

# Utah Title I Schoolwide Planning Template

**Part A: General Information**

**School Name**  
**Oscarson Elementary**\_\_\_\_\_

**LEA Name** **Jodi Johnson**\_\_\_\_\_

| Name                 | Title I Schoolwide Planning Team   | Signature |
|----------------------|------------------------------------|-----------|
| Jodi Johnson_____    | Principal                          | _____     |
| Jodi Johnson_____    | Title I facilitator or coordinator | _____     |
| Heather Fautin_____  | Faculty member                     | _____     |
| Jeri Sylvester_____  | Faculty member                     | _____     |
| Shannon Gleave_____  | Faculty member                     | _____     |
| Brittany James_____  | Parent representative              | _____     |
| Sally James_____     | Parent representative              | _____     |
| Jennifer Strong_____ | 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** \_\_\_\_\_

**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                  | Using a comparison of Rise Scores students will maintain or improve their Language Art scores 5%; maintain or improve 5% on math scores, from the previous year.  |
| Graduation rates (for high schools only)    |   |
| Demographic data                            | 73% of school population is on free or reduced lunch.<br>21% at risk students on Dibels reading assessment.<br>13% students enrolled in Special Ed.   |
| School climate (including safe school data) | Clean and orderly school is well maintained.<br>Risk Management checks keep our school safe.<br>Practice monthly fire drills.<br>Staff Suicide Training, First Aid & Triage Training, Asthma Training, Epipen Training, CPR Trained Staff Member<br>Healthy Climate, Platinum Focus Gold Medal School |
| Course-taking patterns (secondary only)     |   |
| Teacher qualifications                      | Highly qualified teachers   |
| Participation in college entrance testing   |   |

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| (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.)**

|   |  |
|---|--|
| <b>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).</b> |  |
| Goal  | Improve math scores  |
| Strategies  | Tier II and III Interventions<br>Rise practice tests, math practice using i-Ready Math<br>Integrate art and music with math curriculum using the Beverly Taylor Sorenson Arts Learning Program<br>ESY (Extended School Year) for students needing extra help |
| Scientifically Based Research Support   | Into Math has proven to increase end of level math testing.<br>Integration with art and music increases end of level scores  |
| Expected Impact in Core Academic Areas<br><br>(How will success be measured on an annual basis?)  | Improve math scores by 5%<br><br>Success will be measured by end of level scores   |
| Professional Development to Support Strategies  | Integrate art and music with math using the art and music specialist<br>i-Ready Math Training  |
| Timeline  | End of year assessments  |

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| <b>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).</b> |   |
| Responsible Parties   | Teachers<br>Art and Music Specialists   |
| Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)   | Assessments will be on going with cumulative tests and formative assessments. |

### 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 Johnson   | 5-6                       | X                 |    |
| Shannon Gleave | 3-4                       | X                 |    |
| Heather Fautin | K-2, SPED                 | X                 |    |
| Brittany James | Title I paraprofessional  |                   | X  |
| Hunter Fautin  | K-2 paraprofessional      | X                 |    |

|                      |                              |          |  |
|----------------------|------------------------------|----------|--|
| <b>Brinn Fullmer</b> | <b>SPED paraprofessional</b> | <b>X</b> |  |
| <b>Aleia Nay</b>     | <b>Art Specialist</b>        | <b>X</b> |  |
|                      |                              |          |  |
|                      |                              |          |  |
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|                      |                              |          |  |
|                      |                              |          |  |

**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 | Big Eight Teacher Training, Teacher Evaluations with feedback<br>District Professional Development Teaching Standards<br>School Professional Development on Four Square<br>Rise Formative, Utah Compose<br>Suicide Intervention Training, First Aid and Triage Training<br>Literacy Training for Teachers<br>Integrate art and music in the classroom<br>Edviation<br>Waterford Training<br>Imagine Learning<br>FOSS Science<br>i-Ready Training |
|--------------------------|--|

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|  | Into Math Training<br>Really Great Reading Training<br>Partners and Dyrad in Reading   |
| Scientifically Based Research Support              | Big 8 Training maximizes student engagement<br>Integration of art and music increases end of level testing   |
| Expected Impact in Core Academic Areas             | Minimum 5% improvement on math scores  |
| Budget and Funding Sources                         | Facilitated by district office   |
| Timeline   | End of year, starting November - May   |
| Responsible Parties                                | Principal and Teachers   |
| Evaluation Process (How Will Success Be Measured?) | Student Observations, Cumulative Tests, Dibels Assessment, Rise Benchmark and summative Assessment, i-Ready Math, Reading Wonders, Utah Compose, Imagine Learning, i-Ready Reading |

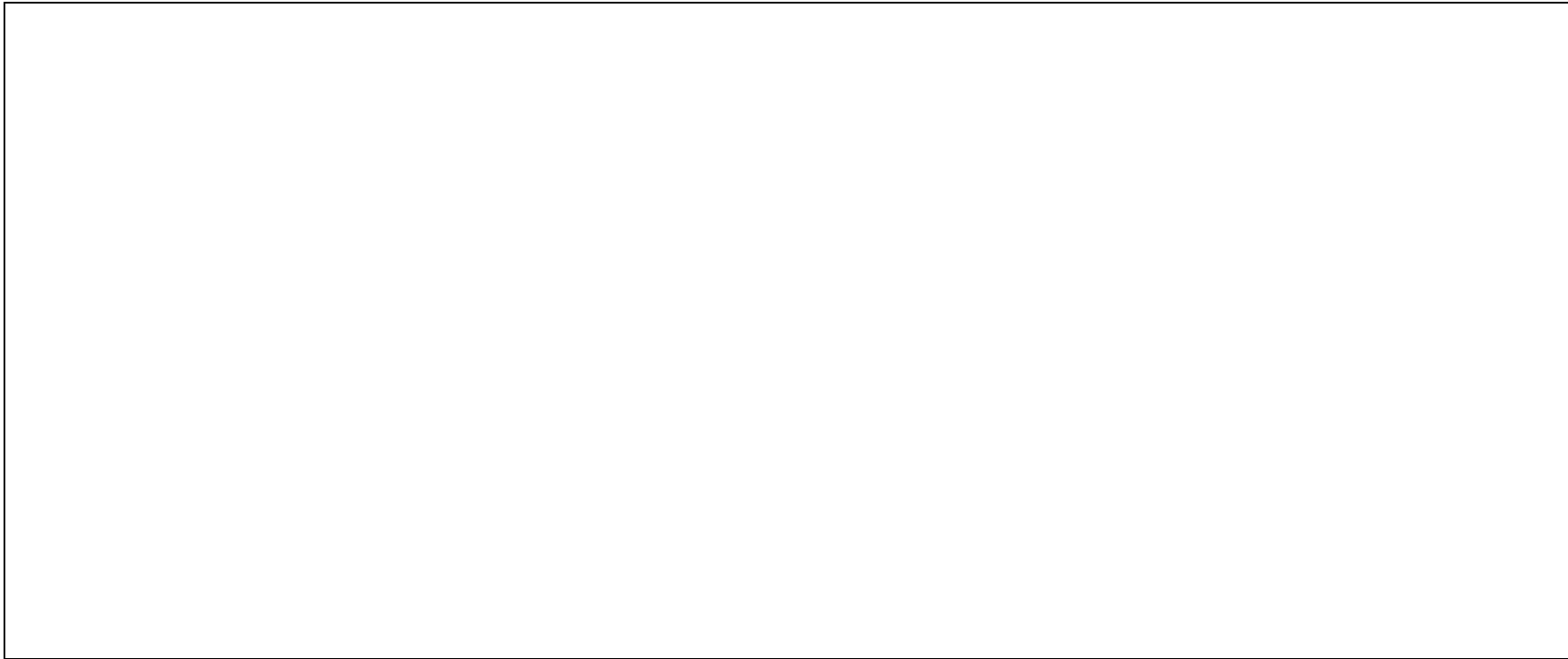
### 5. Recruitment and Retention of Highly Qualified Teachers

*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.  
School District is the largest employer in Piute County  
Positive work environment  
Community support



## **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.

Parent Meeting  
Contacted by phone  
Back to School Night  
Trustlands Committee  
School Messenger  
Title I Committee  
Parent Evaluation Form

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

Back to School Night presentation, Parent Meeting, Parent Conferences

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

Parent volunteers, Parent substitutes  
Back to School Night  
Fathers Bring Your Child to School Day  
Title I Meeting  
Monthly newsletter, Newspaper  
Social Media, Facebook, Group Texts  
PTO Meeting  
School Assemblies  
Parent Conferences (SEP)  
BTSA Art Night

**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         | Verbal communication, Phone call, Notes, Invitations   |
| Description of collaboration efforts | Back to School Night<br>Invitations to visiting programs and assemblies<br>Christmas program<br>Service projects |
| Description of transition activities | Preschool students spend time with Kindergarten teacher.<br>Home visits  |

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**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.

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| <p>What assessments will be used to measure student progress and inform instruction?</p>         | <p>Rise Benchmark and Summative Testing<br/>         Into Math Program<br/>         Math assessments<br/>         Dibles Reading Assessment and Progress Monitoring<br/>         Reading Running Record<br/>         Classroom Observations<br/>         Weekly Spelling Tests<br/>         Unit Tests<br/>         Utah Compose<br/>         Imagine Learning<br/>         i-Ready Math and Reading</p> |
| <p>Please describe how teachers were included in decisions regarding the use of assessments.</p> | <p>All staff participate in faculty meetings to discuss curriculum, school goals, progress, interventions, parent involvement, and all other school-related issues.</p> <p>All staff have the opportunity to participate in decisions made regarding Oscarson Elementary and it's students.</p> <p>Staff member on District Literacy Team<br/>         Math PLC Team<br/>         BTSA PLC Team</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.

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|--|---|
| How will the school identify which students experience difficulty in mastering academic standards? | Rise Testing<br>Math Assessments, i-Ready Math and Reading<br>Dibels Reading Assessments, Reading Wonders, Star Tutoring<br>Classroom Observations<br>Words Their Way Spelling assessments<br>Utah Compose<br>Rise Interim<br>Imagine Learning<br>Really Great Reading<br>Partners and Dyrad in Reading |
| What interventions will the school   | Tier II with small group or one on one instruction with paraprofessionals in addition to regular classroom instruction.   |

|  |   |
|--|---|
| provide for students experiencing difficulty in mastering academic standards?                              | Qualified students have SPED services.  |
| How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed? | Dibels Reading Assessment and Progress monitoring<br>Observations<br>Classroom Assessments<br>Math Assessments<br>Reading Assessments |

**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.

| <b>Program Funding Source</b> | <b>Allocation</b> | <b>Describe how the funding sources will support the schoolwide plan.</b> |
|-------------------------------|-------------------|---|
|                               |                   | <b>Utah Consolidated Assc. Connected with Title I program</b>             |
|                               |                   | <b>Teacher pay</b>  |
|                               |                   |   |

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