

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: Alicia Rudd Signature _____ Date Sep 13, 2022

Principal: Kali Brown Signature _____ Date Sep 13, 2022

*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 Data													
	WIDA Composite	EOY Pathways of progress AC Reading	EOY Composite Score-Levels	EOY 20-21-Composite-Score	IR EOY Overall Scale Score	IR EOY Overall Placement	IR EOY Overall Relative Placement	IR EOY Percentile	BOY 21-22 Composite -Levels AC Reading	BOY 21-22 Composite Score	IR BOY Overall Scale Score	IR BOY Overall Placement	IR BOY Overall Relative Placement	IR BOY Percentile
	EOY 21	EOY 21	EOY 21	EOY 21	EOY 21	EOY 21	EOY 21	EOY 21	EOY 21	EOY 21	EOY 21	EOY 21	EOY 21	EOY 21
1.7	1 Well below	Well Below	82	373	Early K	Early On G	26	Well B	73	338	Emerg	2 Grade Le	7	
		Below Benc	151	435	Early 1	Early On G	38	Above	140	358	Level	1 Grade Le	15	
	1 Well below	Benchmark	125	367	Early K	Early On G	22	Above	132	356	Level	1 Grade Le	14	
	2 Below Typi	Above Benc	154	432	Late K	Mid or Ab	85	Above	141	412	Level	1 Grade Le	64	
	1 Well below	Well Below	75	371	Early K	Early On G	25	Well B	71	345	Emerg	2 Grade Le	9	
	3 Typical	Above Benc	179	519	Level 1	Mid or Ab	99	Above	194	503	Late 1	Mid or Ab	98	
	1 Well below	Benchmark	141	403	Mid K	Mid or Ab	53	Below	109	381	Level	1 Grade Le	31	
		Below Benc	92	408	Mid K	Mid or Ab	60	Benchr	123	431	Level	1 Grade Le	81	
	2 Below Typi	Benchmark	127	390	Early K	Early On G	40	Well B	90	373	Level	1 Grade Le	25	
	1 Well below	Benchmark	122	376	Early K	Early On G	29	Benchr	118	380	Level	1 Grade Le	30	
	4 Above Typi	Above Benc	160	287	Emerg	1 Grade Le	1	Above	201	309	Emerg	2 Grade Le	2	
	1 Well below	Below Benc	110	371	Early K	Early On G	25	Above	139	364	Level	1 Grade Le	19	
								Well B	27	369	Level	1 Grade Le	22	
	1 Well below	Below Benc	99	385	Early K	Early On G	36	Benchr	116	390	Level	1 Grade Le	38	
	1 Well below	Below Benc	91	404	Mid K	Mid or Ab	54	Well B	66	410	Level	1 Grade Le	61	
	1 Well below	Well Below	61	393	Early K	Early On G	42	Well B	71	382	Level	1 Grade Le	32	
								Well B	61	405	Level	1 Grade Le	53	
								Well B	55	399	Level	1 Grade Le	46	
		Benchmark	135	374	Early K	Early On G	27	Well B	83	403	Level	1 Grade Le	40	

MOY Pathway Achieved	MOY Composite Levels	MOY Composite Score	IR MOY Overall Scale Score	IR MOY Overall Placement	IR MOY Overall Relative Placement	IR MOY Percentile	EOY Pathway Achieved	EOY 21-22 Composite -Levels	EOY 21-22 Composite Score	IR EOY Overall Scale Score	IR EOY Overall Placement	IR EOY Overall Relative Placement	IR EOY Percentile
MOY 22	MOY 22	MOY 22	MC	MI	MOY 2	MOY 2	EOY 22	EOY 22	EOY 22	OY 2	OY 2	EOY 22	EOY 22
2. Below	elow Benc	60	384	Level	1 Grade Le	15	2. Below	Well Below	47	381	Level	1 Grade Le	8
5. Well Above	ve Benchm	274	396	Level	1 Grade Le	21	4. Above	Above Ben	240	442	Early	Early On G	42
1. Well Below	elow Benc	65	423	Level	1 Grade Le	49	1. Well Below	Below Ben	146	386	Level	1 Grade Le	9
1. Well Below	Benchmark	137	420	Level	1 Grade Le	46	1. Well Below	Below Ben	137	462	Mid 1	Mid or Ab	55
3. Typical	elow Benc	63	388	Level	1 Grade Le	17	1. Well Below	Well Below	7	360	Level	1 Grade Le	4
	elow Benc	31	407	Level	1 Grade Le	30		Well Below	22	392	Level	1 Grade Le	10
								Well Below	7	414	Level	1 Grade Le	22
3. Typical	ve Benchm	332	524	Late 1	Mid or Ab	97	4. Above	Above Ben	301	515	Late 1	Mid or Ab	88
2. Below	elow Benc	9	379	Level	1 Grade Le	13	3. Typical	Well Below	7	437	Early	Early On G	39
1. Well Below	elow Benc	63	453	Early	Early On G	70	3. Typical	Benchmark	183	473	Mid 1	Mid or Ab	63
5. Well Above	ve Benchm	342	481	Late 1	Mid or Ab	85	5. Well Above	Above Ben	256	496	Late 1	Mid or Ab	79
2. Below	elow Benc	62	391	Level	1 Grade Le	18	1. Well Below	Well Below	35	391	Level	1 Grade Le	18
2. Below	ow Benchm	111	428	Level	1 Grade Le	54	1. Well Below	Well Below	52	440	Early	Early On G	41
3. Typical	ve Benchm	352	452	Early	Early On G	69	3. Typical	Above Ben	282	524	Late 1	Mid or Ab	92
1. Well Below	ow Benchm	128	393	Level	1 Grade Le	19	2. Below	Benchmark	175	416	Level	1 Grade Le	24
3. Typical	elow Benc	24	418	Level	1 Grade Le	43	4. Above	Well Below	35	442	Early	Early On G	42
1. Well Below	elow Benc	53	408	Level	1 Grade Le	31	1. Well Below	Well Below	82	434	Early	Early On G	38
5. Well Above	ow Benchm	125	429	Level	1 Grade Le	55	4. Above	Below Ben	138	502	Late 1	Mid or Ab	82
2. Below	elow Benc	50	401	Level	1 Grade Le	24	1. Well Below	Well Below	23	414	Level	1 Grade Le	22
4. Above	elow Benc	85	421	Level	1 Grade Le	47	4. Above	Well Below	97	425	Level	1 Grade Le	32
5. Well Above	ow Benchm	112	442	Early	Early On G	63	3. Typical	Well Below	57	428	Level	1 Grade Le	34
2. Below	elow Benc	92	421	Level	1 Grade Le	47	2. Below	Well Below	109	447	Early	Early On G	45
5. Well Above	elow Benc	31	337	Emerg	2 Grade Le	3	1. Well Below	Well Below	0	338	Emerg	2 Grade Le	2
1. Well Below	elow Benc	26	398	Level	1 Grade Le	22	1. Well Below	Well Below	9	390	Level	1 Grade Le	10
1. Well Below	ve Benchm	228	432	Level	1 Grade Le	57	2. Below	Above Ben	249	488	Late 1	Mid or Ab	74
4. Above	Benchmark	146	410	Level	1 Grade Le	34	1. Well Below	Well Below	71	423	Level	1 Grade Le	30
5. Well Above	Benchmark	156	440	Early	Early On G	62	4. Above	Benchmark	182	453	Early	Early On G	49
3. Typical	ow Benchm	119	426	Level	1 Grade Le	52	2. Below	Below Ben	116	418	Level	1 Grade Le	26

Acadience Math Data

BOY Overall Score IR Math	BOY Overall Placement IR Math	BOY Overall Relative Placement IR Math	BOY Percentile IR Math	Composite 2 EOY	Composite 2 EOY level	Composite 2 EOY Percentile	Composite 2 EOY pathway
EOY 22	EOY 22	EOY 22	EOY 22	EOY 22	EOY 22	EOY 22	EOY 22
450	Mid 2	Mid or Ab	74	109	Above Ben	81	Above
442	Mid 2	Mid or Ab	61	64	Below Ben	38	Above
443	Mid 2	Mid or Ab	63	47	Well Below	20	Below
351	Level K	2 Grade Le	1	31	Well Below	8	
448	Mid 2	Mid or Ab	71	75	At Benchm	50	Below
380	Level K	2 Grade Le	5	17	Well Below	2	Below
428	Early 2	Early On G	44	57	Below Ben	30	Typical
403	Level 1	1 Grade Le	17	36	Well Below	11	Typical
435	Early 2	Early On G	52	34	Well Below	10	Well Below
413	Level 1	1 Grade Le	26	38	Well Below	12	Well Below
402	Level 1	1 Grade Le	16	29	Well Below	7	Well Below
419	Level 1	1 Grade Le	33	61	Below Ben	34	Well Below
393	Level 1	1 Grade Le	10	24	Well Below	4	Typical
391	Level 1	1 Grade Le	9	22	Well Below	4	Well Below
391	Level 1	1 Grade Le	9	13	Well Below	1	Well Below
415	Level 1	1 Grade Le	28	15	Well Below	2	Well Below
403	Level 1	1 Grade Le	17	33	Well Below	9	Well Below
429	Early 2	Early On G	45	52	Below Ben	25	
376	Level K	2 Grade Le	4	17	Well Below	2	Well Below
402	Level 1	1 Grade Le	16	20	Well Below	3	Well Below
473	Mid 2	Mid or Ab	95	115	Above Ben	85	Above
427	Level 1	1 Grade Le	42	34	Well Below	10	Well Below
430	Early 2	Early On G	46	88	Above Ben	62	Above
413	Level 1	1 Grade Le	26	37	Well Below	12	Typical
293	Level K	2 Grade Le	1	8	Well Below	1	Below
423	Level 1	1 Grade Le	37	69	At Benchm	43	Below
406	Level 1	1 Grade Le	19	104	Above Ben	77	
340	Level K	2 Grade Le	1	25	Well Below	5	Well Below
443	Mid 2	Mid or Ab	63	82	At Benchm	57	Below
414	Level 1	1 Grade Le	44	57	Below Ben	30	Typical
434	Early 2	Early On G	51	44	Well Below	17	Below

RISE ELA Data Sampling

RISE ELA test	RISE ELA scaled score	RISE ELA proficiency	School	Custom cells
DY 1	DY 2	DY 2		
LA 4 te	203	ow Proficient		
LA 4 te	290	ow Proficient		
LA 4 te	237	ow Proficient		
LA 4 te	377	aching Proficient		
LA 4 te	356	aching Proficient		
LA 4 te	343	aching Proficient		
LA 4 te	300	ow Proficient		
LA 4 te	370	aching Proficient		
LA 4 te	314	ow Proficient		
LA 4 te	329	aching Proficient		
LA 4 te	249	ow Proficient		
LA 4 te	347	aching Proficient		
LA 4 te	413	Proficient		
LA 4 te	217	ow Proficient		
LA 4 te	358	aching Proficient		
#N/A	#N/A	#N/A		
LA 4 te	317	ow Proficient		
LA 4 te	278	ow Proficient		
LA 4 te	298	ow Proficient		
LA 4 te	235	ow Proficient		
LA 4 te	208	ow Proficient		
LA 4 te	234	ow Proficient		
LA 4 te	243	ow Proficient		
LA 4 te	379	Proficient		
LA 4 te	241	ow Proficient		
LA 4 te	303	ow Proficient		
LA 4 te	354	aching Proficient		
LA 4 te	334	aching Proficient		
LA 4 te	312	ow Proficient		

RISE Math Data Sampling

RISE test 2022	RISE Math Scale Score	RISE Math Performance Level	RISE Test SCI 2022	RISE SCI Scale Score	RISE SCI Performance Level	School Custom Skills
EOY 2022	EOY 2022	EOY 2022	EOY 2022	EOY 2022	EOY 2022	
4th Math	252	1 - Below	SCI 4 test	540	1 - Below	Proficient
4th Math	311	1 - Below	SCI 4 test	545	2 - Approaching Proficient	
4th Math	309	1 - Below	SCI 4 test	537	1 - Below	Proficient
4th Math	352	3 - Proficient	SCI 4 test	551	2 - Approaching Proficient	
4th Math	364	3 - Proficient	SCI 4 test	552	2 - Approaching Proficient	
4th Math	346	2 - Approaching Proficient	SCI 4 test	558	3 - Proficient	
4th Math	269	1 - Below	SCI 4 test	537	1 - Below	Proficient
4th Math	339	2 - Approaching Proficient	SCI 4 test	545	2 - Approaching Proficient	
4th Math	269	1 - Below	SCI 4 test	541	1 - Below	Proficient
4th Math	312	1 - Below	SCI 4 test	546	2 - Approaching Proficient	
4th Math	319	1 - Below	SCI 4 test	535	1 - Below	Proficient
4th Math	303	1 - Below	SCI 4 test	558	3 - Proficient	
4th Math	381	4 - Highly Proficient	SCI 4 test	561	3 - Proficient	
4th Math	293	1 - Below	SCI 4 test	531	1 - Below	Proficient
4th Math	342	2 - Approaching Proficient	SCI 4 test	543	2 - Approaching Proficient	
#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
4th Math	293	1 - Below	SCI 4 test	530	1 - Below	Proficient
4th Math	349	3 - Proficient	SCI 4 test	529	1 - Below	Proficient
4th Math	364	3 - Proficient	SCI 4 test	554	3 - Proficient	
4th Math	267	1 - Below	SCI 4 test	535	1 - Below	Proficient
4th Math	284	1 - Below	SCI 4 test	535	1 - Below	Proficient
4th Math	257	1 - Below	SCI 4 test	526	1 - Below	Proficient
4th Math	328	2 - Approaching Proficient	SCI 4 test	538	1 - Below	Proficient
4th Math	364	3 - Proficient	SCI 4 test	552	2 - Approaching Proficient	
4th Math	279	1 - Below	SCI 4 test	547	2 - Approaching Proficient	
4th Math	304	1 - Below	SCI 4 test	536	1 - Below	Proficient
4th Math	333	2 - Approaching Proficient	SCI 4 test	541	1 - Below	Proficient
4th Math	348	2 - Approaching Proficient	SCI 4 test	537	1 - Below	Proficient
4th Math	345	2 - Approaching Proficient	SCI 4 test	542	1 - Below	Proficient
4th Math	354	3 - Proficient	SCI 4 test	552	2 - Approaching Proficient	

Barnett Dashboard



Due to the impacts of COVID-19, interpret 2021 scores with extreme caution. Comparisons of 2021 scores to previous years or across student groups, schools, and districts are not advised.

HOW IS THE STATE PERFORMING IN EACH COMPONENT?

PARTICIPATION RATE: 80%-90%



ACHIEVEMENT

English Language Arts	24.4%
Mathematics	31.3%
Science	27.8%

[View Details](#)



GROWTH

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



ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress	28.6%
English Learners Reaching Proficiency	14.3%

[View Details](#)



EARLY LITERACY

Students Reading on Grade Level	28.5%
Students Making Typical or Better Progress	52.0%

[View Details](#)

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 5

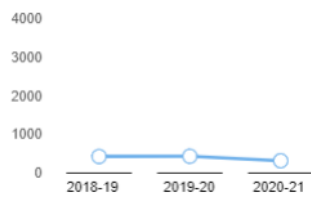
DISTRICT
Nebo District

PRINCIPAL
Kali Brown

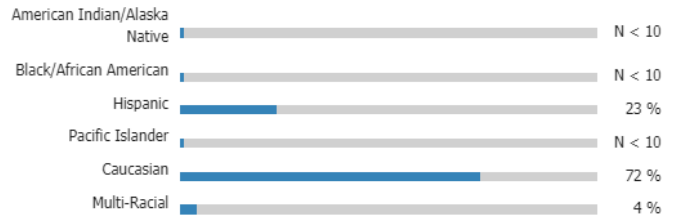
TOTAL STUDENT ENROLLMENT
337

STUDENT ENROLLMENT

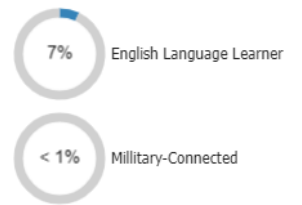
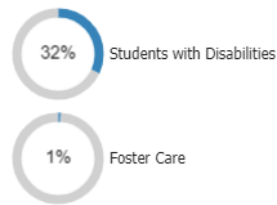
STUDENT ENROLLMENT OVER TIME



POPULATION BY RACE/ETHNICITY

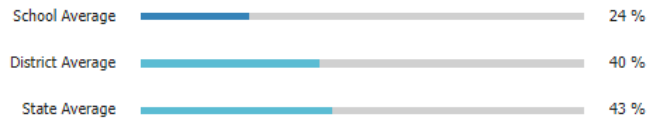


POPULATION BY STUDENT GROUPS

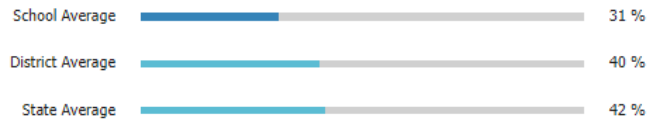


HOW DID THE SCHOOL PERFORM COMPARED TO DISTRICT AND STATE?

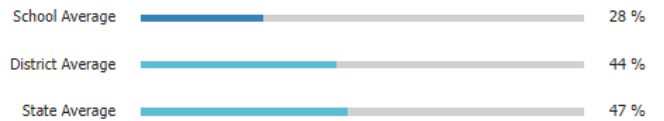
ENGLISH LANGUAGE ARTS



MATHEMATICS



SCIENCE



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 2022-2023

TEACHER QUALITY REPORT
TOTAL CERTIFIED STAFF: 30

Bachelor's Degree	Master's Degree
30	11

ENDORSEMENTS & LICENSES

Administrative Endorsement	Reading Endorsement	Math Endorsement	ESL Endorsement	Gifted Endorsement
2	1	3	15	1

STEM/Science Endorsement	Early Childhood Endorsement	School Counseling	Technology Endorsement
0	7	1	2

PARAPROFESSIONALS
TOTAL CLASSIFIED STAFF: 29

High School Diploma	Passed Para Pro Test	48 Credits or More	Associates Degree	Bachelor's Degree
29	11	6	4	8

Highly Qualified Teacher & Technician 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	
Neisha Coutlee	Digital Coach	X	
Lori Hansen	Kindergarten Teacher	X	
Teresa Macinanti	Kindergarten Teacher	X	
Cheri Kunz	Transitional Kindergarten Teacher	X	
Amy Nash	1st Grade Teacher	X	
Kristine Staheli	1st Grade Teacher	X	
Taylor Cruz	1st Grade Teacher	X	
Melissa Fuhriman	2nd Grade Teacher	X	
Natalie Buchanan	2nd Grade Teacher	X	
Coy Taylor	2nd Grade Teacher	X	
Kilee Christensen	3rd Grade Teacher	X	
Marie Moore	3rd Grade Teacher	X	
Shelly Wright	3rd Grade Teacher	X	
Teona Humphries	4th Grade Teacher	X	
Stephanie Sheets	4th Grade Teacher	X	
Amaya Flint	5th Grade Teacher	X	
Tamie Taylor	5th Grade Teacher	X	

	Zinthya Lopez	5th Grade Teachers	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		
	Mollie Bradley	Speech Teacher	X		
	Patty Hanson	Intervention Teacher	X		
	Alma Powell	Special Education Resource Teacher	X		
	Maddie Evans	Counselor	X		
	Heather Boogert	Psychologist	X		
	Paraprofessional / Technician	Assignment	Highly Qualified	Not Highly Qualif	
	Sherri Thayne	Skills Technician	X		
	Charlotte Gillespie	Title I Technician	X		
	Kath Johnson	Title I Technician	X		
	Jenna Dodds	Title I Technician	X		
	Ramona Smith	Title I Technician	X		
	Melaine Weaver	Title I Technician	X		
	Brinley Summers	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		
	Anna Munoz	TK Technician	X		
	Susan Millet	OEK Technician	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		
	Amber Weight	ACC Technician	X		
	Kenneth Wilson	ACC Technician	X		
	Paula Robinson	ESL Technician	X		
	Janet Franson	Special Education Technician	X		
Instructional practices	<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</p>				

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.

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.

We provide professional development opportunities throughout the year both at school and as a district and state. Some of these are:

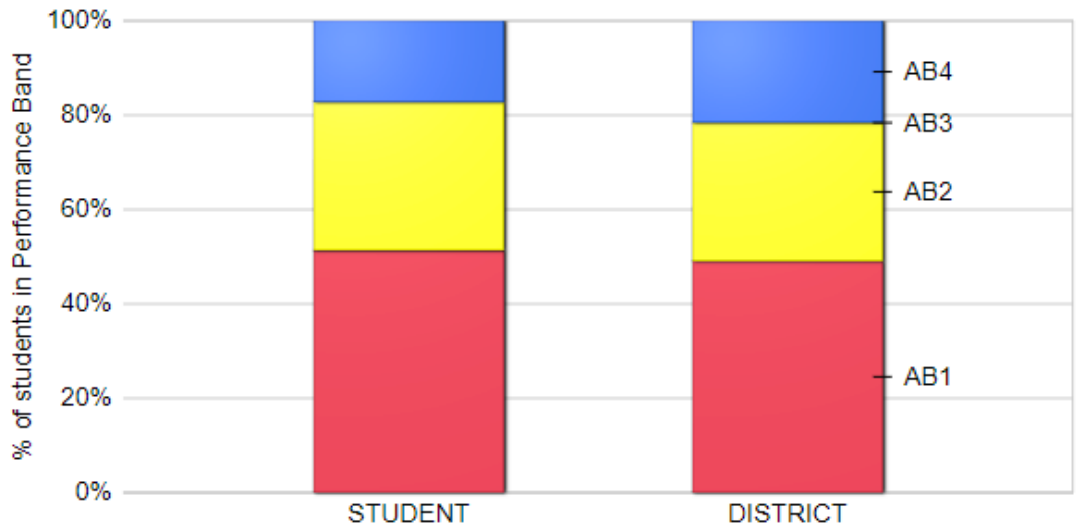
- Balanced Literacy Training by the instructional coach
- New Teacher Induction
- Mentoring program
- Reading, Math, Arts, Gifted, Blended Learning, ESL endorsement programs
- Acadience trainings
- UURC Steps certification programs, including Alphabet FIRMING lessons
- Weekly PLCs for math and reading
- Literacy Collaboration
- ESSER funding and interventions
- Special Education 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

College entrance testing

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 or producing an EdTPA portfolio of work. 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.

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%



	55%	83.7 %	41.9 %	60.5 %	34.9 %	
	Test Score %	PE/PP	1. ☹	2. ☹	3. ☹	4. ☹
	☐ 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 2022-2023 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 adjust 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 2022-2023 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 Elementary Principal Kali Brown	Date: September 2, 2022
MISSION: Faculty Mission Statement: All students learning at high levels. Student Mission Statement: I Learn. I Lead. I Care. Together we are better!	VISION: At Barnett we hold our students to high expectations while encouraging a growth mindset in a caring and positive environment.
VALUES: Students held accountable for data shared and setting own goals Provide tasks with clear expectations that require grappling Validate students' feelings, praise the effort and celebrate victories School-wide focus on positives and building caring relationships Model productive thinking through mistakes and challenges	GOALS: Students grapple with the task the teacher has given. Teachers ask questions and provide experiences that encourage students to grapple with the task.
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	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. 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 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	<p>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.</p>
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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	\$1,125,054	<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	\$225,443	To provide students additional resources and opportunities to access their education and achieve high levels of learning.
Title II	10,862	Funds are used to implement language instruction education. Programs to assist English learners to achieve standards.
Trustlands	\$52,525	Funds are used to address the specific needs of the school with input from the School Community Council.
Total	\$1,413,884	