

2014 Utah Title I Schoolwide Plan – H.M.K. Elementary School Grand School District

Part A: General Information

School Name Helen M. Knight (HMK) Elementary | **LEA Name** Grand County School District

Name	Title I Schoolwide Planning Team	Signature
Taryn Kay	Principal	_____
Sherrie Buckingham	Title I Director	_____
Robyn Johnson	HMK K-2 Title 1 Coordinator	_____
Raye Lyne Robertson	HMK 3-6 Title 1 Coordinator	_____
JoLynn Torgerson	Faculty member	_____
Kim Kirks	Parent representative	_____
Jeanette Kopell	Parent representative	_____
Melodie McCandless	Parent representative	_____
Michelle Onderko	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 Sherrie Buckingham | **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:

<p>Student achievement trends</p>	<p>Grand District continues to increase its Language Arts scores over time, and in 2013 scored above the states average by 1%.</p> <p>Grand District Language Arts Longitudinal Data</p> <table border="1" data-bbox="804 639 1654 748"> <thead> <tr> <th></th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>77%</td> <td>76%</td> <td>77%</td> <td>78%</td> <td>76%</td> <td>81%</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>State</td> <td>79%</td> <td>79%</td> <td>80%</td> <td>81%</td> <td>81%</td> <td>82%</td> <td>84%</td> <td>84%</td> </tr> </tbody> </table> <p>Also in 2013, 85% of all Grand District students scored proficient on the Language Arts CRT. We believe this performance is due to a district wide initiative in SIOP (Sheltered Instruction Observation Protocol), a concerted effort at a 3 tiered intervention program in literacy at grades K-6, an intentional school wide focus on basic Core Basal Instruction, and Professional Development in Student Engagement strategies.</p> <p>Additionally, Grand District's ELL subgroup outperformed the state ELL subgroup in each subject area. This performance is due to the coordinated efforts our entire staff during intervention blocks of time to implement the strategies from our district wide SIOP initiative.</p>		2006	2007	2008	2009	2010	2011	2012	2013	District	77%	76%	77%	78%	76%	81%	80%	85%	State	79%	79%	80%	81%	81%	82%	84%	84%
	2006	2007	2008	2009	2010	2011	2012	2013																				
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<p>Graduation rates (for high schools only)</p>	<p>n/a</p>																											
<p>Demographic data</p>	<p>We have 1 Elementary School in Moab. It serves Kindergarten through 6th Grade. HMK has approximately 780 students enrolled with 59% being Economically Disadvantaged. There are 11.6% of the students who are English language learners.</p>																											

School climate (including safe school data)	Safe Walking Routes to school have been established.
Course-taking patterns (secondary only)	n/a
Teacher qualifications	All HMK teachers and staff are highly qualified. (See CACTUS Highly Qualified Teacher Report in the DMI.
Participation in college entrance testing (high school only)	n/a
Other data as determined by the school	Identify students who are at risk and provide small group instruction during intervention schedules. Teachers and Staff collaborate to develop benchmark goals as well as lessons and supports that will scaffold student learning that supports struggling learners. Work as a team to determine how to group students in such a way that all students are receiving instruction based on what their needs are.

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	<p>HMK expects to have greater than 75% of the student population to have reached their End of the Year Benchmark Goals. We expect that greater than 50% of the students who have been identified as Well Below Benchmark at the Beginning of Year will show enough growth to be at or above Below Benchmark by the End of the Year Benchmark assessments. We expect that greater than 50% of the students who have been identified as Below Benchmark at the Beginning of Year, will be at or above Benchmark by the End of the Year Benchmark assessments.</p> <p>EOY DIBELS (mClass Reporting – Correlation/Effectiveness on mCLASS:DIBELS)</p>
Strategies	<p>Grade level teams (PLC's) participate regularly throughout the year to identify and discuss students who are not meeting benchmark standards for their grade level. Cross grade level Student Assistance Teams (SAT) also meet as needed, to look at students in more depth when academic and behavioral growth is not adequate. We utilize a wide variety of data sources to guide our discussions and include current research, professional development and specialized evaluation of assessments. HMK utilizes the following sources to determine the needs of students:</p> <ul style="list-style-type: none"> CRT / SAGE Assessment DIBLES Benchmark Assessments DAZE Benchmark Assessments DIBELS Progress Monitoring DAZE Progress Monitoring ESL Assessments Special Education Assessments

<p>Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).</p>	
	<p>Pre-School Assessments Kindergarten Assessments ESGI Progress Monitoring (Kindergarten) Phonics for Reading Assessments Read Naturally Assessments Running Record / Guided Reading Level Assessments SRI Lexile Assessment</p>
<p>Scientifically Based Research Support</p>	<p>Use the adopted basal programs in all grade levels. Use RTI models to ensure that students are getting core instruction and additional support to be successful and have access to the content. Use quality assessment data to drive decision making at all levels of instruction.</p> <p>P. Mathes, C. Denton, J. Fletcher, J. Anthony, D. Francis, C. Schatschneider, Reading Research Quarterly Vol. 40, No. 2 April/May/June 2005 © 2005 International Reading Association (pp. 148–182) doi:10.1598/RRQ.40.2.2, <u>The effects of theoretically different instruction and student characteristics on the skills of struggling readers.</u></p> <p>Kosanovich, M. (2012). <i>Using Instructional Routines to differentiate instruction. A guide for teachers.</i> Portsmouth, NH: RMC Research Corporation, Center on Instruction. <u>Using Instructional Routines to Differentiate Instruction: A Guide for Teachers</u></p> <p>P. Dewitz, J. Jones, The Reading Teacher, Vol. 66, Issue 5, pg. 391-400, Feb. 2013, <u>Using Basal Readers: From Dutiful Fidelity to Intelligent Decision Making</u></p> <p>Matthew K. Burns, Andrea M. Egan, Amy K. Kunkel, Jennifer McComas, Meredith M. Peterson, Naomi L. Rahn and Jennifer Wilson, LEARNING DISABILITIES RESEARCH & PRACTICE, Volume 28, Issue 2, May 2013, Pages: 81–88, <u>Training for Generalization and Maintenance in Rtl Implementation: Front-Loading for Sustainability</u></p> <p>P. Edwards, J. Turner, K. Mokhtari, The Reading Teacher, Vo. 61, Issue 8, pg. 682-684, May 2008, <u>Balancing the Assessment of Learning and for Learning in Support of Student Literacy Achievement</u></p>
<p>Expected Impact in Core Academic Areas (How will success be measured on an</p>	<ol style="list-style-type: none"> 1- HMK students in grades 3-6 will gain 5 points on SAGE assessments as determined by the UCAS 2- At least 90% of HMK students in grades K-2 shall score proficient on the HMK common end of year assessments in Language Arts and 81% in Math. 3- Our Longitudinal data has continued to climb since 2006 and we expect to see continued improvement. We also expect growth on the end of the year assessments listed below, as well as greater comprehension

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annual basis?)	<p>and understanding of content in all subject areas.</p> <p>4- We will use the following tools to measure student growth patterns:</p> <ul style="list-style-type: none"> • CRT / SAGE Testing • DIBELS Benchmark Testing • ESGI Benchmark Testing • Common grade Level Testing • Guided Reading Levels in grades K-2 • ESL and SPED Testing
Professional Development to Support Strategies	HMK Staff Development days are scheduled for all staff to participate in first time Professional Development as well as Ongoing Professional Learning. Teachers and staff participate in Curriculum Mapping, WONDERS Reading, GoMath, Common Assessment Alignment, 504 Plans, Student Safety, Reading Intervention Instruction, Using Data to Drive Instruction, Successful PLC meetings, Book Studies, Student Engagement
Timeline	August 2014 to May 2015
Responsible Parties	Grade Level Teams, Support Staff, Title 1 Coordinators, Principal, Vice Principal
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<p>Weekly Block Meetings, Data/Instruction Discussions, SAT Meetings, Job Embedded Professional Development (JEPD), Collaboration, Celebrations of achievements</p> <p>Teachers will participate in their designated meetings (PLC, SAT, JEPD, etc.) regularly to examine student data and plan instruction. Each teacher identifies his/her students who were not proficient on the previous year's SAGE and end of year Benchmark goals. Each grade level participates in regular and ongoing analysis sessions that will focus on data and instruction for students. HMK uses curriculum design utilizing GoMath and Reading Wonders with fidelity, in addition to the added intervention support described in this document.</p> <p>The principal will regularly attend such meeting to determine the appropriate participation of each team member and all stake holders will be responsible for regular analysis of the student data.</p>

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.

Parents have been notified that they may inquire as to the Highly Qualified Status of their child’s teacher.

Teacher/Staff	Grade level or assignment	Highly Qualified?	
		Yes	No
See CACTUS Highly Qualified Teacher Report in the DMI.			

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 .

<p>Professional Development</p>	<p>In addition to HMK’s School Reform plan for professional development, teachers and staff also participate as needed in the following trainings that are offered during their workday:</p> <ol style="list-style-type: none"> 1- Classroom management 2- Student engagement 3- Phonemic Awareness Acquisition 4- Small Group Instruction 5- Basal implementation 6- Data Guiding Instruction 7- 6 Minute Solution Intervention Instruction 8- eSolution Intervention Instruction 9- Read Naturally Live instruction <p>Teachers needing to meet their EYE requirements are assigned a Mentor for 3 years to help them navigate the journey. Regular meetings with Mentors will ensure that they continue to move toward fulfilling the requirements of a Highly Qualified Teacher.</p>
<p>Scientifically Based Research Support</p>	<p>Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers’ content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality JEPD also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009).</p>

	S. Feiman-Nemser, Source: ERIC Clearinghouse on Teaching and Teacher Education Washington DC., ERIC Identifier: ED397060, Publication Date: 1996-07-00, Teacher Mentoring: A Critical Review. ERIC Digest.
Expected Impact in core Academic Areas	<ol style="list-style-type: none"> 1- HMK students in grades 3-6 will gain 5 points on SAGE assessments as determined by the UCAS 2- At least 90% of HMK students in grades K-2 shall score proficient on the HMK common end of year assessments in Language Arts and 81% in Math. 3- Our Longitudinal data has continued to climb since 2006 and we expect to see continued improvement. We also expect growth on the end of the year assessments that are part of HMK's evaluation process, as well as greater comprehension and understanding of content in all subject areas.
Budget and Funding Sources	Federal Title 1 Funding
Timeline	August 2014 to May 2015
Responsible Parties	Grade Level Teams, Support Staff, Principal, Vice Principal
Evaluation Process (How Will Success Be Measured?)	<p>Success will be measured with the following tools and student data will be the focus of grade level team discussions:</p> <ul style="list-style-type: none"> CRT / SAGE Assessment DIBLES Benchmark Assessments DAZE Benchmark Assessments DIBELS Progress Monitoring DAZE Progress Monitoring ESL Assessments Special Education Assessments Pre-School Assessments Kindergarten Assessments ESGI Progress Monitoring (Kindergarten) Phonics for Reading Assessments Read Naturally Assessments Running Record / Guided Reading Level Assessments SRI Lexile Assessment

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, and incentives to recruit and retain teachers.

HMK Highly Qualified Teacher Plan:

1. All newly hired teachers must show evidence of passing scores on content Praxis II tests or must be registered for appropriate content Praxis II tests.
2. All unlicensed new hires must be accepted to the State ARL Program or must be registered for the appropriate coursework.
3. A mentor is assigned to mentor and track all new teachers that are under qualified. Employees are required to show consistent progress toward meeting E.Y.E. and H.Q. requirements.
4. All HMK Mentors receive training on the E.Y.E. requirements and provide valuable advice and assistance so that new hires will be successful in obtaining their H.Q. status.
5. All on-going employees are required to teach in a qualified area, be on a state-approved endorsement plan, or take the appropriate Praxis II test within the time assigned by administration.
6. Employees who fail to comply are reassigned or released from employment.
7. School principals will monitor and report H.Q. status.
8. A district-wide hiring pool of pre-screened, HQ teaching candidates is provided, and principals will hire from the pool. If no HQ candidate is available, candidates are required to receive ARL state authorization or Praxis testing as a condition of employment. Teacher quality requirements are a part of the application and interview process.

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.

HMK invites its community members to participate in Title 1 and other school committees during our annual Back to School Night and during the year at other School Activities. HMK also uses school newsletters, School Community Council correspondence and Classroom newsletters to notify parents of opportunities to volunteer and serve at our school. Committee members are notified through phone calls and emails of meeting times and venues. Please refer to the USOE Desktop Monitoring instrument for copies of flyers, communications, and notices.

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

HMK will place a summary of the school plan on the school website, in English and in Spanish. Additionally, the entire school plan will be accessible in the school office, again in both English and in Spanish. The plan will also be shared with the School Community Council and the PTA.

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

During Back to School Night and at School Community Council meetings parents and community members will be asked to participate in an ongoing discussion regarding their satisfaction with the parent involvement during meetings and trainings, as well as with the opportunity for all parents to request other parent involvement opportunities. Information will be gathered to assist the school and parents to develop future school improvement plans as well as future parent nights. Parents will be notified of parent night opportunities through School and PTA newsletters, the school marquee, and flyers.

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	Telephone and e-mail communication will take place with early childhood programs to assure that the needs and progress of all early childhood children are addressed. Mentoring, Coaching or Training will be available as needed.
Description of collaboration efforts	Telephone and e-mail communication will take place with early childhood programs to assure that the needs and progress of all early childhood children are addressed. Mentoring, Coaching or Training will be available as needed.
Description of transition activities	Early Childhood Committee meets regularly to discuss the ongoing Kindergarten Readiness skills, Pre School Curriculum and student data. At the end of every school year Kindergarten Classrooms are made available for Pre School student visits.

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>Grade level teams (PLC's) participate regularly throughout the year to identify and discuss students who are not meeting benchmark standards for their grade level. Cross grade level Student Assistance Teams (SAT) also meet as needed, to look at students in more depth when academic and behavioral growth is not adequate. We utilize a wide variety of data sources to guide our discussions and include current research, professional development and specialized evaluation of assessments. HMK utilizes the following sources to determine the needs of students:</p> <ul style="list-style-type: none"> CRT / SAGE Assessment DIBLES Benchmark Assessments DAZE Benchmark Assessments DIBELS Progress Monitoring DAZE Progress Monitoring Classroom Formative Assessments ESL Assessments Special Education Assessments Pre-School Assessments Kindergarten Assessments ESGI Progress Monitoring (Kindergarten) Phonics for Reading Assessments Read Naturally Assessments Running Record / Guided Reading Level Assessments
<p>Please describe how teachers were included in decisions regarding the use of assessments.</p>	<p>HMK teachers used Professional Development days to determine common assessments that aligned with the Common Core. They also determined the timeline and benchmark goals for each grade level. In addition to this, grade level teams were involved in team PLC meetings to determine additional criteria that they deemed necessary to measure student achievement. Teachers (and other staff) are part of the instructional team and decide daily, how to make instructional changes based on student need.</p>

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>Grade level teams (PLC's) participate regularly throughout the year to identify and discuss students who are not meeting benchmark standards for their grade level. Cross grade level Student Assistance Teams (SAT) also meet as needed, to look at students in more depth when academic and behavioral growth is not adequate. We utilize a wide variety of data sources to guide our discussions and include current research, professional development and specialized evaluation of assessments.</p>
<p>What interventions will the school provide for students experiencing difficulty in mastering academic standards?</p>	<p>For grades Kindergarten through 2nd grade, students will receive from 20 to 55 minutes of explicit targeted small group instruction. Groups range in size from one to eight students per one instructor. Instruction is not limited to reading and may include ALS, SPED and/or SPEECH.</p> <p>For grades 3rd through 6th grade, students will receive approximately 30-40 minutes of explicit targeted small group instruction. Group sizes range from 3-25, depending on the intensity of their needs.</p> <p>Instruction may be any combination of the following: Phonemic Awareness, Phonics, Fluency, and/or Comprehension.</p> <p>The tools used for instruction are listed, but not limited to: Phonemic Awareness Games, Waterford Early Learning, Phonics for Reading, WONDERS Intervention, Fry Phrase practice, Grade Level Sight Words and Vocabulary, 6 Minute Solution, e-Solution, REWARDS, Read Naturally Live, Read Naturally, 4 Blocks Guided Reading.</p>

<p>How will the school evaluate the effectiveness of the chosen intervention and make adjustments as needed?</p>	<p>HMK students that have been identified as “at risk” will be monitored after 10-15 intervention lessons. HMK PLC Teams will review the efficacy of its student interventions after such monitoring. These teams will discuss data reported by their grade level. They will also discuss student performance, assessment data on each targeted student receiving Tier II/III intervention. New goals for continued improvement will be set, and the team can request additional support.</p>
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10. Coordination of Budgets (Federal, State, Local funds)

ESEA 1114 (b)(1)(J)

(#14 of Title I Part A Monitoring Handbook)

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.	
Federal Title 1 Funds	\$265,261	2015 allocation \$174,207	Salary 75,589 2,000 8,035 5,430
	\$7,537	2014 carry over 5,149 2,234 0 0 154	Benefits Travel Supplies and Materials Indirect Costs Salary (2 F.T. Title 1 Coordinators, 5 F.T. para pros, 1 P.T. para pro.) Benefits Travel Supplies and Materials Indirect Costs
	\$272,298	Total allocation	
<p>These funds are used for 2 F.T. Title 1 Teachers, 5 F.T. Teaching Assistants and 1 P.T. Teaching Assistant. HMK Title 1 staff works alongside principals, classroom teachers, SPED and ALS teachers and para pros to analyze student data and determine appropriate schedules and instruction for students in grades K-6. All grade level teams hold equal responsibilities to test, analyze data, plan and implement instruction, participate in professional development, and progress monitor students. Coaching is becoming a more integral part of the professional development plan and HMK Title 1 is implementing it as needed. Title 1 staff is involved in training teachers in some of the intervention tools that we are using. See #4, Professional Development Plan. Special Funding Sources spreadsheet on the DMI for more information</p>			

