotlight on Project-Based Learning NEA Reviews of Best Practices in Education." National Education Association Great Public Schools for Everyone, http://www.nea.org/tools/16963.htm</p> <p>"Why Use Experiential Education as a Model for Teaching and Learning?" Experiential Learning UC Davis, http://www.experientiallearning.ucdavis.edu/why-el.shtml</p> <p>Dr. Gerstein, Jackie "STEM for Elementary School Students - How to Instill a Lifelong Love of Science" It's About Time Your Partner in STEM Education, http://blog.iat.com/2015/08/13/stem-for-elementary-school-students-how-to-instill-a-lifelong-love-of-science</p>
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, Engineering, Technology, Engineering, Arts (English Language Arts, Fine, and Performance), Mathematics.</p> <p>Success will be determined by increased student interest in targeted areas using survey and narrative.</p> <p>Improved grade level proficiency in targeted areas.</p>
Professional Development to Support Strategies	The teacher and paraprofessionals will participate in available experiential education opportunities and training in the areas of Science, Technology, Engineering, Arts, and Mathematics.
Timeline	Provide a minimum of two experiential education opportunities per school year.
Responsible Parties	Principal/head teacher, paraprofessionals,special education teacher, speech language therapist, and parents/guardians, and community volunteers.

Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	Monitor implementation through the number of experiences and the quality of the experience as rated by students, head teacher, and paraprofessionals.
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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		In progress
Michala Alldredge	Paraprofessional		In progress

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 professional development.</p> <p>The teacher and paraprofessionals will complete site visits, as well as, phone, video, or email consultations with other district faculty members and mentor teachers when available and appropriate.</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 trainings for paraprofessionals.</p> <p>All staff will be encouraged to attend professional development trainings, workshops, and conferences and when available tuition and/or compensation will be provided. Examples of such professional development would be attending Staff Development for Educators' annual National Teachers Conference, NASA's STEM Teaching Workshop, and DIBELS' Super Institute.</p>
Scientifically Based Research Support	COMING SOON ...
Expected Impact in Core Academic Areas	<p>Increased English Language Arts and Mathematics proficiency in DIBLES Next, DIBLES Math, DRA+, and progress monitoring.</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 professional development.</p> <p>District funds will be used when possible for teacher 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.

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

Support staff in living in a frontier community, such as recognizing the difficulties of affordable housing and the need for time off to tend to personal needs. When appropriate and able to provide compensation, time, and other means of assistance.

The school will support all staff having adequate professional development, training, and support so teachers and paraprofessionals can be successful.

Request that the district allot funds to be used for professional development tuition and compensation both during the school year and over the summer holiday for both teachers and paraprofessionals.

6. Parent Involvement

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 a majority of families represented on our Community Council. The council meets every other month, beginning in September. All members 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, helping to determine the areas of focus for improving student achievement.

All families are invited and encouraged to participate in the Community Council meetings, as well as, participate in the general parent meeting that follows each Community Council meeting.

Informational 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. The newsletter will also be posted on the school website and is available in hard copy upon request.

We will have all school events and activities posted on a school calendar that will be available on the school website and people have the ability to add the calendar to their personal devices.

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 are invited and encouraged to attend the Community Council meetings and the general parent meeting that immediately follows.

Free child care is provided at the school during the Community Council and parent meetings for all attending families.

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 and monthly take-home projects, supporting students accountability of learning, time management, study skills, and fluency in English Language Arts and Mathematics.

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 manageable and possible.</p> <p>Additionally, there is an online preschool program, Upstart, through the district and information about this program will be 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 various holiday celebrations, monthly take-home project presentations, monthly community prompt, performances and programs, community meals, and the end of year field day.</p> <p>Boulder Elementary School currently has a preschool, using the Connect 4 Learning curriculum and the students have an opportunity to interact with the elementary schoolers. The preschool students frequently participate in the elementary schools' closing circle and about once a month the preschool students are paired with elementary students who read aloud to them.</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>DIBELS Next</p> <p>Developmental Reading Assessment (DRA+)</p> <p>Phonemic Awareness Assessment (Yvette Zgonc)</p> <p>Reading Wonders Assessment Resources</p> <p>Waterford Reading progress monitoring</p> <p>Scientific Learning's Fast Forward</p> <p>DIBELS Math Early Release</p> <p>Go Math! Assessment Resources</p> <p>ALEKS knowledge checks and progress monitoring</p> <p>Mobymax Math and Fact Fluency progress monitoring</p> <p>Rocket Math 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, however the paraprofessionals and the special educators are consulted frequently.</p>

9. Students who experience difficulty mastering academic achievement standards

How will the school identify which students experience difficulty in mastering academic standards?	<p>Teacher observations and daily/weekly assessments during class.</p> <p>DIBELS Next and DIBELS Math Early Release benchmarks and progress monitoring.</p> <p>English Language Arts progress monitoring during Guided Reading, using the Reading Wonders assessment resources, Fast ForWord, and Waterford Reading.</p> <p>Go Math! benchmark, chapter, and unit assessments.</p> <p>Progress monitoring of Rocket Math, ALEKS, and Mobymax Math & Fact Fluency.</p>
What interventions will the school provide for students experiencing difficulty in mastering academic standards?	<p>The head teacher will provide lessons based on individual student needs, using data collected from both formative and summative assessments to guide instruction.</p> <p>The head teacher will accommodate schedule and paraprofessional changes based on individual student needs; reassigning instruction as needed due to regular progress monitoring.</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>The special education teacher, Sharla Post, will provide direct services to students with an IEP, as well as, all students on a minimum of a bi-weekly schedule and when possible will be joined by the district's speech and language therapist, Heather Weiler.</p> <p>One-on-one (Tier 3) or small group (Tier 2) intervention will be provided as needed to all students preschool through sixth grade.</p>
How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed?	<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 at a minimum of once a month and as needed.</p>

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

Program Funding Source	Allocation	Describe how the funding sources will support the schoolwide plan.
Land Trust		
District Funds allocated to Boulder		Provide salaries for administrator/head teacher and paraprofessionals.
District Funds allocated to Boulder		Purchase additional resources needed to carry out goals as needed.