



Wilson Elementary

590 W 500 S
Payson, Utah 84651
Phone: 801-465-6060
Fax: 801-465-6068
Shawn Rawlings - Principal
Laura Martin - Secretary

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Wilson School has a schoolwide Title 1 plan that has been approved by our school community council and includes the following:

- **A Comprehensive Needs Assessment** – We base our needs assessment on our end-of-level assessments and teacher assessments throughout the year.
- **Schoolwide Reform Strategies** – We have structured a data-driven approach to guide curriculum and instruction in each classroom. Formative and summative assessments will inform collaborative grade level team discussions and provide a platform for developing best instructional practices. We dedicate the time, money and people needed to reach this goal.
- **Instruction by Highly Qualified Staff** – All of our teachers have at least a bachelor's degree. Our paraprofessionals have met the district's rigorous standard of qualification.
- **Professional Development**- As an administrative team, we are using analyzed data to inform the creation of our professional development scaffolding. Our staff is continually learning new methods and strategies. We attend conferences, classes, workshops and meetings. Each summer, our staff attends the Stephen Covey Foundation's *Leader in Me* training and participates in leadership team meetings.
- **Recruitment and Retention of Highly Qualified Teachers** – We provide an outstanding mentoring program for new and career teachers. We also dedicate 45 minutes a week to meaningful collaboration. We hold monthly Teacher Assistance Team meetings. We provide substitutes for 2 planning days a year for grade levels to create curriculum and plan for the year. These methods help with recruitment and retention of great teachers.
- **Parental Involvement** – Involving parents in the educational process of children is an essential proactive function for our school. Committed and concerned parents contribute greatly to the success of the effectiveness of the school in meeting the needs of all learners. Our SCC is a valued voice in the creation of our Schoolwide Plan and the decision process for Trustlands funds.
- **Transition from early childhood programs to our school** – We welcome pre-school children, especially those with special needs, by helping them have a smooth transition to Wilson. We invite all to kindergarten registration using many methods of contact.
- **Decisions regarding the use of assessments** – Our teachers are an important piece of the assessment puzzle. They determine the essential learning outcomes all students in their grade level will be accountable for and then create common formative and summative assessments for each outcome. Discussions at weekly collaboration meetings focus on common assessment results. Reteach and enrichment group ideas are shared in addition to identifying the best ways to reach all students.
- **Students who experience difficulty mastering academic achievement standards** - We strive to provide timely and effective interventions for each student based on data from essential learning outcomes.
- **Coordination of Budgets (Federal, State, and Local Funds)** – We make every effort to coordinate all of the program monies to provide the students with maximum learning opportunities. These programs include: Title 1, Special Education, ELL services, School Trustlands, and grants.

The school-wide plan is available in the front office if you would like to read it in its entirety.