

Utah Schoolwide Planning Document **March 2019**

Part A: General Information

School Name Boulder Elementary School

LEA Name Garfield

Name	Title I Schoolwide Planning Team	Signature
<u>Elizabeth Julian</u>	Principal and Teacher	_____
<u>Chris Kupfer</u>	Title I facilitator or coordinator	_____
<u>Molly Benson</u>	Teacher	_____
<u>Michala Alldredge</u>	Paraprofessional	_____
<u>Tessa Barkan</u>	Paraprofessional	_____
<u>Alexxia Johnson</u>	Paraprofessional	_____
<u>Leilani Navar</u>	Parent Representative	_____
<u>Ana Sanders</u>	Parent Representative	_____
<u>Jill Trombley</u>	Parent Representative	_____
<u>Heather McDevitt</u>	Community Representative	_____
<u>Cheryl Cox</u>	Community Representative	_____

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.

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!) 85% of students were at or above grade level.</p> <p>Beginning-of-the-Year Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) Benchmark 85% of students were at or above grade level.</p> <p>Beginning-of-the-Year DIBELS Math Early Release Benchmark 80% 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 and is considered a frontier community due to low population.</p> <p>85% of our students qualify for free or reduced school lunch.</p> <p>33% of our students receive special education services; 16% of our students are currently on an Individualized Education Plan; and 42% 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 full-time certified teacher for students Preschool through Sixth Grade, as well as one part-time STEM teacher funded by a grant from the Utah STEM Action Center.</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 personalized learning of our students.</p> <p>There are twelve elementary students, kindergarten through sixth grade, and six preschool students enrolled as of March 1, 2019, however the student enrollment has fluctuated throughout the year.</p>
<p>Course-taking patterns (secondary only)</p>	

<p>Teacher qualifications</p>	<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 in 2003 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>May 2019, Ms. Julian will receive Utah Education Association's Excellence in Teaching Award.</p>
<p>Participation in college entrance testing (high school only)</p>	
<p>Other data as determined by the school</p>	

2. Schoolwide Reform Goals and Strategies

For schools approved by the LEA to operate a schoolwide program, required schoolwide reform strategies are selected and implemented.

<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 90% of students will make typical or above typical growth in Reading Fluency; Reading Fluency includes not only rate, words read per minute, but also accuracy, expression, and comprehension. These will be assessed used dynamic indicators of basic early literacy skills with a goal of students reading at or above grade level; Reading Fluency including words per minute as well as attaining accuracy, expression, and comprehension.</p>
<p>Strategies</p>	<p>Students in kindergarten through third 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>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 directly with the both students and paraprofessionals as directed by Individual Education Plans.</p> <p>Students in 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>All students will have an opportunity to log home reading time, kindergarten through second grade home listening reading as well as reading aloud.</p> <p>Students and community members will have an opportunity to participate in a book club, gathering together to discuss a shared reading. This will encourage the students to read for pleasure, practice discussing literature and non-fiction, and potentially foster mentoring relationships.</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 choose to read, and 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, Dynamic Reading Assessment (DRA+2), and Waterford Reading Progress Reports are all ways in which successes will be measured.</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 90% of students will make typical or above typical growth in Reading Fluency with a goal of students reading at or above grade level by 2020 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 will be given benchmark assessment using Dynamic Reading Assessment (DRA+) at the Beginning-of-the-Year and End-of-the-Year benchmark.</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 it will provide practice with writing fluency, creative thinking, and be a resource for future writing.</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>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 and going through the writing process weekly.</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. Progress will be tracked in each student's writing portfolios.</p> <p>The teacher and paraprofessionals will track their participation in the community writing and reading each month.</p>

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<p>Goal 3</p>	<p>A minimum of 90% of students will make typical or above typical growth in Mathematical Fluency, early numeracy, computation, and concepts and applications, supporting all students to be proficient or highly proficient in Mathematics.</p>
<p>Strategies</p>	<p>Go Math! curriculum will be used in kindergarten through sixth grade, including all available student and teacher resources and assessments.</p> <p>IXL will be used to provide correlating practice beyond that provided by Go Math! Resources. The program's SmartScore will support all students at meeting mastery, differentiating the level of practice, as well as providing data to drive daily 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>Students in first through sixth grade practice and track their fact fluency using QuickTables, part of ALEKS, on average for fifteen minute sessions with a maximum of ninety minutes per week.</p> <p>Students will be given a 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 kindergarten through sixth grade will have ST Math, individualized learning software, available for their use at home and in the classroom as needed.</p> <p>Students in third through sixth grade will have ALEKS Path, individualized learning software, available for their use at home and use in the classroom as needed.</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 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> <p>There will be regular implementation of Math Talks and Math Journals, allowing students to talk or write about mathematics, using mathematical vocabulary and explaining their thinking or reasoning to support the common core state standards of mathematical practices.</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>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>Success will be measured with Rocket Math Progress Monitoring, Go Math! Unit and Beginning-of-the-Year/End-of-the-Year Assessments, Acadience Math, and progress reports from ST Math and ALEKS.</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>A minimum of 90% of students will make typical or above typical growth in Mathematical Fluency, Mathematical Fluency, early numeracy, computation, and concepts and applications, with a goal of all students being proficient or highly proficient in Mathematics by 2020 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 Go Math! grade level Assessment as well as Unit Assessments.</p> <p>Each Year, Students will be given a Beginning-of-the-Year, Middle-of-the-Year, and End-of-the-Year benchmark mathematical assessments using Acadience Math (formerly DIBELS Math); Early Numeracy (Beginning Quantity Discrimination, Number Identification, Next Number Fluency, Advanced Quantity Discrimination, and Missing Number Fluency), Computation, and Concepts and Applications.</p> <p>Each Year, Students will be given progress monitoring using Acadience Math to identify personalized goals and needed intervention, grade level instruction, and acceleration.</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 reverses, allowing up to six days to master those two facts as needed.</p> <p>Each year students will participate in weekly assessments, monitoring their progress in all grade level operations.</p>

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<p>Goal 4</p>	<p>Inviting inquiry through experiential education for the students in first through sixth grade, specifically in Science, Technology, Art, Math, and English Language Arts.</p>
<p>Strategies</p>	<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, or 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>
<p>Scientifically Based Research Support</p>	
<p>Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)</p>	<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, as well as through improved grades in targeted areas.</p>
<p>Professional Development to Support Strategies</p>	<p>The teacher and paraprofessionals will participate in available experiential education opportunities.</p>
<p>Timeline</p>	<p>Provide a minimum of two experiential education opportunities per year.</p>
<p>Responsible Parties</p>	<p>Head Teacher/Principal, Paraprofessionals, and additional resources/presenters that are either volunteers or paid.</p>
<p>Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>We will monitor implementation through the number of experiences and the quality of the experience as rated by Head Teacher and Paraprofessionals.</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	Head Teacher, Preschool - Sixth Grade	yes	
Molly Benson	Part-Time Teacher, First - Sixth Grade	yes	
Michala Alldredge	Part-Time Paraprofessional	yes	
Tessa Barkan	Part-Time Paraprofessional	yes	
Lexi Johnson	Part-Time Paraprofessional	yes	

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.</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 2019-May 2020
Responsible Parties	Principal/Head Teacher and Paraprofessionals
Evaluation Process (How Will Success Be Measured?)	Include the provisional teachers 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 reviews and provides input to the school plan and helps 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 are sent to all families with children in the community through MailChimp. All enrolled families are 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.

All school events and activities are posted on a school calendar that is 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 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.

<p>What assessments will be used to measure student progress and inform instruction?</p>	<p>Reading Wonders assessment</p> <p>DIBELS Reading</p> <p>Waterford Reading progress monitoring</p> <p>IXL Reading, Mathematics, and Science</p> <p>Go Math! assessments</p> <p>Acadience Math (formally DIBELS Math)</p> <p>Rocket Math progress monitoring</p> <p>ALEKS knowledge checks and progress monitoring</p> <p>ST Math progress reports</p>
<p>Please describe how teachers were included in decisions regarding the use of assessments.</p>	<p>Head Teacher with the input from faculty and staff based on data needed to drive instruction.</p> <p>Input was considered based on communication with professional colleagues in the district, throughout the state, and those met while attending professional development.</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>Acadience Math (formerly DIBELS Math) Progress Monitoring</p> <p>Rocket 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	\$4,655	Purchase time in summer for teacher to plan and provide professional development for the paraprofessionals and purchase IXL subscription.
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.