

Utah Title I Schoolwide Planning Template

Part A: General Information

School Name Wilson Elementary | LEA Name _____

Name	Title I Schoolwide Planning Team	Signature
<u>Shawn Rawlings</u>	Principal	_____
<u>Karen Kidd</u>	Title I facilitator or coordinator	_____
<u>Tina Samuels</u>	Faculty member	_____
<u>Zak Nowell</u>	Faculty member	_____
_____	Faculty member	_____
_____	Parent representative	_____
_____	Parent representative	_____
_____	Parent representative	_____
_____	Community/business 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.

Title I Director

Mike Larsen

Signature

1. Comprehensive Needs Assessment

ESEA 1114(b)(1)(A)

Refer to item # 6 of the Utah Title I Part A Monitoring Handbook

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	*SAGE Testing – LA –37%; MA – 38% Proficiencies *D.I.B.E.L.S. assessment – 62% Green Proficient; 13% Yellow; 25% Red *W.I.D.A. assessment (ELL) *Benchmarks and Running Records – 73% proficient *Attendance Records *Common Assessments *TAT Meetings *Professional Learning Communities
Graduation rates (for high schools only)	
Demographic data	* <u>60.55</u> % Free and Reduced Lunch * <u>29</u> % Ethnic Minority * <u>21</u> % Chronic Absenteeism

	*_20_ Mobility Rate
School climate (including safe school data)	Our school climate reflects the homes that our students come from – many homes that are unstable and not safe, and in a poorer section of the community. Therefore – our climate is of a low income, much diversified, at-risk school when compared to other areas in our community. We have established safe walking routes. We train, teach, and drill for natural disasters, fires, and lockdown situations. We are a <i>Leader in Me</i> school. All teachers and staff personnel have been trained by the Stephen Covey Foundation in the <i>7 Habits of Highly Effective People</i> program. Students are taught the <i>7 Habits</i> and have the opportunity to participate on leadership teams. We offer the NOVA program to all 6 th graders, as well as have a police presence in our building on a regular basis. Our district offers an emotional mental crisis team if needed. We have outside audits as well as internal audits to assess that we are providing a safe environment for our students.
Course-taking patterns (secondary only)	
Teacher qualifications	*All teachers are highly qualified *All paraprofessionals are highly qualified *See Attached qualified lists

Participation in college entrance testing (high school only)	
Other data as determined by the school	

2. Schoolwide Reform Strategies

ESEA 1114(b)(1)(B)

Refer to items #7 and #15 of the Utah Title I Part A Monitoring Handbook

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

Describe the strategies and the accompanying action steps that will be used to improve student achievement. Use the following form to guide the planning. Please duplicate the form on the following page as needed for each goal.

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

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	Wilson will raise the percentage of students on grade level in reading and provide reading interventions for struggling readers.
Strategies	Action Plan(s): 1. Teachers will receive three days during the year to benchmark students in reading.

	<ol style="list-style-type: none"> 2. Each teacher will have trained technicians come into their classroom, or students pulled to our reading room, daily during “power hour” to work with below level students using the University of Utah Reading Center’s data-based Steps Intervention program. 3. Teachers will teach guided reading daily in their classrooms and use running records to assess student progress. 4. Below level students will be targeted and tracked during weekly collaboration by teachers. Interventions will also be discussed and implemented during this time. 5. Monthly TAT team meetings will involve a grade level discussion of struggling readers using running record data to determine appropriate interventions. This includes teacher and technician data, as well as recourse and speech input. 6. Teachers will observe other teachers providing reading instruction in their classroom.
Scientifically Based Research Support	Nebo Guided Reading and Fountas and Pinnell Guided Reading directives.
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	Measurements of Success: Reading Benchmarks, end of year SAGE testing results, running records, DIBELS.
Professional Development to Support Strategies	<p>Supporting Professional Development Activities (if applicable):</p> <ul style="list-style-type: none"> Grade level leader and staff training on Guided Reading, running records, and reading interventions Literacy Coach training Teachers observing other teachers providing instruction on reading strategies UURC Steps trainings for Technicians Provide opportunities for teachers to attend professional development off site
Timeline	All strategies will be on-going throughout the year.

Responsible Parties	Teachers are responsible to create maps, “I Can” statements, and common assessments. Administration is responsible to give teachers time to accomplish their tasks, and support through monetary means and motivation.
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	We will meet monthly in our TAT meetings and discuss at-risk students and track reading progress of all students.

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	Wilson will collaborate and create/update school wide “I Can” statements, curriculum maps, and common assessments for reading, writing, math, and science. We will also continue to reteach and enrich based on student need from data analysis.
Strategies	<p>Action Plan(s):</p> <ol style="list-style-type: none"> 1. Teachers will dissect grade level common core and create “I Can” statements, curriculum maps, and common assessments for reading, writing, math and science. 2. Teachers will develop a writing rubric for each SLO, adding more writing elements as the year progresses. 3. Writing will be taught daily in every classroom. 4. Grade level teams will be given two curriculum planning days during the year to work on their curriculum maps and assessments. 5. Teachers will observe other teachers integrating other subjects into writing during their lessons.

Scientifically Based Research Support	All of our schoolwide plans are based on the “Professional Learning Communities” research by Dufour and DuFour.
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	All successes will be based on observable curriculum maps – which include “I Can” Statements; common assessment data – which will be shared on teams during weekly PLC collaboration time, and student benchmark assessment data.
Professional Development to Support Strategies	Training of staff to become experts in SLO’s, curriculum maps, and common assessments as it relates to writing during multiple faculty meetings.
Timeline	All strategies will be on-going throughout the year.
Responsible Parties	Teachers are responsible to create maps, “I Can” statements, and common assessments. Administration is responsible to give teachers time to accomplish their tasks and provide support through monetary means and motivation.
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<ul style="list-style-type: none"> ● Completed writing SLO’s ● Curriculum maps ● Rubrics by each grade level ● End of year SAGE testing

3. Instruction by Highly Qualified Teachers

ESEA 1114 (b)(1)(C)

Refer to item #8 of the Utah Title I Part A Monitoring Handbook

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
Jodi Terry	Kindergarten	X	
Jodie Gibb	Kindergarten	X	
Shamayne Cram	First Grade	X	
Melanie Kunz	First Grade	X	
Chanla Weight	First Grade	X	
Marianne Lowe	Second Grade	X	
Zak Nowell	Second Grade	X	
Karen Haskell	Second Grade	X	
Nancy Melander	Second Grade	X	
Tiffany Cook	Third Grade	X	
Celeste Fisher	Third Grade	X	

Marti Prior	Fourth Grade	X	
Karen Hanson	Fourth Grade	X	
Nesha Smith	Fourth Grade	X	
Dan Hansen	Fifth Grade	X	
Jamie McFerren	Fifth Grade	X	
Tina Samuels	Fifth Grade	X	
Alison Snow	Sixth Grade	X	
Jody Mosdell	Sixth Grade	X	
Tamie Taylor	Sixth Grade	X	
Suzy Oviatt	Special Ed	X	
Sarah Tingey	Special Ed	X	
Karen Kidd	Title One Coordinator	X	
Betsy Eckton	Instructional Coach	X	

Add additional lines as needed.

4. Professional Development Plan

ESEA 1114 (b)(1)(D)

Refer to item #9 of the Utah Title I Part A Monitoring Handbook

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>*See School Improvement plan.</p> <p>All teachers are encouraged to attend additional professional development opportunities offered by the district and the state. This list includes: Minimal day district trainings, Instructional coach training in school, Leadership in the 21st Century Conference, I Teach K Conference, Other Reading Conferences, Guided reading inservice, GAINS training, as well as many others. We also provide professional development once a month at faculty meeting.</p>
Scientifically Based Research Support	DuFour and DuFour’s Professional Learning Communities is the basis for our professional development.
Expected Impact in Core Academic Areas	Following the PLC plan will impact Reading, Math, Writing and Science by providing all students with learning opportunities at their level.
Budget and Funding Sources	Funding will be through distributed Title I funds as well as Trust Land monies.
Timeline	
Responsible Parties	Administration is responsible to see that this plan is followed and to provide the time, money, and motivation to be successful.

Evaluation Process (How Will Success Be Measured?)	<p>*Increased benchmarks scores</p> <p>*Increased SAGE scores – 2015 – LA – 36%, MA – 46% proficient; 2016 – LA – 37%, MA – 38%; 2017 - LA - 36%, MA - 34%, SC - 35%</p> <p>*Increased DIBELS scores – 2015 – 60% proficient; 2016 – 62% proficient;</p>
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5. Recruitment and Retention of Highly Qualified Teachers

ESEA 1114(b)(1)(E)

Refer to item #10 of the Utah Title I Part A Monitoring Handbook

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

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

There are a multitude of strategies and numerous resources we use to recruit and retain highly qualified teachers. Some of these are:

- A. Extensive mentoring is provided for non-tenured teachers. Non-tenured teachers are assigned a mentor that assists them with curriculum issues, classroom management concerns, and other related services. They frequently collaborate with each other to help assure questions are answered and issues are addressed.
- B. Every attempt is made to maintain a school environment that is inviting and supportive of teachers. This is very helpful in assuring that once they start at Wilson School, they will want to continue to work here.
- C. We have a very successful professional development program that is so beneficial to teachers that they want to continue to work at the school so they can receive the professional development we are able to offer them.
- D. We have 45 minutes per week of built in systematic collaboration time. This PLC time is used to track data and growth in all students.

Our school offers many opportunities for technology training as well as having many forms of technology in the classrooms. All classrooms have Chromebooks, I-Pads, projectors, Smart Boards and Audio Enhancement sound systems built in.

6. Parent Involvement

ESEA 1114 (b)(2)(B)ii

ESEA 1114(b)(2)(B)iv

Refer to items #16 and #17 of the Utah Title I Part A Monitoring Handbook

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 involve the School Community Council in the schoolwide planning process. This council meets monthly to build and approve our Schoolwide Plan, our School Improvement Plan, and any other plans required.

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

Our school web site has a direct link to our plan. We also have a binder in the office with hard copies of all pertinent documents that parents can access at any time. Our plan is in both English and Spanish.

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

We send a newsletter home in September which explains the benefits of being a Title I school as described. We have SEP conferences 3 times during the year. At 2 of the 3 SEP conferences, we offer parent helps and tips to help their child at home and to support our efforts at school. We invite parents to many things each month, both as classes, grade levels, and whole school activities. We work together with the PTA to sponsor many activities. The Leader in Me program has intensified our outreach efforts to parents.

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

ESEA 1114 (b)(1)(G)

Refer to item #11 of the Utah Title I Part A Monitoring Handbook

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

Description of communication	*We follow IEP protocol to inform parents of school placement. *We post in the newspapers and on websites and social media sites the date of our kindergarten registration.
Description of collaboration efforts	We follow all IEP protocol when we receive students from a Title 1 or Special Education Preschool. We have a Kindergarten registration day in the spring, where we provide packets of information to parents to make the transition smoother, as well as give the student a pre-screener activity to better place students into classes.

Description of transition activities	We hold transitional IEP's for all students coming from a district pre-school. We offer an Optional Extended Day Kindergarten.

8. Decisions regarding the use of assessments

ESEA 1114 (b)(1)(H)

Refer to item #12 of the Utah Title I Part A Monitoring Handbook

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>SAGE assessment Benchmark Assessments On-going running records Teacher created Common Assessments</p>
<p>Please describe how teachers were included in decisions regarding the use of assessments.</p>	<p>In our Professional Learning Community model, the teachers are vital in the development and choice of assessment materials. Each teacher uses results from the SAGE testing to create their “I Can” statements and the corresponding common assessments. They can choose to assess weekly, or at the end of a unit. These choices are made as a team after looking at data weekly in collaboration meeting.</p> <p>The teachers are asked to give a Benchmark in reading 3 times a year and report the levels to the district. They also use on-going running records in their classrooms and bring the data to our monthly Teacher Assistance Team meetings as we discuss the best educational practices for at risk students.</p>

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9. Students who experience difficulty mastering academic achievement standards

ESEA 1114 (b)(1)(I)

Refer to item #13 of the Utah Title I Part A Monitoring Handbook

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>We will use data from common assessment, SAGE results, and benchmark levels to identify students at our monthly TAT meetings.</p>
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<p>What interventions will the school provide for students experiencing difficulty in mastering academic standards?</p>	<p>We provide Special Education for those that show that need. We also offer Title 1 services using UURC Steps intervention program.</p>
<p>How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed?</p>	<p>We meet monthly in Teacher Assistance Team (TAT) meetings. Present in these meetings are all grade level teachers, administrators, and representatives from all special services. We “check in” on all students that are considered at-risk, and talk about interventions and helps for both the students and the teachers.</p>

10. Coordination of Budgets (Federal, State, Local funds) (#14 of Title I Part A Monitoring Handbook)
ESEA 1114 (b)(1)(J)

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.
Trustlands	\$1,260	Goal 1 - Other purchased services (substitutes, guest speakers)
Title I	\$156,650	Goal 1 - Salaries and Benefits. (Technicians, teachers, stipends, extra pay)
Trustlands	\$36,234	Goal 1 - Salaries and Benefits. (Technicians, teachers, stipends, extra pay)
Trustlands	\$	Goal 3 - Other purchased services (substitutes, guest speakers)
Trustlands	\$	Goals 1 & 3 - General Supplies (printing, food)
Trustlands	\$3,400	Goal 3 - Other purchased services (substitutes, guest speakers)