

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 Barnett Elementary LEA Name Kali Brown

Title I Schoolwide Planning Team	Name	Signature
Principal	<u>Kali Brown</u>	_____
Title I Coordinator	<u>Sarah Sumsion</u>	_____
Faculty SCC Secretary	<u>Patty Hanson</u>	_____
Faculty Co Chair	<u>Jena Sonntag</u>	_____
Parent Co Chair	<u>Brea Wentz</u>	_____
Parent Representative	<u>Teresa Pugmire</u>	_____
Parent Representative	<u>Lauren Barnes</u>	_____
Community/business representative	<u>Darla Pierre</u>	_____

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 Oct 1, 2021

Principal: Kali Brown Signature _____ Date Oct 1, 2021

*signed page on separate document

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

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	Acadience Reading MOY data																				
	228	Abov	0	0	0	0	64	Abov	16	Benc	93	Abov	62	Abov	14	Not D	1	Not D	0	0	Above
	213	Abov	0	0	0	0	70	Abov	24	Abov	92	Abov	33	Benc	28	Not D	3	Not D	0	0	Typical
	1	Well	0	0	0	0	1	Well	0	Well	0	Well	0	Well	0	Not D	0	0	0	0	0
	82	Well	20	Belov	34	Benc	7	Well	0	Not D	0	0	0	0	0	0	0	0	0	0	0
	108	Belov	0	0	0	0	40	Belov	9	Benc	70	Belov	21	Belov	4	Not D	1	Not D	0	0	Typical
	1	Well	0	Well	0	Well	0	Well	0	Not D	0	0	0	0	0	0	0	0	0	0	Well Below
	5	Well	0	0	0	0	0	0	0	0	42	Well	5	Well	0	Well	0	0	0	0	Below
	42	Well	2	Well	4	Well	0	Well	0	Not D	0	0	0	0	0	0	0	0	0	0	Well Below
	395	Abov	0	0	0	0	0	0	0	97	Benc	87	Benc	88	Abov	4	Benc	9	Belov	0	Well Above
	1	Well	0	0	0	0	1	Well	0	Well	0	Well	0	Well	0	Not D	0	0	0	0	0
	320	Benc	0	0	0	0	0	0	0	99	Abov	102	Benc	21	Belov	2	Benc	16	Abov	0	Below
	160	Benc	0	0	0	0	79	Abov	23	Abov	69	Belov	20	Belov	19	Not D	1	Not D	0	0	Typical
	297	Benc	0	0	0	0	0	0	0	98	Benc	93	Benc	24	Belov	2	Benc	13	Benc	0	Below
	217	Abov	0	0	0	0	87	Abov	26	Abov	88	Abov	30	Benc	32	Not D	2	Not D	0	0	Well Above
	332	Abov	0	0	0	0	0	0	0	99	Abov	94	Abov	63	Abov	4	Benc	0	0	0	Typical
	327	Benc	0	0	0	0	0	0	0	98	Benc	91	Benc	40	Abov	3	Benc	13	Benc	0	Well Below
	149	Benc	30	Benc	50	Abov	34	Abov	1	Not D	0	0	0	0	0	0	0	0	0	0	Typical
	308	Abov	0	0	0	0	0	0	0	100	Abov	120	Abov	34	Abov	3	Benc	0	0	0	Above
	298	Benc	0	0	0	0	0	0	0	98	Benc	60	Well	43	Abov	4	Benc	12	Benc	0	Typical
	270	Abov	0	0	0	0	98	Abov	32	Abov	93	Abov	54	Abov	17	Not D	2	Not D	0	0	Well Below
	42	Well	6	Well	7	Well	3	Well	0	Not D	0	0	0	0	0	0	0	0	0	0	Well Below
	136	Benc	37	Benc	41	Benc	15	Belov	1	Not D	0	0	0	0	0	0	0	0	0	0	Well Below
	56	Well	0	0	0	0	39	Belov	11	Benc	38	Well	6	Well	0	Not D	0	0	0	0	Typical
	247	Benc	0	0	0	0	0	0	0	97	Benc	65	Belov	43	Abov	3	Benc	0	0	0	Typical
	48	Well	0	0	0	0	39	Belov	1	Well	50	Well	6	Well	0	Not D	0	0	0	0	Above
	257	Belov	0	0	0	0	0	0	0	95	Belov	75	Belov	45	Abov	4	Benc	3	Well	0	Typical

Iready Reading MOY

Overall Score	Phonological Awareness Scale Score	Phonics Scale Score	High-Frequency Words Scale Score	Vocabulary Scale Score	Reading Comprehension: Literature Scale Score	Reading Comprehension: Informational Text Scale Score
417	442	435	402	430	412	382
421	401	451	428	361	431	447
543	0	0	0	536	577	516
574	0	0	0	570	579	573
457	491	485	444	406	425	494
608	0	0	0	569	643	621
398	355	432	419	391	401	384
330	380	263	280	366	360	341
359	328	347	397	296	395	409
334	315	338	358	331	345	320
576	0	0	0	602	585	540
474	0	477	0	459	474	486
547	0	0	0	548	576	516
440	471	438	428	460	438	401

Iready Math MOY

Overall Score	Number and Operations Scale Score	Algebra and Algebraic Thinking Scale Score	Measurement and Data Scale Score	Geometry Scale Score
386	374	375	391	414
333	342	314	303	369
454	448	483	435	443
464	458	461	476	462
417	426	410	404	427
472	456	495	479	457
357	373	343	358	348
348	315	339	384	379
470	480	478	450	465
419	412	421	419	426
441	426	437	441	479
398	397	404	397	393

RISE Data Sampling

ELA RISE test	ELA RISE scaled score	ELA RISE proficiency	Math RISE	Math RISE scaled score	Math RISE proficiency
	376	40%		367	42%
	328	19%		330	22%
		21			24
		87			83
▼	▼	▼	▼	▼	▼
ELA 4 RISE	282	1 - Below	4th Math RIS	314	1 - Below
ELA 4 RISE	354	2 - Approa	4th Math RIS	320	1 - Below
ELA 4 RISE	305	1 - Below	4th Math RIS	319	1 - Below
ELA 4 RISE	480	4 - Highly	4th Math RIS	378	4 - Highly
ELA 4 RISE	268	1 - Below	4th Math RIS	252	1 - Below
ELA 4 RISE	363	2 - Approa	4th Math RIS	339	2 - Approa
ELA 4 RISE	413	3 - Proficie	4th Math RIS	359	3 - Proficie
ELA 4 RISE	234	1 - Below	4th Math RIS	265	1 - Below
ELA 4 RISE	335	2 - Approa	4th Math RIS	373	3 - Proficie
ELA 4 RISE	265	1 - Below	4th Math RIS	330	2 - Approa
ELA 4 RISE	368	2 - Approa	4th Math RIS	377	4 - Highly
ELA 4 RISE	465	4 - Highly	4th Math RIS	366	3 - Proficie
ELA 4 RISE	419	3 - Proficie	4th Math RIS	329	2 - Approa
ELA 4 RISE	413	3 - Proficie	4th Math RIS	408	4 - Highly
ELA 4 RISE	286	1 - Below	4th Math RIS	299	1 - Below
ELA 4 RISE	357	2 - Approa	4th Math RIS	358	3 - Proficie
ELA 4 RISE	135	1 - Below	4th Math RIS	227	1 - Below
ELA 4 RISE	374	2 - Approa	4th Math RIS	307	1 - Below
ELA 4 RISE	261	1 - Below	4th Math RIS	321	1 - Below
ELA 4 RISE	273	1 - Below	4th Math RIS	256	1 - Below

Barnett Dashboard



ACHIEVEMENT

English Language Arts	ND
Mathematics	ND
Science	ND



GROWTH

English Language Arts	ND	-
Mathematics	ND	-
Science	ND	-
Growth of Lowest 25%	ND	-



ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress	63.6%
English Learners Reaching Proficiency	12.1%

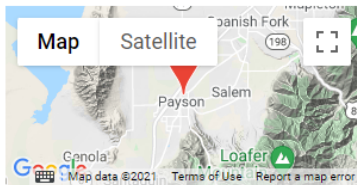


EARLY LITERACY

Students Reading on Grade Level	ND
Students Making Typical or Better Progress	ND

Demographic data

Barnett Student Enrollment State Data



456 N 300 E
 Payson, UT 84651
 8014656000
www.nebo.edu/barnett/index.html

OVERVIEW

GRADES SERVED
Preschool - Grade 6

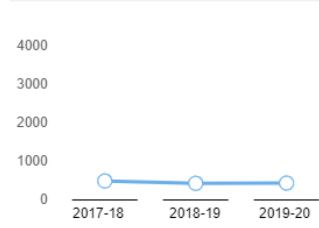
DISTRICT
Nebo District

PRINCIPAL
Angela Stoddard

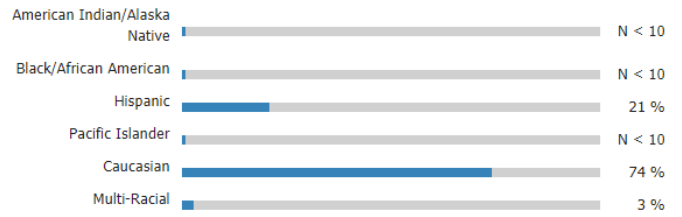
TOTAL STUDENT ENROLLMENT
454

STUDENT ENROLLMENT

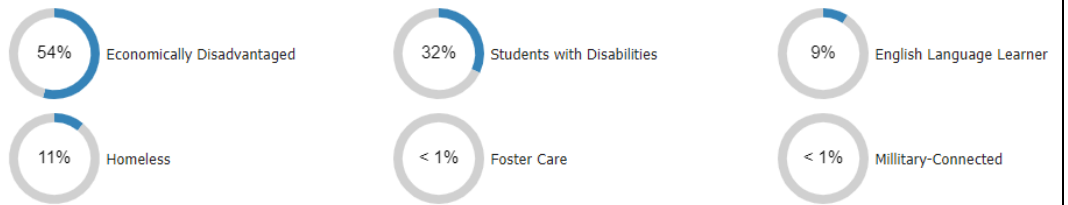
STUDENT ENROLLMENT OVER TIME



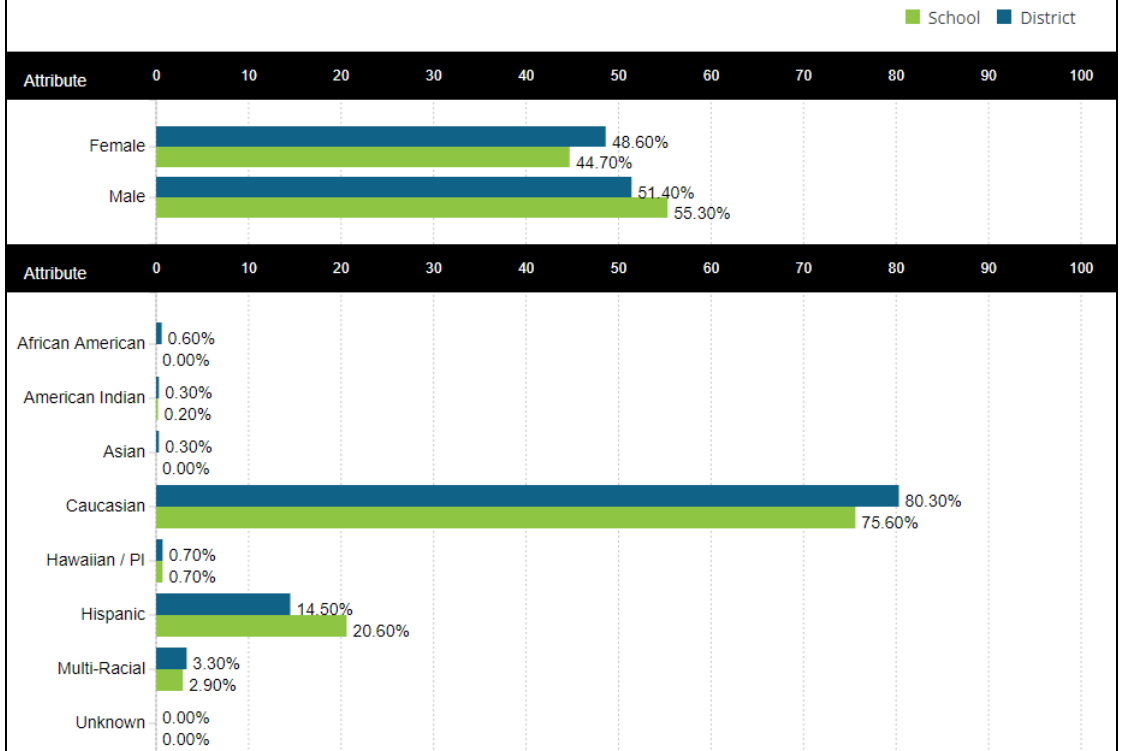
POPULATION BY RACE/ETHNICITY



POPULATION BY STUDENT GROUPS



School Enrollment: % of Students



School climate

At Barnett Elementary we work hard to help our students be the best leaders they can be. We have adopted a schoolwide program, The Leader in Me, to teach principles and character building through leadership opportunities. Weekly and monthly Social Emotional Learning lessons are provided in class by the teacher or as a grade level from the principal. We give students leadership responsibilities to help develop the 7 Habits. We culminate our victories and share our vision and accomplishments with the public on Leadership Day in the late winter or early spring. Parents are also provided with 7 Habits training so that they can speak a common language with their students at home.

We set school wide, class level, and individuals goals that students work to achieve. We call these Wildly Important Goals, or WIGs. We recognize achievement of our WIGs through monthly scoreboards, celebratory assemblies, and recording personal victories & reflections in leadership binders. We have character traits that are introduced to students by our school counselor, and then revisited throughout the month in classrooms.

We have a PBIS model where explicit expectations, rules and standards are taught with fidelity so all students and teachers know what is expected of them, receive instructions in a common language, and what rules to follow in each area of the school (hallways, classrooms, lunchroom, playground, etc.) We also have implemented a clear outline for how each teacher and the school at large will address behavior issues. We have Paws Times to handle small offenses and Behavior Tickets to address major offenses. Parents are invited to have a discussion with their children on the PAWS Times, as well as expected to have a discussion and come up with an Action Plan with their child if they get a Behavior Ticket. Our school counselor and psychologist support these programs through individual sessions as well as class lessons.

At Barnett we offer a skills coach who supports students in receiving additional support in behavioral or academic needs. Our coach provides lessons for individual students and follows up with the implementation of the skills taught. Our skills coach and school counselor oversee a wellness room where students can select to go to calm down, reset or take a self-identified need for a break. This room is closely watched and students who frequently use it are followed up with by our skills coach or counselor for further support.

We care about student safety and have put an emergency plan in place to protect students in any given situation such as fire, earthquakes, critical incidents, lockdowns, and lockouts. Students train at least monthly for unique situations that they may encounter. All doors, except the main entry doors, remain locked throughout the school day.

Parents are regularly welcomed at Barnett for class and grade level activities, field trips, SEPs, volunteering opportunities, parent activities, Family Empower Events, etc. Parents are invited to be on our Parent Lighthouse team that has input into goals at Barnett, support needed, Family Night planning, literacy events, etc. We work very hard to empower our parents to have the skills and tools they need to support and enhance their children’s education. We value the support and engagement of Barnett parents.

Teacher qualifications

BARNETT ELEMENTARY SCHOOL REPORT CARD 2021-2022

TEACHER QUALITY REPORT
TOTAL CERTIFIED STAFF: 27

Bachelor's Degree	Master's Degree
18	9

ENDORSEMENTS & LICENSES

Administrative Endorsement	Reading Endorsement	Math Endorsement	ESL Endorsement	Gifted Endorsement
2	1	4	15	1

STEM/Science Endorsement	Early Childhood Endorsement	School Counseling	Technology Endorsement
0	6	1	1

PARAPROFESSIONALS
TOTAL CLASSIFIED STAFF: 24

High School Diploma	Passed Para Pro Test	48 Credits or More	Associates Degree	Bachelor's Degree
24	6	4	5	9

Highly Qualified Teacher List

Teacher/Staff	Grade level or assignment	Highly Qualified?	
		Yes	No
Kali Brown	Principal	X	
Sarah Sumsion	Title I Coordinator	X	
Michele LeMmon	Instructional Coach	X	
Lori Hansen	Kindergarten Teacher (AM & PM)	X	
Maddie Evans	Kindergarten Teacher (AM)	X	
Cheri Kunz	Transitional Kindergarten Teacher	X	
Amy Nash	1st Grade Teacher	X	
Kristine Staheli	1st Grade Teacher	X	
Taylor Baird	1st Grade Teacher	X	
Melissa Fuhriman	2nd Grade Teacher	X	
Natalie Buchanan	2nd Grade Teacher	X	
Patty Hanson	ESSER Teacher	X	
Tamie Taylor	2nd Grade Teacher	X	
Kilee Christensen	3rd Grade Teacher	X	
Marie Moore	3rd Grade Teacher	X	
Rachel Ostler	4th Grade Teacher	X	
Stephanie Sheets	4th Grade Teacher	X	
Amaya Flint	5th Grade Teacher	X	
Coy Taylor	5th Grade Teacher	X	
Natalie Veach	Lower Grade ACC Teacher	X	
Jena Sonntag	Upper Grade ACC Teacher	X	
Emily Pittam	Speech Teacher	X	
Trenya Peterson	Speech Teacher	X	
Lynette Geary	Special Education Resource Teacher	X	
Alma Powell	Special Education Resource Teacher	X	
Carli Wright	Counselor	X	
Heather Boogert	Psychologist	X	

Highly Qualified Technician List

	Paraprofessional / Technician	Assignment	Highly Qualified	Not Highly Qualified
	Sherri Thayne	Skills Technician	X	
	Zinthya Lopez	Title I Technician	X	
	Kath Johnson	Title I Technician	X	
	Jenna Dodds	Title I Technician	X	
	Chelsea Kennedy	Title I Technician	X	
	Melaine Weaver	Title I Technician	X	
	Teona Humphries	Title I Technician	X	
	Patti Davis	Librarian	X	
	Tiffany Wilde	Planning Time Technician	X	
	Tessa Bradley	Planning Time Technician	X	
	Jessica Tolman	Planning Time Technician	X	
	Aleasha Hancock	Planning time Technician	X	
	Lori Reynolds	TK Technician	X	
	Pepper King	TK Technician	X	
	Sheryl DeNaughel	Asst. Secretary	X	
	Bobbi Diamond	Head Secretary	X	
	Mikaela Dahl	ACC Technician	X	
	Pia Valeriano	ACC Technician	X	
	Amy Kay	ACC Technician	X	
	DeAnn Butler	ACC Technician	X	
	Sharon Woodhouse	ACC Technician	X	
	Chelley Hunsaker	ACC Technician	X	
	Teresa Pugmire	ACC Technician	X	
	Paula Robinson	ESL Technician	X	
	Janet Franson	Special Education Technician	X	

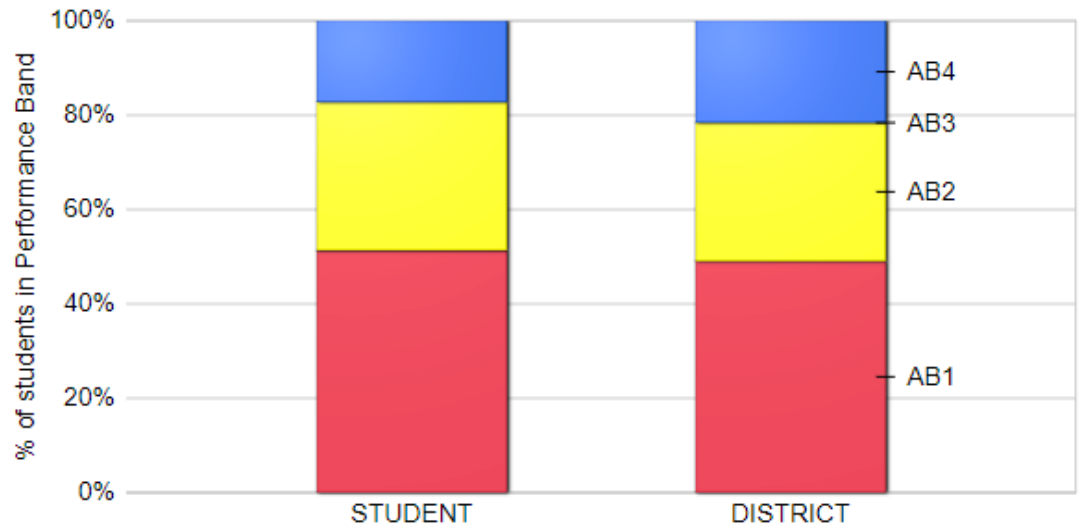
<p>Instructional practices</p>	<p>As a school, we review data from the previous year, such as RISE, Acadience, iReady and KEEP to determine how we want to adjust our instruction to meet the needs of our students, as well as set goals for teachers and students.</p> <p>As a district we follow the same practices. They are things such as Balanced Literacy, including writing, shared reading, guided reading, and independent reading. We have a variety of Daily 5 or other instructional writing activities. Some other practices include the phonics program Really Great Reading Countdown, Blast, HD Word and the phonemic awareness program Heggerty. All these initiatives are supported through a full time instructional coach in our building.</p> <p>In math we use Ready Math, but as a district we implement CMI math instruction, and currently Barnett Staff are being supported by a district level math coach in these strategies.</p> <p>As a school we have reading and math tutors to provide individualized & small group instruction. As a Title I school, we also implement the Steps Programs through the University of Utah. Our classified staff is trained and certifying through the Steps program so that it is implemented with fidelity. The Title I Coordinator also attends trainings, letters in the programs, and offers support to technicians.</p> <p>This year we implemented an ESSER teacher to support our most struggling students with very targeted, strategic, data-driven interventions for those students that the Steps program was not successful for them.</p> <p>We provide professional development opportunities throughout the year both at school and as a district and state. Some of these are:</p> <ul style="list-style-type: none"> - Balanced Literacy Training by the instructional coach - New Teacher Induction - Mentoring program - Reading, Math, Arts, Gifted, Blended Learning, ESL endorsement programs - Acadience trainings - UURC Steps certification programs - Weekly PLCs for math and reading - Literacy Collaboration - ESSER funding and interventions - SpEd training and collaboration - Nebo School District's Principal's Academy - Leader in Me training, coaching and symposiums - Really Great Reading phonics training - Heggerty Training - Peer observations - Technology Training - CMI coaching from the math coach - GAINS (arts training) - Curriculum Associates iReady Math & Reading Training
<p>College entrance testing</p>	<p>All of Barnett's certified teachers hold a Bachelor's Degree and have demonstrated knowledge and teaching skills in reading, writing, math and other Utah core areas by passing a rigorous state PRAXIS test. Teachers have demonstrated a high level of competency in each of the academic content areas in which they teach through a complex evaluation system that is highly objective and uniform throughout the state.</p>

Other data determined by the school

Performance Matters Framework Benchmarks

Performance Bands

Cut Band	Student Count	Percentage	Performance
Not Yet (AB1)	23	53.5%	30.43%
Developing (AB2)	13	30.2%	75%
Exceeds (AB4)	7	16.3%	100%
Totals	43	100%	55.23%



Test Score %	PE/PP	1-1	1-2	1-3	1-4
55%		83.7 %	41.9 %	60.5 %	34.9 %
1	2	3	4	5	6
25.0%	1 / 4	D	B	C	D
25.0%	1 / 4	B	C	A	D
25.0%	1 / 4	B	A	A	D
25.0%	1 / 4	B			
100.0%	4 / 4	B	D	C	A
25.0%	1 / 4	B	A	D	D
100.0%	4 / 4	B	D	C	A
100.0%	4 / 4	B	D	C	A
75.0%	3 / 4	B	D	C	C
0.0%	0 / 4				
75.0%	3 / 4	B	D	C	B
75.0%	3 / 4	B	C	C	A
25.0%	1 / 4	B	A	A	D
50.0%	2 / 4	B	A	C	C
75.0%	3 / 4	B	D	C	D
75.0%	3 / 4	B	D	C	D
50.0%	2 / 4	B	C	C	D
75.0%	3 / 4	B	B	C	A

Component Two—Schoolwide Reform Strategies

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.

Schoolwide Reform Goals and Strategies Form for most At-Risk Students.

Complete one page for each goal.

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

SMART Goal	Goal #1: By the end of the 2021-22 school year, the percentage of students in grades K-3 performing on grade level or making typical progress in reading will increase by 1%.
Strategies	<p>Action Plan:</p> <ol style="list-style-type: none"> 1. Grade levels will collaborate weekly to discuss the following four crucial questions regarding their students: <ol style="list-style-type: none"> a. What do we want our students to know from this unit of study? b. How will we know if they learned it? c. What data will we be looking at? d. What will we do as a grade level if they didn't learn it as planned? e. What will we do as a grade level if they did get it? How can we enrich their learning? <p>After asking and answering these questions, grade level teams will then focus on re-teaching and enrichment programs for these students and offer assistance at their needed level.</p> <ol style="list-style-type: none"> 2. Teachers will improve their tier one literacy instruction based on Nebo's approved literacy block and through staff development, administrative observation, team collaboration, personal study and data analysis 3. We will continue to run the University of Utah Steps Reading Intervention Program. 4. We will hire technicians to aid our at-risk students in Kindergarten and First Grade with literacy concepts and skills. 5. We will use our ESSER funds for a certified, veteran teacher to run very targeted interventions. 6. We will meet monthly as grade level Literacy Collaboration Teams with the principal, literacy specialist, and resource teachers to assess literacy needs, interventions, data, and best practices. We will hire subs to free up the grade level teachers. 7. We will utilize data from our BOY and MOY Acadience benchmarks to inform instruction and provide interventions. 8. We will have teachers use Acadience progress monitoring as an intervention. 9. We will implement iReady for all K-5 students 10. We will implement Heggerty (phonemic awareness program) in whole class instruction for K-1, and use for interventions as needed in other grades. 11. We will continue to purchase new books for student use. 12. We will continue to purchase new technology devices to support teachers and students in the classroom. We will look for programs, software, and apps that will support classrooms in reading.
Evidence-Based Research Support	The University of Utah has been continuously providing research and data on the programs they provide, and the effectiveness of each. Requirements of fidelity are non-negotiable. With the other support and programs we provide school-wide, staff will continually review data and make adjustments as needed. If a program or software didn't produce desired results, we continue looking at other strategies

	or tools to adopt that have proven successful in other educational settings.
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	Measure of Success: We will use the iReady Reading diagnostic results and Acadience reading (K-5) results. Formative assessment will happen mid-year to track progress and summative assessment will be completed at the end of the year. District framework benchmarks will help teachers guide their instruction at checkpoints along a term. As reading improves, we expect to see improvement expand to other core academic areas such as science, math and social studies.
Professional Development to Support Strategies	Staff will receive training in monthly Literacy Collaborations, as well as during some of the weekly collaborations. Teachers will have the opportunity to attend literacy conferences as needed. Instructional coaches will also be going through a coaching cycle with teachers by assignment or as needed for classroom support. Title I Coordinator and site mentor will provide training through mentoring and also conduct coaching cycles with all provisional teachers. Professional Development trainings will be provided for using iReady diagnostic data, Acadience progress monitoring, and common assessments.
Timeline	Professional development will be an ongoing process throughout the school year. Every year teachers will be held accountable. They will be asked to show growth and success through PGP's, SLO's, assessments, observations, drop ins, and conference/discussions with the principal or assigned mentor.
Responsible Parties	<p><i>Teachers</i> are responsible for providing best teaching practices in the classroom. They are also responsible for regular communication with students and parents about progress and needs.</p> <p><i>Principal</i> is responsible for providing appropriate equipment and resources that students and teachers need to be successful. They are also responsible for providing teachers with appropriate and timely professional development based on individual or grade level needs. The principal also creates the master schedule to coordinate the Title One, Special Education, and General Education needs.</p> <p><i>Title I Coordinator</i> works with the principal and other specialists to provide intervention programs for struggling students, and mentor provisional teachers in their core instruction. They model and evaluate the effectiveness of intervention programs and provide data to the principal. They also work within the master schedule to provide supplemental services as needed.</p> <p><i>Instructional Coach</i> will provide training, modeling, coaching and support for all literacy programs.</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>The Principal, Title I Coordinator, Instructional Coach, and District Specialists will observe teachers and paraprofessionals, and model correct teaching methods and best teaching practices. Teachers will be encouraged to attend in-services based on their needs. This team will also regularly review data as a team and with teachers to show if progress is being made towards the schoolwide goal.</p> <p>The Principal will be in classrooms often to collect data on teacher effectiveness. Assessment data will also provide the Administration Team and the teachers with student growth and progress. In-services and focused observations with whisper coaching will be provided on an as needed basis.</p>
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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

Schoolwide Reform Goals and Strategies Form for most At-Risk Students.

Complete one page for each goal.

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

SMART Goal	Goal #2- By the end of the 2021-2022 school year, the percent of students in grades 3-5 performing on grade level or making typical progress in math will increase by 1%.
Strategies	<p>Action Plan(s):</p> <ol style="list-style-type: none"> 1. Barnett will meet each week as a Professional Learning Community to discuss student data, interventions, strategies, re-teaching methods, and enrichment activities to increase student learning. They will use the four crucial questions to drive their conversations. 2. Grade levels will work together to implement a reteach-review-enrich model, along with CMI Math Instruction, to help support all learners. 3. We will hire math tutor(s) to help reinforce and enrich students' understanding. 4. We will continue to purchase new technology devices and supporting software that is needed for students and teachers. We will look for programs, software, and apps that will support classrooms in mathematics. 5. We will use iReady Math for an additional math intervention in all grades.
Evidence-Based Research Support	With the support programs and products provided for Barnett, the staff will continually review assessment data and student growth, to make adjustments as needed. If a program or software didn't produce desired results, we will pilot something else.
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	Evidence will be measured through the End of Year assessment data: RISE summative math assessment.
Professional Development to Support Strategies	<ol style="list-style-type: none"> 1. Staff will receive training from our District Math coach in CMI practices according to their level of expertise with CMI Instruction. 2. Grade levels will participate in Math Lesson studies throughout the year. 3. Weekly collaboration with math data will be reviewed. 4. Teachers will have the opportunity to attend conferences as needed. 5. Trainings for using the iReady diagnostic data results will be provided ongoing.

<p>Timeline</p>	<p>Professional development will be an on-going process throughout the school year. Every year teachers will be held accountable. They will be asked to show growth and success through PGP's, assessments, observations, drop ins, and conference/discussions with the principal or assigned mentor. Students and teachers will be actively preparing for RISE assessments for the duration of the school year. The RISE summative assessment will take place during April and May.</p>
<p>Responsible Parties</p>	<p><i>Teachers</i> are responsible for providing best teaching practices in the classroom. They are also responsible for regular communication with students and parents about progress and needs.</p> <p><i>Principal</i> is responsible for providing appropriate equipment and resources that students and teachers need to be successful. They are also responsible for providing teachers with appropriate and timely professional development based on individual or grade level needs. The principal also creates the master schedule to coordinate the Title One, Special Education, and General Education needs.</p> <p><i>Title I Coordinator</i> works with the principal and other specialists to provide intervention programs for struggling students. They model and evaluate the effectiveness of intervention programs and provide data to the principal. They also work within the master schedule to provide supplemental services as needed.</p> <p><i>Math Coach</i> will work with teachers to improve CMI math teaching practices and be available to provide coaching and support to teams throughout the year.</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>The Principal, Title I Coordinator, and District Specialists will observe teachers and paraprofessionals, and model correct teaching methods and best teaching practices. Teachers will be encouraged to attend in-services based on their needs.</p> <p>The Principal will be in classrooms often to collect data on teacher effectiveness. Assessment data will also provide the Administration Team and the teachers with student growth and progress. In-services and focused observations with whisper coaching will be provided on an as needed basis.</p> <p>Ready Math Data & Assessments iReady Diagnostic Assessments Framework Benchmark Assessments</p>

Component Four—Coordination and Integration

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?

TITLE I, PART A SCHOOLWIDE PLAN	
Name of LEA and School: Barnett/Kali Brown	Date: October 1, 2021
Mission I Learn. I Lead. I Care. Together we are better!	Vision As a Barnett Community we work together to empower leaders and inspire a love of learning.
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	For Barnett Elementary needs assessment, we are going to look at a variety of data sources including, the demographic make-up of our students, the school culture and its effects on the educational environment, and the community involvement along with stakeholders' input.
Do	In our monthly meeting with Stakeholders and Staff, we will review the demographics of our school. We will also discuss student's academic performance on end of year testing, as well as current practices taking place in our classrooms. We will seek parent feedback on the awareness and support that they are feeling is received at homes within our boundaries with regards to professional learning opportunities, ways to assist in their student's learning, and overall feelings regarding school culture and family involvement.
Study	With Staff and Stakeholders, we will review current practices and look for specific suggestions to make improvements in areas that may be a little weaker. We will look for best practices that are implemented in schools similar to our demographics and work throughout the year to keep parents informed of upcoming opportunities available to them and their children.
Act	We will use the resources available through email, websites, phone contact, etc, as we continually work to meet the needs of our individuals and families. Barnett will provide support through a variety of family and parent activities so that parents are aware and able to assist students in their individualized areas of academic need. Support will also be offered to families at the district level as well.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	For Barnett Elementary school-wide reform strategies, we are going to look at a variety of data sources including, but not limited to end of year data, Acadience, student's academic growth, as well as the individual needs and concerns of teachers, students, parents, and support staff.
Do	In Collaboration, teachers, administrative team, and support staff will regularly review and analyze data. Adjustments will then be made to teacher instructions and/or small groups/tutor help so that student's needs are being met, as those needs arise. Training will be provided to both teachers and paraprofessionals as needed. Any needed professional development or conference attendance will be offered and provided to strengthen best practices. Our schoolwide Literacy Tracker will be used to help track progress. Enrichment or reteach opportunities will be given to all students in need so that they can maintain a high level of academic achievement and growth.
Study	With staff and stakeholders, we will look over data to check for student learning and growth. We will see if targets are being met, and goals are being accomplished. Adjustments will be made along the way to target student's needs more specifically. We will also look at behavior patterns of the students and determine if those factor into any changes in the outcomes of the data results.
Act	Barnett will meet the needs both academically and behavioral as the individual circumstances arise. We will hire Highly Qualified Staff and will maintain an expectation of best practices. Teachers and paraprofessionals who do not meet expectations will be given a mentor, and will work on a plan to maintain best practices. As student needs arise, trainings and support will be provided to achieve success. We will continue to work on achieving school-wide, classroom, and individual goals throughout the year.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

Plan	For Barnett’s procedure to ensure mastery, we are going to once again look at a variety of data sources including, but not limited to end of year data, Acadience, student’s academic growth, hold TAT Meetings, as well as the individual needs and concerns of teachers, students, parents, and support staff.
Do	<p>In Collaboration, teachers, Administrative Team, and support staff will regularly review and analyze data. Adjustments will then be made to teacher instructions and/or small groups/tutor help so that student’s needs are being met, as those needs arise. Training will be provided to both teachers and paraprofessionals as needed. Any needed professional development or conference attendance will be offered and provided to strengthen best practices.</p> <p>Enrichment or reteach opportunities will be given to all students in need so that they can maintain a high level of academic achievement and growth.</p>
Study	With staff and stakeholders, we will look over data to check for student learning and growth. We will see if targets are being met, and goals are being accomplished. Adjustments will be made along the way to target students’ needs more specifically. We will also look at behavior patterns of the students and determine if those factor into any changes in the outcomes of the data results. The TAT Team can review data and make intervention suggestions, following through to see if interventions work, and if they don’t, suggest alternative options.
Act	Barnett will meet the needs both academically and behavioral as the individual circumstances arise. We will hire Highly Qualified Staff and will maintain an expectation of best practices. Teachers and paraprofessionals who do not meet expectations will be given a mentor, and will work on a plan to maintain best practices. As student needs arise, trainings and support will be provided to achieve success. We will continue to work on achieving school-wide, classroom, and individual goals throughout the year. Our PBIS plan will assist us as behavior needs arise. Our Counselor and Psychologist will also provide strategies to teachers as needed.

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Plan	Barnett is planning to support our reform strategies and ensure mastery by spending a majority of the funds on technician support. We feel like our students will benefit from the repetition and smaller group support structure. The funds will allow us the opportunity to serve students on a more individual basis and set goals to strengthen students in their greatest area of need.
Do	Barnett will spend a majority of the Title I Funding on Technician support. It is such a benefit to have another Tier 2 intervention support provided by paraprofessionals who will receive specific training and support. This will allow so many students to make constant and consistent growth academically.
Study	The Tier 2 Intervention support, under the direction of the University of Utah is something that has been used by our district for many years now. It has been great to see the consistency of the data collected, and we have seen how Barnett students benefit from this program.
Act	Throughout the school year we will collect data, track students, and make any needed adjustments as we go along. The remaining of our Title I budget will be able to fill any gaps with books to support the program or help to print reports and data that will keep paraprofessionals and teachers communicating and on the same page regarding individual students academically learning. While we will work to keep fidelity of the Steps Program, we also look forward to the flexibility that the groups provide as we may feel a need to move students in and out of this structured support system. We will also be able to use other available programs such as Lexia, Imagine Learning, ESL Technicians, Special Education, Take Home Library, Re-teach and Enrich, Aleks, MyOn and iReady Math.

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents and Purposes of the Program will be Met
State Education Funding	\$1,000,088	<p>We have hired Highly Qualified staff to provide students with instruction that is aligned to the State Core Standards including Enrichment and differentiation activities as needed.</p> <p>The state funding includes, but is not limited to: classroom teachers, substitutes, classroom resources, textbooks, technology, equipment, and staff development.</p>
Title I, Part A	\$135,596	To provide students additional resources and opportunities to access their education and achieve high levels of learning.
Title II	\$9,253	Funds are used to implement language instruction education. Programs to assist English learners to achieve standards.
Trustlands	\$36,612	Funds are used to address the specific needs of the school with input from the School Community Council.
Total	\$1,181,549	