Utah Schoolwide Planning Document FY21
DRAFT PENDING SCHOOL BOARD APPROVAL
CLOSED TO COMMENTS ON 2020 March 9
APPROVED BY BES COMMUNITY COUNCIL 2020 March 4
SIGNATURES WILL BE ADDED DIGITALLY DUE TO SCHOOL "SOFT-CLOSURE"

Part A: **General Information**

School Name **Boulder Elementary School**   **LEA Name** **Garfield**

Name	Title I Schoolwide Planning Team	Signature	Date Signed
Alexxia Johsnon	Paraprofessional	*[signature]*	4/28/2020
Anson Fogel	Community Council, parent	*Anson Fogel*	4/28/2020
Ana Sanders	Community Council, parent (chair)	*Ana Sanders*	4/28/2020
Cheryl Cox	Community Representative	*Cheryl Cox*	4/28/2020
Chris Kupfer	Federal Programs Director	*Chris Kupfer*	4/28/2020
Elin Isakson	Community Council, staff	*[signature]*	4/28/2020
Elizabeth Julian	Principal and Teacher	*Elizabeth Julian*	4/28/2020
Heathr McDevitt	Community Representative	*Heather McDevitt*	4/28/2020
Jill Trombley	Community Council, parent	*Jill Trombley*	4/28/2020
Leilani Navar	Community Council, parent (co-chair)	*Leilani Navar*	4/28/2020

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 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	Boulder Elementary School has less than 10 students per grade. Therefore the data represents the entire school and is not divided by grade level. Additionally, the RISE data has not been divided into individual measures to protect students' identity, due to some measures only having one student assessed.
	Acadience Reading (formerly Dynamic Indicators of Basic Early Literacy Skills, DIBELS Next):
	- FY20 Beginning-of-Year: 36.0% above Benchmark 27.5% at Benchmark 8.9% below Benchmark 27.4% well below Benchmark - FY20 Middle-of-Year: 66.7% above Benchmark 0.0% at Benchmark 16.6% below Benchmark 16.6% well below Benchmark
	Acadience Math (formerly DIBELS Math Early Release):
	- FY20 Middle-of-Year: 54.5% above Benchmark 9.0% at Benchmark 27.2% below Benchmark 9.0% well below Benchmark
	RISE (Readiness, Improvement, Success, and Empowerment):
	- FY20 Interim: 50.0% highly proficient 30.0% proficient 10.0% approaching proficient 10.0% below proficient
Graduation rates (for high schools only)	
Demographic data	Boulder Elementary is located in one of the most remote communities in the lower 48 and is considered a frontier community due to the low population. 75% of our students qualify for free or reduced school lunch. 16.6% of our students receive special education services; 8.3% of our students are English Language Learners; 33.3% of our students are currently on a Response to Intervention Plan. 83.3% of our school identifies as Caucasian; 25% of our school identifies as two or more races/ethnicities; 8.3% of our school identifies as Asian.

School climate (including safe school data)	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 that will end this school year, June 2020. 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. There are twelve elementary students, kindergarten through sixth grade, and five preschool students enrolled as of March 2, 2019.
Course-taking patterns (secondary only)	
Teacher qualifications	Boulder Elementary School's Head Teacher, Elizabeth Julian, is a licensed teacher in Utah. Ms. Julian has a Bachelor's Degree of Science in Elementary Education from the University of Vermont with a concentration in Sociology and Fine Arts. Ms. 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. In May 2019, Ms. Julian received the Utah Education Association's Excellence in Teaching Award recognizing her efforts and time working as the Head Teacher at Boulder Elementary School.
Participation in college entrance testing (high school only)	
Other data as determined by the school	

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.

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	A minimum of 90% of students will make typical or above typical growth in Reading Fluency; Reading Fluency includes rate, words read per minute, but also accuracy, expression, and comprehension. These will be assessed using Acadience Reading with a goal of all students reading at or above grade level, however, it will be evaluated by the pathway of progress being at or above typical growth based on each students' Beginning-of-Year assessment. Reading Fluency including words per minute as well as attaining accuracy, expression, and comprehension as well as early reading skills such as first sound fluency, letter naming fluency, phoneme segmentation fluency, and nonsense word fluency.
Strategies	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 75-90 minutes per week. 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. The Head Teacher and/or paraprofessionals will provide One-on-One (Tier 3) or small group (Tier 2) English Language Arts intervention for a minimum of 20 minutes per week for all students first through sixth grade based on monthly or bi-monthly assessments and progress monitoring to determine areas of needed improvement. An example of staff-led reading intervention used will be mCLASS's Burst:Reading which provides lesson sequencing for students' individual needs based on data analysis. Additional strategies and intervention may be suggested or provided by our district coaches and special education providers, who will be working directly with the students and paraprofessionals. Students will have an opportunity to practice and demonstrate mastery after guided instruction of all correlating English Language Arts standards by completed assigned strands in IXL, a personalized learning platform that offers comprehensive coverage of the curriculum. 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. 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. 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.

Scientifically Based Research Support	K–2 students in mCLASS Intervention grew by up to 8 student growth percentile points more in early literacy skills. (https://amplify.com/programs/mclass-intervention/) Zognoc, Yvette. *Interventions for all: phonological awareness*. Crystal Springs Books A Division of Staff Development for Educators (SDE), 2010 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. Assessment for Effective Intervention, 36(2), 94-106. Powell-Smith, Kelly A., Good, Roland H., Latimer, Rachael J., Dewey, Elizabeth N., Wallin, Joshua, Kaminski, Ruth A. (2012). DIBELS Next®: Findings from the Benchmark Goals Study. Technical Report #11). Eugene, OR: Dynamic Measurement Group.
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	Reading fluency will positively affect all Core academic areas. Students who can read fluently (accurately, quickly, and with expression) improve their reading comprehension, expand their vocabulary, and complete reading tasks more expediently. Students who can read fluently are more likely to choose to read and become more proficient at complex literacy processes, such as critical thinking. Acadience Reading Progress Monitoring, Dynamic Reading Assessment (DRA+2), weekly or bi-weekly assessments based on the content covered during guided instruction, and Waterford Reading Progress Reports are all ways in which successes will be measured. Success will additionally be measured for students in third through sixth grade by their performance on their weekly assessments based on the content covered on their weekly reading comprehension homework and RISE assessments, interim and cumulative.
Professional Development to Support Strategies	Participate in available district training and/or request training from district principals and/or teachers. Create and facilitate training for paraprofessionals in progress monitoring and Tier 2 and 3 Intervention.
Timeline	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 2021 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?)	Each year, students will be given weekly assessments to monitor their reading comprehension progress. 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 Acadience Reading. Each year students will be given weekly or bi-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. Each year students will be given benchmark assessments using Dynamic Reading Assessment (DRA+) at the Beginning-of-the-Year, End-of-the-Year benchmark, and on occasion Middle-of-Year. Each year students' progress will be monitored using Waterford Early Learning (Reading), IXL Diagnostics, and MobyMax Reading Level Assessment.

Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).

Goal 2	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	All students will participate in all of the writing steps each week and keep a portfolio to track their growth throughout the year. All students will participate in a mentor sentence each week, modeling skills from grammar to literacy devices to reinforce quality writing skills from published authors rather than the traditional correction method. 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. Students in grades three through sixth will write monthly research reports, independently practicing the writing process.
Scientifically Based Research Support	Knight, Jennifer Ph.D. (2017). "Developing Writers in the Classroom: Daily Writing Time and Multipurpose Writing." *The University of Iowa: Iowa Reading Research Center,* https://iowareadingresearch.org/blog/developing-writers-part-1 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 Troia, G (2014). *Evidence-based practices for writing instruction* (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/ 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.
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	Writing proficiency will positively affect all Core academic areas. Students who can write proficiently can articulate their thoughts, respond to reading, and communicate effectively. Weekly writing assignments will be graded using a grade level rubric that correlates with the common core standards that will be tracked in their progress reports.

Professional Development to Support Strategies	The teacher and paraprofessionals will participate in available district training and/or request training from district principals and/or teachers. The teacher will create and facilitate training for paraprofessionals in progress monitoring and Tier 2 and 3 intervention.
Timeline	Students will be writing daily and going through the writing process weekly.
Responsible Parties	Principal/Head Teacher, Paraprofessionals, community members, and Parents/Guardians.
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	Writing assignments will be graded using a grade level rubric that correlates with the common core standards. Fifth-grade students will be assessed using the Writing measure of RISE.

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 3	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.
Strategies	Go Math! curriculum will be used in kindergarten through sixth grade, including all available student and teacher resources and assessments.
	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.
	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.
	Students in third through sixth-grade practice and track their fact fluency using QuickTables, part of ALEKS, for fifteen-minute sessions with a maximum of ninety minutes per week.
	Students will be given a spiral review that covers previously taught lessons as well as current lessons that are completed independently, monitoring retention and independent proficiency.
	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.
	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.
	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.
	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.
	There will be the 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.
Scientifically Based Research Support	Hilty, Kristin and Sorte-Thomas, Eliza. *TIme's Up on Timed Tests: How to Teach Math Facts for Understanding*. Staff Development for Educators (SDE) Professional Development Resources, Peterborough, NH. 2017.
	Boaler, Jo, Dweck, Carol S. *Mathematical Mindsets: unleashing students' potential through creative math, inspiring messages and innovative teaching*. Jossey-Bass, a Wiley Brand, San Francisco, CA. 2016.
	Boaler, Jo. *What's math got to do with it?: helping children learn to love their most hated subject -- and why it's important for America*. Penguin, 2008.

Scientifically Based Research Support (continued)	*Boaler, Jo, 1964-. Experiencing School Mathematics: Traditional and Reform Approaches to Teaching and Their Impact on Student Learning. Mahwah, N.J. :L. Erlbaum, 2002.* Dewey, E. N., Rice, D.P., Wheeler, C.E., Kaminski, R.A., Good, R.H. (2014). *2014-2015 DIBELSnet Preliminary System-Wide Percentile Ranks for DIBELS Math Early Release* (Technical Report No. 18). Eugene, OR: Dynamic Measurement Group. 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 Smith, C. R., Marchand-Martella, N. E., & Martella, R. C. (2011). Assessing the Effects of the Rocket Math Program with a Primary Elementary School Student At Risk for School Failure: A Case Study. Education and Treatment of Children, 34(2), 247-258 D.J. Traylor (2012). "Mastery of Basic Multiplication Facts for Students With Learning Disabilities," unpublished paper for Dr. Mary Scarlato at Western Oregon University.
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	Students who are proficient or highly proficient in Mathematics will support their academic self-esteem, which will positively affect all academic areas. Students who are proficient or highly proficient in Mathematics also tend to excel in Science, Technology, Engineering, and the Arts. 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 report from ST Math ALEKS, and IXL.
Professional Development to Support Strategies	The teacher and paraprofessionals will participate in available district training and/or request training from district principals and/or teachers. The teacher will create and facilitate training for Paraprofessionals in progress monitoring and Tier 2 and 3 intervention.
Timeline	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 2021 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?)	Each year, 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. 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. Each Year, students will be given progress monitoring using Acadience Math to identify personalized goals and needed intervention, grade-level instruction, and acceleration. 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. Each year students will participate in weekly assessments, monitoring their progress in all grade level operations.

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	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 having visiting teachers come to Boulder Elementary School. Provide Cross-Curricular Lessons/Units that are outside of the daily curriculum for students. 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. .
Scientifically Based Research Support	Kolb, David A. *Learning Experience as the Source of Learning and Development Second Edition.* Pearson Education, Inc. Upper Saddle River, NJ. 2015 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/ "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 "Why Use Experiential Education as a Model for Teaching and Learning?" Experiential Learning UC Davis, whttp://www.experientiallearning.ucdavis.edu/why-el.shtml 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*
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	Experiential Education will positively affect all related Core academic areas, specifically Science, Technology, Engineering, Art, Math and English Language Arts. Success will be determined by increased student interest in targeted areas using survey and narrative, as well as through improved grades in targeted areas.
Professional Development to Support Strategies	The teacher and paraprofessionals will participate in available experiential education opportunities.
Timeline	Provide a minimum of one experiential education opportunity 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	Head Teacher, Preschool - Sixth Grade	yes	
Elin Isakson	Part-Time STEM Teacher, First - Sixth Grade		no
Alexxia Johnson	Part-Time Paraprofessional	yes	
Andria Rice	Part-Time Paraprofessional	yes	
Claire Nelson	Part-Time Paraprofessional		no

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	The teacher and paraprofessionals will participate in available State and District Core Academy opportunities and Professional Learning Community training. The teacher and paraprofessionals will complete site visits as well as phone, video, or email consultations with other district faculty members as needed or when available. 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). The teacher will create and facilitate training for Paraprofessionals.
Scientifically Based Research Support	
Expected Impact in Core Academic Areas	Increased English Language Arts and Math proficiency. Increased confidence and ability in all Core Academic Areas.
Budget and Funding Sources	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. Boulder Elementary School general resource funds will be used to purchase additional tools and resources to meet academic goals. 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.
Timeline	July 2020 - June 2021
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 the needs of living in a rural area.

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

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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 that would like to participate be 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 Remind and/or 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 with a link sent to each family 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. After each Community Council meeting, there is an open parent meeting to discuss concerns and ask questions.

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	Information letters about school and preschool enrollment and activities are sent to all families with children in the community. Our community also has a community email service so emails are sent to all families regarding activities through this email service when appropriate.
Description of collaboration efforts	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. Additionally, there is an online preschool program, Waterford Upstart, available through Garfield School District. Families have access to information about this program as well as enrollment opportunities through the district.
Description of transition activities	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 Holiday Celebrations (guided crafts, guided lessons, games, activities, and community lunches) and End-of-the-Year activities (field games, program).

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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?	Reading Wonders assessment Acadience Reading (formally DIBELS Next) mCLASS Intervention Waterford Reading progress monitoring IXL Reading, Mathematics, and Science Go Math! assessments Acadience Math (formally DIBELS Math) Rocket Math progress monitoring ALEKS knowledge checks and progress monitoring ST Math progress reports
Please describe how teachers were included in decisions regarding the use of assessments.	Head Teacher with the input from faculty and staff based on data needed to drive instruction. Input was considered based on communication with professional colleagues in the district, throughout the state, and those met while attending professional development.

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.

How will the school identify which students experience difficulty in mastering academic standards?	Teacher observations and regular progress monitoring and assessments in English Language Arts and Mathematics including chapter and unit tests and quizzes, including but not limited to Reading Wonders and Go Math! Acadience Reading and mCLASS Intervention Progress Monitoring Waterford Reading reports IXL Diagnostics Acadience Math (formerly DIBELS Math) Progress Monitoring Rocket Math Progress Monitoring ALEKS and ST Math reports
What interventions will the school provide for students experiencing difficulty in mastering academic standards?	The Head Teacher will provide lessons based on individual student needs, which are based on students' areas of success and areas experiencing learning difficulties. The Head Teacher will accommodate schedule and paraprofessional changes based on individual student needs, reassigning instruction as needed. Needed observations and assessments will be given by the the Head Teacher, District Coaches, and the Special Education Department to create Response to Intervention (RtI) and/or Individualized Education Plan (IEP). One-on-One (Tier 3) or Small Group (Tier 2) Intervention will be provided.
How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed?	Continued Progress Monitoring with monthly goals set for class lessons, One-on-One (Tier 3) or Small Group (Tier 2) Intervention. Team meetings between Head Teacher and all paraprofessionals working in the subject area and/or with the student, including faculty from the district when needed.

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	$4,655.00	Purchase time in summer for the head 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.