

## Title 1, Part A Wilson Schoolwide Plan

A comprehensive Title I schoolwide plan assists students in meeting Utah State Standards and guides systematic improvement. The Every Student Succeeds Act (ESSA) includes four required components for schoolwide plans (Section 1114-Schoolwide). Schools should revise their Title I, Part A Schoolwide Plans to include these new requirements. USBE developed this plan template as an optional tool. It aligns the four components with reform strategies to help improve student outcomes. Though this specific template is not required, it is strongly encouraged.

After your school establishes a schoolwide planning team, review the four components of the schoolwide plan template. Apply the plan, do, study, act improvement cycle to **each** of the components annually to build and update your schoolwide plan. *For more information on Active Implementation (AI) please refer to the National Implementation Research Network's [AI Hub](#).*

### Plan Do Study Act

#### **Plan: Identify purpose, desired outcomes, and success criteria**

- Engage key stakeholders in the planning process. (*e.g. teachers who lead instructional teams, special education teachers, English language development teachers, key professional staff, parents representing diversity of student body, principal, administrator from “feeder pattern” school, district administrator*)
- Collect and review academic and non-academic data (*e.g. achievement data, demographic data, perceptual data, contextual data*).
- Collect and review best practices.
- Analyze and evaluate Tier I core instruction, tiered support model, data-based decision making, school climate, systems support, implementation of best practices.
- Determine how progress will be measured on a regular basis.

#### **Do: Implement intended outcomes**

- Develop the plan with goals and objectives in S.M.A.R.T. Goal format (*Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound*) to articulate both the evidence supporting the strategy and measurable outcomes for students and educators.
- Provide training if needed.
- Document process—highlight strengths and challenges.
- Continue to collect and review data.
- Observe and seek feedback on the process.

#### **Study: Reflect on implementation of intended plan and student outcomes**

- What are the strengths and challenges of the current school program?
- Was the plan implemented as intended? What modifications did you make to the plan along the way?
- Does the evidence gather support staff assumptions about strengths and needs?
- Are there information gaps? What more do we need?
- What priorities does the information suggest?

#### **Act: Identify action steps to make adjustments to the original plan**

- What adjustments/modifications should be made?
- How can we improve the effectiveness of our program?

# Utah Title I Schoolwide Planning Template

## Part A: General Information

School Name Wilson Elementary LEA Name Shawn Rawlings

Title I Schoolwide Planning Team	Name	Signature
Principal	Shawn Rawlings	
Title 1 Coordinator	Karen Kidd	
Faculty Member	Tina Samuels	
Faculty Member	Zak Nowell	
Parent Representative	Mike Brokaw	
Parent Representative	Janna Pendlebury	
Parent Representative	Marissa Davis	
Parent Representative	Melissa Iverson	
Community Business Rep.		

Schoolwide Title I plans must be developed with the meaningful involvement and input of parents, other members of the community to be served, and teachers and staff who will carry out the plan.

LEA Title I Director Mike Larsen Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Shawn Rawlings Signature \_\_\_\_\_ Date \_\_\_\_\_

Title I, Part A Schoolwide Plan  
Template  
Purpose and Directions

## Component One – Needs Assessment

The comprehensive needs assessment directs a school to collect and analyze student data. This process identifies the school's strengths and weaknesses that affect student performance. It also sheds light on the needs of the entire school program. All students benefit from the interventions and services made possible through a Title I schoolwide program; however, schools should place emphasis on implementing strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students' demographics, levels of achievement, family engagement, school culture and climate, and staffing.

A needs assessment includes outcomes and documents how the school uses data to reach outcomes. This documentation must include a detailed analysis of disaggregated student groups. LEAs must also examine student, teacher, and school community strengths and needs.

Needs assessments include both district and school priorities and concerns.

Guidance from U. S. Department of Education: [Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016](#).

### Guiding Questions

- How does your needs assessment integrate current school year quantitative and qualitative data?
- How does your needs assessment give an accurate and thorough view of the entire school?
- What subjects, grade levels, and programs are the strongest and weakest?
- How does the school focus on the academic progress of English language learners?
- To what extent are discipline issues affecting students?
- What is the level of family and community support and engagement at the school?
- What does the data say about the success of students transitioning into and out of your school?
- What areas of concern were identified on the needs assessment from the following?:
  - Family Engagement
  - Transitions Between Grades and/or Schools
  - Technology
  - Professional Development
  - Schoolwide Tiered Models of Instruction
  - Behavior and Discipline
  - Well Rounded Education
  - Secondary Education Program Needs

Title I, Part A Schoolwide Plan  
 Template  
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**Comprehensive Needs Assessment**

ESSA Sec. 1114(b)(6)

Schoolwide project schools must conduct a comprehensive needs assessment of the entire school, based on the information about the performance of students in relation to the State’s academic standards (Utah State Core Standards). Quality needs assessments include multiple sources of data. Some to consider are:

Student achievement trends	See SAGE results.
Graduation rates (high schools)	N/A
Demographic data	See Demographic Group results
School climate	<p>At Wilson Elementary, we focus on the needs of our students, teachers, parents, and community as we work together to provide the best education for all students. Our school climate is the result of the following:</p> <p>Leadership - Wilson Elementary is a <i>Leader in Me School</i>. We utilize the <i>7 Habits of Happy Kids</i> as the foundation for building strong leaders. During year one, our students learned the <i>7 Habits</i> and implemented them into their lives at both school and home. We also implemented classroom and schoolwide leadership roles filled by students. We are creating a culture where students see themselves as an integral part of the runnings of the school. Leadership roles allow students to help the school run more smoothly and take care of the physical environment of our building and grounds. Now that we are on year two, we introduce Wildly Important Goals (WIGs) at the school, grade, class, and individual level. Students are learning to set goals and then creating a plan of action for accomplishment that includes tracking and accountability measures. Each student has a leadership binder with their WIGs and they track their progress on a daily, weekly, and monthly basis. To celebrate the hard work of our students, we have Victory Assemblies to recognize leaders in the classroom and once a year, we have a Leadership Day that is planned, organized, and run by the students.</p> <p>Shared Expectations - Our school has a PBIS model in place. Our Mission Statement:</p> <p style="text-align: center;">We are the Wilson Lions!</p>

	<p style="text-align: center;"> <b>We Lead</b>  <b>We Achieve.</b>  <b>We Succeed!</b>  <b>ROAR!</b> </p> <p> <b>Title I, Part A Schoolwide Plan</b>  <b>Template</b>  <b>Purpose and Directions</b> </p> <p> is the foundation of our school behavior plan. Shared expectations for schoolwide and classroom spaces are established and posted in a common language. Our positive reward system includes Lion Paw tickets, 200 Club slips, and tokens. Students are regularly rewarded for positive behaviors. Phone calls are made home (in Spanish &amp; English) on a daily basis to alert parents of the positive things their students are doing. </p> <p> <b>Student Support</b> - In addition to regular academic classes, Wilson Elementary implements the UURC Steps program as a Tier II intervention for grades 1-6, provides intensive pre-reading and math support in kindergarten, small group enrichment work for accelerated students, and SKILLS for one-on-one behavioral and academic support. </p> <p> <b>Shared School Vision</b> - We have an active School Community Council (SCC) and PTA at Wilson Elementary. Both of these groups are important to the success of our school. Our SCC is an important voice in the creation of our School Improvement Plan and the distribution of Trustlands monies. Together, we are able to focus on the needs of our students in the best ways. The PTA is very visible at our school and donates countless hours to supporting our schoolwide goals and providing enrichment opportunities that strengthen families and students. Items they oversee include: Spirit Days, Book Fair, Family Reading Nights, Spelling Bee, and Reflections. </p> <p> <b>Professional Development</b> - The teachers at Wilson Elementary are dedicated to being the best they can be through professional growth opportunities. As a faculty, we read and discuss trade books, utilize our instructional coach, have an active mentor program for both provisional and career teachers, participate in quality PLCs, and attend education conferences. </p> <p> <b>School Safety</b> - Structures are in place to prepare teachers, staff, and students for emergency situations. Drills are practiced monthly and new procedures are reviewed and discussed in faculty meetings, SCC, Team Lead, and Teacher Lighthouse meetings. </p>
Course-taking patterns (secondary)	<p style="text-align: center;">N/A</p>
Teacher qualifications	<p style="text-align: center;"> <b>TEACHER QUALITY REPORT</b>   <b>TOTAL TEACHERS <u>22</u></b> </p>

Title I, Part A Schoolwide Plan Template Purpose and Directions						
Bachelor's Degree	Masters Degree	PH.D	Reading Endorsement	Math Endorsement	ES Endors	t
22	9	1	0	1		10
<b>PARAPROFESSIONALS</b>  <b>TOTAL 14</b>						
High School Degree (Required)	Portfolio	Passed Rigorous Test	2 Yrs. College	Associates Degree	Bach Deg	
15	3	2	3	4		3
Instructional practices	<p>We follow district practices with fidelity: Guided Reading, My Math, Journeys, HD Word, writing instruction (interactive, shared, word work), shared reading, independent work, tasks, and technology.</p> <p>Through Title 1 funds, we implement the UURC Steps program as a Tier II intervention for grades 1-6, provide intensive pre-reading and math support in kindergarten, small group enrichment work for accelerated students 1-6, and SKILLS for one-on-one behavioral and academic support K-6.</p>					
College entrance testing	N/A					
Other data determined by the school	See DIBELS data.					

## Component Strategies

### Title I, Part A Schoolwide Plan Template Purpose and Directions

## Two–Schoolwide Reform

Schoolwide Title I programs must have a schoolwide focus. ESSA includes a focus on a well-rounded education. Schoolwide programs should focus on supporting all students within the school.

There are several ways to ensure the plan addresses a schoolwide focus:

- Targeting a range of subjects, including literacy, science, & mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

Be specific. Identify and describe the evidence-based schoolwide reform goals and strategies, aligned with the school's comprehensive needs assessment, that provide opportunities for all students to meet the State's proficient or advanced levels of academic achievement. Outline staffing plans, professional development strategies, and intended outcomes.

The plan must show how you will increase the quantity and quality of learning. This includes detailing specific programs and activities.

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

## Guiding Questions

Does the plan's schoolwide reform process:

- Consider a well-rounded education (ESSA Section: 8102 (52))? How are literacy, science, government, engineering, the arts, and mathematics being addressed?
- Improve transitions between grades and/or schools?
- Enrich and accelerate curriculum?
- Provide opportunities for students who need more challenging curriculum and instruction as well as those who are struggling?
- Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals?
- Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?
- If your school has been identified for improvement under State (Turnaround) or Federal (Title I) requirements, how do your strategies incorporate evidence-based practices to improve performance?

Please duplicate the form on the following page as needed for each goal.

Title I, Part A Schoolwide Plan  
 Schoolwide Reform Goals and Strategies Form **Complete one page for each**  
 Purpose and Directions  
**goal.**

**SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards**

SMART Goal	<p><i>In reading, the percent of students in grades 1-3 performing on grade level or making typical progress will improve from 67% to 70% by May 2019.</i></p> <p>Nebo Goal (Board Goal) Connection: Elementary Reading</p> <ul style="list-style-type: none"> <li>● <i>3rd grade students' reading proficiency will continue to exceed the current state standard and improve annually at the school level according to the DIBELS assessment.</i></li> </ul>
Strategies	<p>Action Plan(s):</p> <ol style="list-style-type: none"> <li>1. Teachers will improve tier one literacy instruction based on the Nebo approved literacy block and through professional development, conference attendance, staff development, administrative observation, team collaboration, personal study and by analyzing literacy data.</li> <li>2. Technicians will be hired to provide tier two interventions to struggling students.</li> <li>3. Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data and TAT meetings, participate in focused observations or lesson studies, and monitor progress mid-year.</li> <li>4. Technology such as Chromebooks and iPads and software program such as Imagine Learning may be purchased to enhance classroom literacy instruction.</li> <li>5. Schoolwide, grade level, class, and individual reading goals (WIGs) will be set in conjunction with <i>The Leader in Me</i>.</li> </ol>
Evidence-Based Research Support	<p>Evidence-based programs supporting this goal:</p> <ul style="list-style-type: none"> <li>● UURC Steps</li> <li>● DuFour et al. 06/02/2010. <i>Learning by Doing: A Handbook for Professional Communities at Work - a practical guide for PLC teams and leadership.</i></li> <li>● Software: Imagine Learning, Learning A-Z</li> <li>● <i>Leader in Me</i> process</li> </ul>
Expected Impact in Core Academic Areas  (How will success be measured on an annual basis?)	DIBELS

<p>Professional Development to Support Strategies</p>	<p>Supporting Professional Development Activities:</p> <ol style="list-style-type: none"> <li>1. Staff development will be held monthly to enhance phonics, guided reading, writing, classroom management, and analyzing data. Training may be provided by administration, district coaching teams, or off campus trainings.</li> <li>2. Professional books and materials will be provided for staff development for personal and group study.</li> <li>3. A professional learning resource library and Cactus courses will be available to help with personal study.</li> <li>4. Training for technicians will be conducted monthly to refine procedures of good tutoring.</li> <li>5. <i>The Leader in Me</i> year one training for new hires or staff who have not received it, year two training for all staff, and Lighthouse Team training year two for those on the committee.</li> </ol>
<p>Timeline</p>	<p>Students will be administered the DIBELS test in September to establish a baseline reading score. They will be given the test in January to mark progress and for teachers to evaluate the typical level of progress each student is making. A final DIBELS test will be given in May. These scores will then show the actual progress each student has made in reading during the 2018-2019 school year.</p>
<p>Responsible Parties</p>	<p>Teachers are responsible for delivering quality Tier 1 whole class, small group, and individual reading instruction using best practices and adhering to district expectations.</p> <p>Principal is responsible for creating a schedule that allows for classroom autonomy and Tier II &amp; III support. The principal is also responsible for providing necessary materials, professional development, and technology.</p> <p>Title 1 Coordinator is responsible for organizing and maintaining a quality Tier II reading intervention program with certified reading tutors. Progress monitored data from this program is used as a second perspective when evaluating yearly progress up until the EOY DIBELS test.</p> <p>Instructional Coach is responsible for providing support, modeling, and professional development in all areas of literacy instruction.</p>

<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Progress towards this goal will be evaluated throughout the year by the administrative team and during monthly TAT meetings. Concerns will be addressed and adjustments made as necessary to provide the proper reading instruction for students. Teachers will also evaluate progress during provided collaboration time and planning days.</p>
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<p>SMART Goal</p>	<p><i>The number of integrated fine arts lessons, K-6, will maintain at, or increase from 174 per term by the end of the school year.</i></p> <p>Nebo Goal (Board Goal) Connection: Elementary Arts</p> <ul style="list-style-type: none"> <li>• <i>100% of teachers will teach the Nebo Core Essentials as verified by a survey.</i></li> </ul>
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<p>Strategies</p>	<p>Action Plan(s):</p> <ol style="list-style-type: none"> <li>1. Teachers will be trained by district Fine Arts specialists in the district GAINS program. Teachers will write lesson plans in one area of the fine arts curriculum, integrate them into their curriculum maps and execute the plans. Substitutes may be provided for on-site training.</li> <li>2. Teachers will be provided 3 planning days in order to integrate fine arts into their curriculum maps during the scheduled GAINS training at school.</li> <li>3. Materials will be purchased as needed to support programs.</li> </ol>
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<p>Evidence-Based Research Support</p>	<p>The Nebo District GAINS program provides highly qualified teaching artists who provide professional development, model arts teaching strategies, and collaborate with teachers to integrate arts into all areas of their curriculum. On-going data has been collected and analyzed on a district level by the GAINS team.</p>
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<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Measurements of Success:</p> <ul style="list-style-type: none"> <li>• <i>GAINS Survey data provided from the district.</i></li> <li>• <i>100% of grade level teams that have included fine arts in the curriculum maps.</i></li> </ul>
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Professional Development to Support Strategies	<p>All grade level teachers will meet three times during the year with a GAINS teaching artist. This year, our art is dance. The teaching artist will provide grade-level, core-specific professional development that will result in a collaborative lesson or unit tying dance with another core subject in meaningful ways to foster learning. The teaching artist will also spend time in each classroom modeling a lesson, side-by-side teaching, or observing the classroom teacher.</p>
Timeline	<p>The GAINS specialist will meet with each teacher for professional development and be in his/her classroom a minimum of three times during the year. The first GAINS date is in October and the last is in March. All final GAINS survey data will be available by May 2019.</p>
Responsible Parties	<p>GAINS Teaching Artist is responsible for providing arts integrated professional development to each grade level team. The district is providing funds to pay substitutes for professional development days and funds for integration materials.</p> <p>Principal is responsible for providing space for the professional development and provide other support as necessary.</p> <p>Teacher is responsible for attending the professional development and creating arts integrated experiences for their students.</p> <p>Title 1 Coordinator is responsible for acting as a liaison between the GAINS teaching artist and the school to create a professional development schedule. The Coordinator will also monitor the arts progress of the school through contact with the teaching artist.</p>
Evaluation Process  (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<p>This goal is formatively evaluated through communication between the GAINS Teaching Artist and Title 1 Coordinator.</p>

SMART Goal	<p><i>In math, the percent of students in grades 4-6 performing on grade level or making typical progress will improve from 51% to 54% on end of year standardized test.</i></p> <p>Nebo Goal (Board Goal) Connection: Elementary Math</p> <ul style="list-style-type: none"> <li>• <i>4th - 6th grade students' math proficiency will continue to exceed the current state standard and improve annually at the school level according to the SAGE assessment.</i></li> </ul>
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Strategies	<p>Action Plan(s): <b>Title I, Part A Schoolwide Plan</b>  <b>Utah State Core Standards in mathematics and</b>  <b>district approved materials.</b>  <b>Primary Directions</b></p> <ol style="list-style-type: none"> <li>1. Teachers will instruct using the Utah State Core Standards in mathematics and district approved materials.</li> <li>2. Substitutes will be funded to provide time for teachers teams to plan and create a math scope and sequence/curriculum map and relating common assessments. Substitutes will be funded to allow teachers to participate in 2 planning days per year. Additionally, teachers will meet weekly during collaboration time to discuss student data.</li> <li>3. Teachers will implement reteach and enrich time at least 2 times weekly.</li> <li>4. Technology (iPads and/or Chromebooks) and Reflex Math may be purchased to enhance student understanding in mathematics.</li> </ol>
Evidence-Based Research Support	<p>Evidence-based programs supporting this goal:</p> <ul style="list-style-type: none"> <li>● Reflex Math</li> <li>● DuFour et al. 06/02/2010. <i>Learning by Doing: A Handbook for Professional Communities at Work - a practical guide for PLC teams and leadership.</i></li> <li>● <i>Leader in Me</i> process</li> </ul>
Expected Impact in Core Academic Areas  (How will success be measured on an annual basis?)	<p>The test formerly known as SAGE.</p>
Professional Development to Support Strategies	<p>Supporting Professional Development Activities (if applicable):</p> <ol style="list-style-type: none"> <li>1. Training may be provided by administration, facilitator, and other teachers to continue building teachers knowledge base in mathematics and the use of the Reflex Program.</li> <li>2. Teachers will use data during professional learning communities to establish re-teaching, reinforcing, or enriching groups. Teachers will support each other in the learning and understanding of their students.</li> <li>3. Teachers will be trained on how to teach at a DOK 3 or 4 for all students.</li> </ol>
Timeline	<p>Typical progress of each student will be formatively monitored in the classroom through unit assessments. Results from the SAGE test will be analyzed by the administrative team and teachers once they are available.</p>
Responsible Parties	<p>Teachers are responsible for delivering quality Tier 1 whole class, small group, and individual math instruction using best practices and adhering to district expectations.</p> <p>Principal is responsible for creating a schedule that allows for classroom autonomy and Tier II &amp; III support. The principal is also responsible for providing necessary materials, professional development, and technology.</p>

	<p style="text-align: center;"><b>Title I, Part A Schoolwide Plan</b></p> <p style="text-align: center;">Title 1 Coordinator is responsible for organizing and maintaining a schoolwide schedule that allows for Tier II &amp; III intervention</p> <p style="text-align: center;"><b>Template</b></p> <p style="text-align: center;"><b>Purpose and Directions</b></p>
<p><b>Evaluation Process</b></p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Progress towards this goal will be evaluated throughout the year by the administrative team and during monthly TAT meetings. Concerns will be addressed and adjustments made as necessary to provide the proper math instruction for students. Teachers will also evaluate progress during provided collaboration time and planning days.</p>

## Component Three—Activities to Ensure Mastery

A schoolwide plan upgrades the entire school’s program. At the same time, it must address how students who have not met standards in certain areas will receive effective and timely assistance. Schoolwide plans must include evidence-based strategies to support students who fall behind on key skills or are in danger of dropping out.

Schools may choose to meet the academic and non-academic needs of these students. This provides schools with significant flexibility in improving student achievement with strategies, including:

- Counseling and mental health support
- College and career readiness
- Tiered behavioral support
- Preschool transition support
- Professional development for staff
- Intensive academic support for students

[Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

### Guiding Questions

- How does the plan support the most at-risk students in the school?
- What strategies and programs will be implemented to help at-risk students remain or get back on track?
- What is the school doing to help students in danger of dropping out or falling behind on mastery of a key skill?
- Does the plan ensure the school meets students' academic and non-academic needs?
- Does the plan incorporate a wide range of strategies, programs, and activities, including:

- Counseling and mental health support
- College and career readiness
- Tiered behavioral support
- AP & International Baccalaureate courses
- Preschool transition support
- Professional development for staff
- Intensive academic support to students

Part A Schoolwide Plan  
Template  
Purpose and Directions

Title I, Part A Schoolwide Plan

Goals and Strategies to Address Supports for Most At-risk Students  
 Template  
 Purpose and Directions

Complete one page for each goal.

SMART Goals directly related to the results of the comprehensive needs assessment and tied to Utah State Standards

<p>SMART Goal</p>	<p><i>In reading, the percent of students in grades 1-3 performing on grade level or making typical progress will improve from 67% to 70% by May 2019.</i></p> <p>Nebo Goal (Board Goal) Connection: Elementary Reading</p> <ul style="list-style-type: none"> <li>● <i>3rd grade students' reading proficiency will continue to exceed the current state standard and improve annually at the school level according to the DIBELS assessment.</i></li> </ul>
<p>Strategies</p>	<p>Action Plan(s):</p> <ol style="list-style-type: none"> <li>1. Teachers will improve tier one literacy instruction based on the Nebo approved literacy block and through professional development, conference attendance, staff development, administrative observation, team collaboration, personal study and by analyzing literacy data.</li> <li>2. Technicians will be hired to provide tier two interventions to struggling students.</li> <li>3. Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data and TAT meetings, participate in focused observations or lesson studies, and monitor progress mid-year.</li> <li>4. Technology such as Chromebooks and iPads and software program such as Imagine Learning may be purchased to enhance classroom literacy instruction.</li> <li>5. Schoolwide, grade level, class, and individual reading goals (WIGs) will be set in conjunction with <i>The Leader in Me</i>.</li> </ol>
<p>Evidence-Based Research Support</p>	<p>Evidence-based programs supporting this goal:</p> <ul style="list-style-type: none"> <li>● UURC Steps</li> <li>● DuFour et al. 06/02/2010. <i>Learning by Doing: A Handbook for Professional Communities at Work - a practical guide for PLC teams and leadership.</i></li> <li>● Software: Imagine Learning, Learning A-Z</li> <li>● <i>Leader in Me</i> process</li> </ul>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>DIBELS</p>

<p>Professional Development to Support Strategies</p>	<p>Supporting Professional Development Activities:</p> <ol style="list-style-type: none"> <li>1. Staff development will be held monthly to enhance phonics, guided reading, writing, classroom management, and analyzing data. Training may be provided by administration, district coaching teams, or off campus trainings.</li> <li>2. Professional books and materials will be provided for staff development for personal and group study.</li> <li>3. A professional learning resource library and Cactus courses will be available to help with personal study.</li> <li>4. Training for technicians will be conducted monthly to refine procedures of good tutoring.</li> <li>5. <i>The Leader in Me</i> year one training for new hires or staff who have not received it, year two training for all staff, and Lighthouse Team training year two for those on the committee.</li> </ol>
<p>Timeline</p>	<p>Students will be administered the DIBELS test in September to establish a baseline reading score. They will be given the test in January to mark progress and for teachers to evaluate the typical level of progress each student is making. A final DIBELS test will be given in May. These scores will then show the actual progress each student has made in reading during the 2018-2019 school year.</p>
<p>Responsible Parties</p>	<p>Teachers are responsible for delivering quality Tier 1 whole class, small group, and individual reading instruction using best practices and adhering to district expectations.</p> <p>Principal is responsible for creating a schedule that allows for classroom autonomy and Tier II &amp; III support. The principal is also responsible for providing necessary materials, professional development, and technology.</p> <p>Title 1 Coordinator is responsible for organizing and maintaining a quality Tier II reading intervention program with certified reading tutors. Progress monitored data from this program is used as a second perspective when evaluating yearly progress up until the EOY DIBELS test.</p> <p>Instructional Coach is responsible for providing support, modeling, and professional development in all areas of literacy instruction.</p>

<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Progress towards this goal will be evaluated throughout the year by the administrative team and during monthly TAT meetings. Concerns will be addressed and adjustments made as necessary to provide the proper reading instruction for students. Teachers will also evaluate progress during provided collaboration time and planning days.</p>
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## Component Integration

### Title I, Part A Schoolwide Plan Template Purpose and Directions

## Four—Coordination and

The schoolwide plan should indicate how federal, state, and local services are leveraged to improve outcomes. The plan must show how the LEA and school coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated or braided, as well as how the funds will be used to meet the specific intents and purposes of each specific program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other state and federal education programs. Schools must name the specific state, local, and other federal programs that they will combine under the plan. If the school has been identified for improvement, make sure the plan addresses school improvement efforts and additional school improvement funds.

[Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance—September 2016.](#)

[Title I, Part A Template – Combining Funds](#)

## Guiding Questions

- How will the school leverage funds to improve the schoolwide plan?
- How will it make the most of available staff at the school and district to maximize the positive impact of the plan?
- How does the plan leverage funding streams to connect the reform strategies developed?
- Does the plan outline how the school will meet the intents and purposes of each program?
- Does the plan outline how funds from Title I, Part A and other state and federal education programs will be used to help the school meet the statutory requirements of the programs?
- Does the plan include the total amount of funds for each program?
- If the school has been identified for improvement:
  - Does the plan include school improvement funds?
  - How are the Title I schoolwide funds being leveraged to support school improvement efforts?

<b>TITLE I, PART A SCHOOLWIDE PLAN</b> Title I, Part A Schoolwide Plan Template	
<b>Name of LEA and School: Shawn Rawlings - Wilson Elementary</b>	<b>Date:</b> September 28, 2018 Purpose and Directions
<b>Mission</b> We are the Wilson Lions! We Lead. We Achieve. We Succeed! ROAR!	<b>Vision</b> ROAR! Respectful. On-Task. Accountable. Reliable.
<b>COMPONENT #1: NEEDS ASSESSMENT</b>	
<b>PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN</b>	
Plan	The Wilson Administrative Team will collect and analyze formative data (DIBELS, Benchmarks, Re-teach & Enrich, Steps, and classroom assessments via PLCs) throughout the year to identify Tier I, II, and III needed supports. Professional development plans, foci for coaching (instructional & mentor), and intervention adjustments will be made from the analyzed data. Also, the administrative team will work closely with the Teacher Lighthouse Team to collect school, grade, class, and individual WIG data to guide our Leader in Me process.
Do	Based on conclusions gained through analytics, we will formulate a professional development scaffolding for the year to ensure best practices in our classrooms. This will also allow us to connect the work our instructional coach, mentor coach, and administrative team are doing to provide the best and timely instruction for our teachers. Additionally, the data will inform software purchasing decisions we search for and make as we consider options for providing Tier II support. The data will also be shared with grade level teams to inform their PLC goal-setting work. The data will be shared with our Teacher Lighthouse team to be used as the foundation for creating schoolwide WIGs each term. Finally, relevant portions of the data will be shared with our SCC to direct discussions and financial decisions in regards to Trustlands funds.
Study	With the analyzed data, the administrative team will devise a plan for sharing the information with grade level teams during collaboration. At the grade-level collaborations, all parties will review the findings and discuss ways that the data can direct instruction. Relevant portions of the data will be shared with the Teacher Lighthouse team to identify trends that we are seeing in relation to schoolwide WIGs. Data shared with SCC will provide the opportunity for the administrative team to gain a broader perspective of instructional needs.
Act	Teachers will develop strategies to collect their own formative assessment data for collaboration that will then be discussed and used to guide instruction.
<b>COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES</b>	
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES</b>	
Plan	Structures will be put in place to support teachers as they are moving towards regular use of data to inform instruction. At the beginning of the year, the administrative team will compile data from end of year testing and beginning of year DIBELS and Benchmarks in ways that foster questions and discussions. We will then meet with grade level teams to look at the data and discuss ways it can inform and guide instruction. The grade level teams will then set goals and identify the types of formative data they can collect in class to monitor progress.
Do	Based on data analyzed during collaboration, teachers will set student achievement goals, differentiate assignments, and organize reteach & enrich strategies. The administrative team will support teachers through the initial grade level team data review meeting and then by meeting with the team throughout the year during collaboration. Professional development will be provided during TAT, faculty meetings, District Development Days, instructional coaching cycles, mentor coaching cycles, conference attendance, and other means as identified. Title 1 technicians and some ESL technicians will continue to receive training in the UURC Next Steps program. All faculty will participate in Leader in Me training dates.
Study	The administrative team will reflect and adjust data review process as they meet with each grade level team to identify the best ways to review and utilize schoolwide data. During the year, the

	administrative team will continue to meet with grade level teams as they review and discuss data. End of year data will be used to mark actual student yearly progress.
Act	Goals set and plans created in collaboration will guide instruction. Highly qualified teachers will use best practices with a focus on differentiation. Highly qualified technicians will provide Tier II support. The principal will conduct formal observations and the instructional coach and Title 1 coordinator will oversee coaching cycles. Goals will be tracked through PLC discussions, PGP Goals, and SLOs.
<b>COMPONENT #3: ACTIVITIES TO ENSURE MASTERY</b>	
<b>PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY</b>	
Plan	At risk reading students are identified through DIBELS, benchmarks, and teacher identification. These students are referred to our Tier II reading intervention with Title 1 technicians. The research-based Steps program has proven to be highly effective and qualifies as an appropriate intervention before referring a student for special education testing.
Do	Student growth is tracked and discussed in monthly TAT meeting and grade level collaboration. Other reading interventions are considered and implemented as seen fit.
Study	Formative assessments are used to track adequate yearly progress. The instructional coach provides teachers with projected growth numbers and helps them set goals for student achievement.
Act	Teachers continue to provide whole class, small group, and individual reading instruction to all students. Guided reading is an important element in the teacher working with at risk students to track progress. Title 1 delivers 30 minute Steps lessons for a minimum of four times each week. Technicians progress monitor students and complete monthly TAT sheets to communicate student growth in the intervention to the Tier 1 teachers.
<b>COMPONENT #4: COORDINATION AND INTEGRATION</b>	
<b>PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES</b>	
Plan	The coordination and integration of services will begin with the comprehensive vision created by the administrative team. They will then work closely with our Team Leads, Grade Level Teams, SLOT Team, and SCC to identify areas of need and put services in place. Weekly administrative meetings, faculty meetings, collaboration, TAT meetings, SCC meetings, and district development days provide the vehicle for support.
Do	Our schoolwide plan has been developed with SMART goals in lower grade reading, upper grade math, the arts, and at-risk student reading mastery. This plan forms the basis for how we approach data and formulate our coordination of services throughout the year. We have shared this plan with our teachers and it will inform their collaborative work and provide connections for developing grade level, class, and individual WIGs.
Study	Data review during collaboration will be our primary form of study for Tier I. For our Tier II reading intervention, data is regularly collected and reviewed using UURC assessments and DIBELS progress monitoring by our administrative team and grade level teams during monthly TAT meetings. Data on the effectiveness of our schoolwide and grade level WIGs will be collected by the Teacher Lighthouse Team to form plans of action to better support the <i>Leader in Me</i> process in our school.
Act	Tracking the progress of our students in reading and math is the primary focus for our school this year. We project that through supported and better data analysis, we will provide best teaching practices in our classrooms, accurately identify students at risk and organize an effective service plan for them, and utilize all Tier II interventions (technicians & software) to capacity.

**Sample Plan Illustrating How to Combine Funds in Schoolwide Plan**

Template

Purpose and Directions

This is not the only set of program funds that may be combined to achieve the school’s overall goals.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
<b>State Education Funding</b>	\$1,719,026	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>State education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p>
<b>Title I, Part A</b>	\$269,477	<p>To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.</p>
<b>Title III</b>	\$17,855	<p>To ensure that students who are English learners, including immigrant children and youth, and refugees develop English proficiency and meet the same academic content and achievement standards that other students are expected to meet.</p> <p>Funds are used to implement language instruction education programs designed to help English learners achieve these standards.</p>
<b>Trust Lands</b>	\$32,000	<p>Funds are used to address specific needs at the school with the input of the School Community Council.</p>
<b>Total</b>	<b>\$2,038,358</b>	



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 Template  
 Purpose and Directions

Amplify. Reporting

My Reports		My Dashboard		View My Data	
Utah State Board Of Education / Nebo School District / Nebo_SD - Wilson Elementary					
Assessments (1 of)		mCLASS:DIBELS			
Teacher		ELA			
Grade 1					
Cram, Shamayne		BOY  67%			
Kunz, Melanie		BOY  56%  22%			
No Official Teacher Assigned					
Weight, Chanla		BOY  64%			
Grade 2					
Gibb, Jodie		BOY  50%  33%			
Haskell, Karen		BOY  22%  45%  33%			
No Official Teacher Assigned					
Nowell, Zak		BOY  20%  60%			
Grade 3					
Cook, Tiffany		BOY  38%  29%  29%			
Fisher, Celeste		BOY  23%  47%			