

School wide Planning Document 2014-15

Part A: General Information

Name Valley Elementary

LEA Name Kane

Name	Title I Schoolwide Planning Team	Signature
_____	Principal	_____
_____	Title I facilitator or coordinator	_____
_____	Faculty member	_____
_____	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.

School Principal _____ | 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	Achievement trends as per the state CRT are attached.
Demographic data	See below
School climate (including safe school data)	We administered the ISQ (Indicators of School Quality) survey from Utah State University. Results are attached.

Demographic Data

		Students
Special Education		29
Ethnicity	Hispanic	3

	Am. Indian	1
	Asian	
	Af. Amer.	
Free/Reduced	Free	71
	Reduced	32
ELL		0

2. Schoolwide Reform Strategies

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.)

<p>School wide 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>Goal-1</p>	<p>95% of all students will be proficient on DIBELS testing. All students will make progress in between BOY, MOY and EOY testing.</p>
<p>Strategies</p>	<p>All teachers follow the Spalding Study guides. The study guides provide a balanced approach of phonemic awareness, phonograms, vocabulary, comprehension and writing.</p> <p>All students are closely tracked on benchmark testing. Tier 2 and Tier 3 students are progressed monitored every other week.</p> <p>Students who are progress monitored are pulled to our reading lab for at least 30 minutes of intervention per day. There they work in small groups to learn phonograms, fluency and comprehension skills.</p>

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	<p>Special Ed students are supported in the classroom as long as possible and are then pulled for further small group or one-on-one instruction.</p> <p>The school meets regularly with the District reading specialist to write and enforce Individual Literacy Plans.</p> <p>There is an after school reading program is offered and priority is given to struggling readers.</p> <p>The school uses the Accelerated reader program to encourage reading practice and fluency.</p>
<p>Scientifically Based Research Support</p>	<p>All practices are deemed highly effective from the state and national scientific findings. All of the school's reading strategies can be found in this research based evidence.</p>
<p>Expected Impact in Core Academic Areas</p>	<p>Expected impact on our Language Arts program is that we will continue to make progress. We will make gains in all demographics and in all skill levels.</p>

<p>School wide 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>(How will success be measured on an annual basis?)</p>	<p>On a yearly basis we will see progress among all K-2nd grade students on the NWEA language arts test.</p> <p>We will see progress among all 3-6 grade students on the state CORE language arts test.</p>
<p>Professional Development to Support Strategies</p>	<p>All teachers are offered two week summer training where correct strategies and techniques are taught. Teachers and support staff learn valuable information and work together in teams to plan for the upcoming school year. They are compensated for their time and bring valuable resources and knowledge back with them to the classroom.</p>
<p>Timeline</p>	<p>All students are tested at the beginning, middle and end of the year. In between times all tier two and tier three students are progress monitored. Parents are informed of their student's progress each year at Parent teacher conference in Nov and March. Parents are also informed of their progress at the midway</p>

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	<p>point in February.</p>
<p>Responsible Parties</p>	<p>Regular Education Teacher, Principal, District reading specialist, special education teacher, para professionals, parent</p>
<p>Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>The school meets regularly with the District reading specialist to write and enforce Individual Literacy Plans.</p> <p>All stakeholders come together to read and make meaning of the testing data. Assignments are given and individual plans are put into effect for each tier 2 and tier 3 student.</p> <p>Teacher lesson plans are turned into the principal weekly. Lesson plans must show the activity and the objective from the state core.</p> <p>The principal and the district reading specialist make frequent and short walkthroughs. Strategies and techniques are evaluated and supported. Brief face to face meetings often follow up to</p>

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	<p>these visits.</p>

Schoolwide Reform Goals and Strategies Form

(Complete one page for each goal.)

<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>Goal-2</p>	<p>90% of all students will be proficient on the STAR math assessment and all students will make progress on benchmark tests throughout the year.</p>
<p>Strategies</p>	<p>All students are learning common core strategies and objectives. The school is following the state's lead in making our teaching not as wide across objectives but much deeper in objectives that are taught. Students are encouraged to explore, discuss and communicate math ideas in writing but also orally and with hands-on materials.</p> <p>A new math program is being implemented to help facilitate teachers in using the common core standards. The program encourages students to</p>

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	<p>explore different ways of solving a problem and also does a fantastic job of doing spiral review. Each objective is revisited several times during the year. Students are broken into 3 tiers according to ability level. Para professionals, including a math specialist and teachers provide extra support to lower end students with intervention and hands on activities.</p>
<p>Scientifically Based Research Support</p>	<p>The math research and best strategies can be found in “accessible mathematics’ and “adding it up”. Both research based books were provided from the state and play a role in the Utah common core objectives.</p>
<p>Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)</p>	<p>Students will be able to more fully think and find their way through a problem. Students will continue to find that mathematics has a much deeper meaning and is more useful in their real lives. Scores will stay high and even improve as students and teachers explore through math problems together. Success will be measured quarterly with the STAR math assessment. Students are 90% proficient on this computer-based adaptive test. STAR gives us weak areas to focus on for the end of the year CRT annual test.</p>

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<p>Professional Development to Support Strategies</p>	<p>All teachers are encouraged and compensated to attend a four day work shop called core academy. At that time teachers meet with the same grade level teachers in the area and learn strategies and best practices for their grade. Teachers can then build a network of peers to keep in contact with during the school year. Teachers are given a binder full of ideas and activities to use in their classrooms.</p>
<p>Timeline</p>	<p>All students are to be tested with the STAR math test quarterly. Results from these tests are shared with parents at parent–teacher conference. The results are also discussed in school improvement meetings with all teachers, math specialist, special education teacher and principal. The end of year core test often resembles the last STAR test as far as proficiency levels.</p>
<p>Responsible Parties</p>	<p>teachers, math specialist, special education teacher, principal and parent</p>
<p>Evaluation Process (How will the</p>	<p>Each student is assessed and discussed at school improvement meeting. Tier 2 and tier 3 students are given careful consideration at these meetings. Individual plans are given for each student.</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).

school monitor the implementation of the strategies and action steps associated with this goal?)

Teacher lesson plans are turned into the principal weekly. Lesson plans must show the activity and the objective from the state core.

The principal makes frequent and short walkthroughs. Strategies and techniques are evaluated and supported. Brief face to face meetings often follow up to these visits.

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-3	The school will be 90% proficient on the end of year CRT Science Test.
Strategies	<p>The students learn with hand-on materials in small groups. Exploration is encouraged Students record their findings in science journals.</p> <p>The school hosts a yearly science fair. Students must follow the scientific method in their project.</p> <p>The teachers and students are using the beacon and u-tips computer multiple choice tests. These programs are used as snapshot benchmarks throughout the year to determine student readiness and performance.</p> <p>We live in a great area to have guests come to our classrooms. We have representatives from the different national parks and from the different science organizations in our classroom.</p>

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<p>Scientifically Based Research Support</p>	<p>The strategies being used can be found in the book “Ready, Set, Science! Putting Research to Work in K-8 Science Classrooms”.</p>
<p>Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)</p>	<p>The school is using Beacon testing to determine standards and objectives of most need. It is expected that Science testing will improve on the yearly CRT testing. The school is aiming to score 90% proficient on End-of-year CRT testing.</p>
<p>Professional Development to Support Strategies</p>	<p>Many organizations and businesses around the state have reached out to bring science to our classrooms. This is very appreciated in our rural community. They also offer superb professional development opportunities. 5th grade is attending a workshop from Discovery Gateway. They also receive a large tub full of science supplies to use in the classroom. 6th grade is receiving professional development from Clark Planetarium.</p>

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<p>Timeline</p>	<p>The school is using Beacon testing to determine standards and objectives of most need. It is expected that Science testing will improve on the yearly CRT testing. The school is aiming to score 90% proficient on End-of-year CRT testing.</p>
<p>Responsible Parties</p>	<p>Classroom teacher, Principal, paraprofessionals</p>
<p>Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Teachers have highlighted and emphasized on their lesson plans what will be taught in science each week.</p> <p>Teachers have turned in a calendar when the beacon benchmark tests will be given.</p> <p>The principal makes frequent and short walkthroughs. Strategies and techniques are evaluated and supported. Brief face to face meetings often follow up to these visits.</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.

Teacher/Staff	Grade level or assignment	Highly Qualified?	
		Yes	No
Caroleen Chamberlain	Kindergarten	X	
Marianne Leigh	1 st Grade	X	
Colleen Sorensen	2 nd Grade	X	
Susan Esplin	3 rd Grade	X	
Marcie Judd	4 th Grade	X	
Joyce Spencer	5 th Grade	X	
Kori Spencer	6 th Grade	X	

Brent Blodgett	6 th Grade	X	
Wendy Harris	SPED/ Pre-School	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	Professional Development is explicitly targeted to meet Highly Qualified Teacher requirements as well as build the knowledge base for all RTI (Response To Intervention) participants. Each summer, all k-6 teachers attend an intense, two-week summer literacy course. During this time Principals, Special
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Educators, Title 1 Aids, Extended Kindergarten Paraprofessionals, Reading Coaches, Speech Pathologists and the District Reading Specialist are invited and trained in the SBRR components of sound analytical, multi-sensory strategies in phonemic awareness, phonics, fluency, vocabulary, text comprehension, diagnostic practices and writing. Three University credits are offered to each participant to help support the District's Highly Qualified Teacher goals. The training focuses on increasing student academic success in literacy. While we specifically target instruction to improve Tier 2 and Tier 3 students with disabilities, we also work to increase teacher's knowledge of how to improve all students' skills in these areas so that fewer students will be identified for Tier 2 or Tier 3 support. All instructors are trained and monitored consistently using instructional walkthroughs to maintain high quality initial instruction along with student focused differentiated small group instruction strategies to meet the needs of all students in their classroom or group. This seamless instructional model, as outlined by the USOE, flows throughout all three Tiers of instruction and is more fully implemented each year as a result of the training.

Expectations for Instruction of Research-Based Practices by all teachers

Scientifically Based Research Support	All are trained in the SBRR components. http://www.nationalreadingpanel.org/ .
Expected Impact in Core Academic Areas	Sound analytical, multi-sensory strategies in phonemic awareness, phonics, fluency, vocabulary, text comprehension, diagnostic practices and writing. Instruction in these areas will improve Language Arts but also math and science fluency.
Budget and Funding	Reading, Title 1, district budgets

Sources	
Timeline	<p>After the initial 2 week training in the summer, Study groups, Professional Learning Communities and Principal trainings are in place to support and perpetuate all new learning. Principal Walkthroughs, based on Anita Archer's Explicit Instruction and Instructional Curriculum are administered to all teachers with consultation and feed-back time included. The LEA administers the Board approved benchmark assessments at the beginning, in the middle, and at the end of kindergarten, grade one, grade two and grade three within testing windows determined by USOE.</p>
Responsible Parties	<p>District Reading Specialist, Principals, Special Educators, Title 1 Aids, Extended Kindergarten Paraprofessionals, Reading Coaches, Speech Pathologists</p>
Evaluation Process (How Will Success Be	<p>Expectations for Instruction of Research-Based Practices by all teachers</p> <ul style="list-style-type: none"> • Teaching Reading for authentic meaning-making literacy experiences • Small group instruction

Measured?)	<ul style="list-style-type: none">• High Quality Literature• Comprehensive word study/phonics program including Spelling, Writing, Reading• Multiple Text structure taught to link and expand concepts• Teacher and Student led discussions that support comprehension and communication skills• Whole Class Community that emphasizes important concepts and builds background knowledge• Provide students direct instruction in decoding and comprehension strategies that promote independent reading• Balance direct instruction, guided instruction, and independent learning through modeling, coaching, scaffolding, articulation, evaluation and exploration• Use a variety of assessment techniques to inform instruction• Routinely monitor and assess the reading levels and progress of
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	<p>individual students</p> <ul style="list-style-type: none"> • Demonstrate conceptual knowledge of Utah Core Standards in English/Language Arts
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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.

<p>Describe strategies, policies, incentives to recruit and retain teachers.</p> <ul style="list-style-type: none"> • Assist with cost of college courses, credentials, and professional development. • Provide a teacher mentor program, new teacher program, and other support systems. • Coaches – Support ongoing quality teaching and learning. • For experienced teachers: <ul style="list-style-type: none"> • increasing teacher salaries

- increasing annual leave time
- increasing decision making responsibilities
- other rewarding incentives

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 have been emailed or sent home, agenda with roll signatures, meeting notices, meeting minutes, etc.

Describe how the school improvement plan is written in the fall based on scores from the spring CRT, the ISQ survey, by identifying trends in data, and

ng programs and ideas from the previous year. The school is given a work day when teachers come to work on this plan with no s. A plan is submitted for every grade level considering what standards and objectives will be focused on. The classroom plans all the school plan for school goals and objectives. The school plan is then brought before the community council where parents may dback and make changes. The parents of the community council also get feedback from their respective areas about the plan and hool concerns. After the community council gets feedback from their areas and makes changes they then approve it.

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

ool improvement plan and trust land plan that were approved by the community council can be found at the school's website. Most ents of the plan are sent home to parents by mail in the early stages of the school year.

ing proficiency data is compiled and a notice is sent to all parents. The data notice includes a student's lack of proficiency when ury along with information regarding appropriate interventions that are available outside the regular instructional time that includes after school and summer school programs.

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

are invited to a back-to school night at the beginning of the year where they are encouraged to participate in the local parent Club or to run for a position on the community council. A large packet is sent out before hand to explain policies and procedures of school. This includes a school handbook, safety procedures, parent policy, parent-school compact, calendar, welcome letter etc.

are sent communications through the mail and notes in backpacks often. The local Booster Club distributes a school calendar and letter every month. The school also uses a technology called Parent Link which makes automated voice messages to parents at night telling them of upcoming events. The school has a marquee on the main highway displaying upcoming events.

are encouraged to work in classrooms as volunteers and to work as room moms. They provide valuable assistance to the teachers. Parents also work hard to provide fun school activities such as carnivals, appreciation week, and field days.

are invited to attend a reading strategies training to use in helping their child succeed in reading and understand the reading process is used throughout the district. All students showing a reading deficit are invited to attend an after-school reading club where the students are given the extra support needed to show improvement. Parents are also invited to attend after-school tutoring and assist if they can.

Homework, nightly take-home books and other supplemental take home literacy material are another avenue where parents have the opportunity to assist and review their student's progress in reading and writing.

Reading Horizons and Discovery Literacy programs are used in conjunction with differentiated instruction at school during Tier 2 and 3. Because students often need more practice learning and practicing decoding skills the Reading Horizons and Discovery Literacy programs are set up for parents to use with their children at home. Reading Lab personnel and the district Reading Specialist monitor the student progress on this program as well as communicate the results to the parents who don't understand how to access their child's

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	<ul style="list-style-type: none">• District Early Childhood website available to all Preschool teachers in the area and parents• USOE Early Childhood Core Standards adopted and shared
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	<ul style="list-style-type: none"> • District Professional Development open to Preschool teachers • Yearly Preschool Teacher Trainings scheduled
<p>Description of collaboration efforts</p>	<p>DATA IS AVAILABLE, SHARED, REVIEWED DURING SCHEDULED:</p> <ul style="list-style-type: none"> • Professional Learning Community • UPASS Data Days • Summer Quality Teacher Day Trainings • Response to Intervention Team Meetings • Study Groups

<p>Description of transition activities</p>	<ul style="list-style-type: none"> • Kindergarten Registration includes support handouts as well as reference material for parents • Pre-K testing in place that allows for fluent intervention implementation • Optional Extended Kindergarten available for students needing transition support.
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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.

<p>What assessments will be used to measure student progress and inform instruction?</p>	<p>DIBELS</p> <ul style="list-style-type: none"> • Progress Monitor all AT RISK Students every other week & STRATEGIC students once a month. • Out of level Resource students to be progress monitored by Resource teacher <p>NWEA</p> <ul style="list-style-type: none"> • K-2 Math, Reading • 2nd only: Language <p>PHONOGRAM TESTING</p> <ul style="list-style-type: none"> • #'s 1-45 Kindergarten • #'s 1-70 1st-6th grade <p>TEACHER ADMINISTERED TESTING</p> <ul style="list-style-type: none"> • MORRISON MCALL SPELLING SCALE • MCALL HARBY/MCALL CRABBS COMPREHENSION • STUDENT ARTIFACTS FROM CLASSROOM WORK
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- WEEKLY SPELLING TESTS
- TEACHER DETERMINED BEACON TESTING BASED ON BENCHMARK RESULTS
- KEYBOARDING
- END OF LEVEL

UTAH WRITES

(Students should complete multiple Utah Writes Essays previous to Spring testing)

BEACON BENCHMARK

- ELA, Math, grades 3-6
- Science, 4-6 only

DISTRICT GRAMMAR AND SENTENCE EXAM

WRITING EXAM K-2

STAR MATH, STAR READING TEST- Adaptive testing to assign grade level and give recommendations for each child.

STATE CRT TESTS IN LANGUAGE ARTS, MATH, SCIENCE

<p>Please describe how teachers were included in decisions regarding the use of assessments.</p>	<p>The school includes teachers in decision making at several opportunities:</p> <ul style="list-style-type: none"> • 2 U-PASS days- one in the fall and one in the spring. The school and teachers research CRT and NWEA data to write school improvement plans. Plans are realigned and updated at the Spring U-PASS day. • Professional Learning Community meetings are held monthly where teachers inspect most recent data and plan to meet the individual students' needs. Teachers are held accountable to each. • RTI (response to intervention) Teachers meet (monthly) with the principal, District Literacy Specialist, Special Ed teacher, paraprofessionals to write plans to address the individual • The principal is the clear leader of the schoolwide plan. The principal leads the school's analysis of data, the identification of goals, and the movement toward identifying and implementing

instructional strategies for improvement.

- A team of teachers, administrators, and parents participate in selection, use and interpretation of school-based comprehensive assessment plan.
- A schoolwide coordinator works with staff on aligning schoolwide plan goals and activities with instruction, assessment, professional development, and parent involvement.
- All teachers participate in all phases of schoolwide planning—most specifically, data analysis and instructional improvement strategies.
- Each teacher can explain what strategies they use in their classroom to meet the needs of disadvantaged students.
- People in all positions at the school are respected and listened to. The leaders are open to new ideas and suggestions.
- Student performance drives modifications and improvements in the selection and use of school-based assessments.
- All staff understands the school's vision, mission, and goals and their roles.

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>	<ul style="list-style-type: none">• The school has made it a priority to address the needs of educationally disadvantaged students in the classroom.• School wide, ongoing assessment takes place on a regular basis. All staff members receive assessment information and use this to guide instruction.• Using the ongoing assessments the school meets
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	<p>regularly in RTI meetings to identify students who are having difficulty in mastering academic standards.</p> <ul style="list-style-type: none"> • After reviewing data, the team of teacher, District Reading Specialist, Special Ed teacher, paraprofessionals, and principal make or revise an RTI plan for every struggling student who is not to benchmark.
<p>What interventions will the school provide for students experiencing difficulty in mastering academic standards?</p>	<ul style="list-style-type: none"> • Students who continue to experience difficulty are identified for extra programming before or after school. <ul style="list-style-type: none"> • Before/After school programs • Summer school programs • Homework help • Tutoring • Paraprofessionals help in the classroom with individuals or small groups. • Students receive differentiated instruction – Intervention

blocks, programs, manipulatives, across curriculum strategies, flexible groups, co-teaching model, etc.

- One-to-One Tutoring by Classroom Teacher & Trained Reading coach
- Small Group Tutorials
 - Reading Labs-Instructional Coaches focus
- Classroom Instructional Process Approaches
 - Teacher Walkthroughs used to Monitor ELA Program Fidelity
- Instructional Technology
 - Beacon Common Core Formative Testing System
 - Discovery K-3 Instructional Strategies and Skills aligned to District Reading Program
 - Earobics-Phonemic Awareness

	<ul style="list-style-type: none"> ○ Read Naturally-Fluency ○ Accelerated Math ○ Education City <p>Response to Intervention</p>
<p>How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed?</p>	<p>The school meets regularly in RTI and Professional Learning Communities to determine if desired results have been achieved. If they haven't then further and more intensive changes are made.</p>

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.
K-3 Reading		<ul style="list-style-type: none">• Support of reading lab for struggling students• professional development for teachers and paraprofessionals• Support of data and data measurements
Title I		<ul style="list-style-type: none">• Support of paraprofessionals in classrooms in reading and math.• Support of district programs
Special Ed		<ul style="list-style-type: none">• Support of paraprofessionals and teachers for Special Ed

		students <ul style="list-style-type: none">• Support of supplies and equipment for Special Ed Students
Trustland		<ul style="list-style-type: none">• Support of Math paraprofessional• Support of Math and science supplies and equipment