

School Improvement Plan Required Documentation

Part A: General Information

School Name: Kanab Elementary School

District Name: Kane School District

Principal: Braxton Bateman

Title I Director: Chris Kupfer

Superintendent: Ben Dalton

Date of Peer Review: _____ Date Presented to Local School Board: _____ Date Submitted to USOE: _____

Priority School: _____

Focus School: _____

The school improvement plan is to be written by the school leadership team and the SST after the school appraisal. The leadership team must include at least one school administrator, one faculty member, and one parent (who is not a member of the school staff). The SST is comprised of at least three persons at all times, including at least one person from the LEA (no training required) and at least two members from the approved USOE list of SST members and leaders.

Name	Leadership Team and SST	Signature
<u>Braxton Bateman</u>	Principal	_____
<u>Linsey Glover</u>	Faculty Member	_____
<u>MaryAnn Shakespear</u>	Faculty Member	_____
<u>Mariah Wheeler</u>	Parent/Community Council Member	_____
<u>April Riddle</u>	Parent/Community Council Chair	_____
<u>Staci Wright</u>	Parent/Community Council Member/PTA President	_____

Title I School Improvement Plan Peer Review

Assurances	Examples of Acceptable Evidence
The plan includes evidence of the participation of parents, school staff, the LEA, and external consultants.	<ul style="list-style-type: none"> • Signature page • List of participants and signatures • Minutes of meetings held
The plan covers a two-year period.	<ul style="list-style-type: none"> • Timeline
Funds are used to supplement, not supplant, non-federal funding.	<ul style="list-style-type: none"> • Budget descriptions
The school improvement plan is presented to the local school board.	<ul style="list-style-type: none"> • Date when the plan was presented • Board agenda when the plan was presented

Required Components	Examples of Acceptable Evidence
Incorporate scientifically-based research strategies.	<ul style="list-style-type: none"> • Citation of accepted, experimental or quasi-experimental, statistically sound, peer-reviewed and published research
Incorporate strategies to strengthen core academic subjects.	<ul style="list-style-type: none"> • Specific reference to language arts, mathematics, or science • Activities to align the school curriculum with state standards
Address the specific academic issues that caused the school to be identified for school improvement.	<ul style="list-style-type: none"> • Assessment data, including disaggregated subgroup data • Comprehensive needs assessment
Adopt policies and practices in core academic subjects that have the greatest likelihood of ensuring that all groups will meet proficiency.	<ul style="list-style-type: none"> • Increased learning time • Provisions for an accelerated/enriched curriculum • Strategies that meet the needs of <i>all</i> students • Change in infrastructure/organizational structures
Professional development: a. Addresses academic achievement problems that caused the school to be identified as a Priority or Focus School. b. Provided in a manner that affords increased opportunity for instructional staff participation.	<ul style="list-style-type: none"> • Content based on Utah Core Standards • Alignment of classroom activities to Utah Core Standards and assessments • Data analysis training • Endorsement programs • More time provided for professional development

Required Components	Examples of Acceptable Evidence
Specifies how professional development funds will be used to increase achievement for all students.	<ul style="list-style-type: none"> • Cohesive year-long professional development plan • Agendas for professional development targeting core areas • Names and titles of intended presenters
Establishes specific annual, measurable objectives (AMOs) for continuous and substantial progress by each group of students.	<ul style="list-style-type: none"> • Statement of target goals for school and subgroups • Evidence of individual student monitoring
Describes how the school will notify parents of the school’s improvement status in a format and language understandable to parents.	<ul style="list-style-type: none"> • Letters • Newsletters • Meetings (agendas and minutes)
Specifies the responsibilities of: <ul style="list-style-type: none"> • The school. • The LEA. • The state. Includes technical assistance to be provided by the LEA.	<ul style="list-style-type: none"> • Names of those responsible for implementation of all aspects of the plan • Levels of professional development (local, state, national) • Funding sources
Includes strategies to promote effective parental involvement.	<ul style="list-style-type: none"> • Parent meetings and decision making opportunities • Parent learning opportunities • Volunteer programs • School Community Council
Incorporates extended day and/or extended year activities as appropriate.	<ul style="list-style-type: none"> • Before or after school academic programs • Summer school programs • Extended day kindergarten • Preschool programs
Incorporates a teacher coaching program.	<ul style="list-style-type: none"> • Employ an instructional coach • Peer coaching or study groups focusing on academic achievement

The District School Improvement Plan Peer Review Team assures that the Title I School Improvement Plan meets all statutory requirements and is designed to address the reason(s) the school was identified as a Priority or Focus School.

Signatures:

1. Comprehensive Needs Assessment

ESEA 1114(b)(1)(A)

Refer to item # 6 of the Utah Title I Part A Monitoring Handbook

<p>Schoolwide project schools have conducted a comprehensive needs assessment of the entire school, based on the information about the performance of children in relation to the state content and student performance standards (Utah State Core Curriculum). Quality needs assessments include multiple sources of data. Some to consider are: Student achievement trends #1</p>	<p>Kanab Elementary is drawing information from multiple sources through a variety of assessments in order to evaluate all students' performance in relation to the Utah Core State Standards. The needs and strengths of Kanab Elementary will be identified throughout this document.</p> <p><u>Student Assessment of Growth and Excellence (SAGE)</u>: Results for grades 3-6 in Reading and Math SAGE tests are used to evaluate the progress in No Child Left Behind.</p> <p><u>SAGE Benchmark Assessments</u>-Given in grades 3-6 for on a regular basis to determine proficiency of Utah State Core Standards.</p> <p><u>Star Assessment</u>: Given in grades 1-6. Grades 2-6 give this assessment at the BOY, MOY, and EOY. 1st Grade gives this assessment at the MOY and EOY. This assessment is used as another measurement for reading skills.</p> <p><u>DIBELS (Dynamic Indicator of Early Literacy Skills)</u>: Students in grades K-3 will be administered the DIBELS test three times annually to assess their reading skills. Students in grades 4-6 will be administered the DIBELS at the BOY and EOY. Those students in grades 4-6 who are in need of strategic or intensive support will also be given the DIBELS assessment at MOY.</p> <p><u>GoMath Assessments</u>: Chapter assessments and BOY/EOY comprehensive assessments are given to determine understanding of Math Utah State Core Standards.</p> <p><u>Surveys</u>: Stakeholder input surveys are used, as needed, for input regarding success and needs of the students, parents, and staff. Surveys were distributed to students, parents, and staff. These surveys involve, but are not limited to curriculum, safety, communication, parent resources, and relationships. Our Community Council and PTA president are also involved in the discussing survey and community input.</p>
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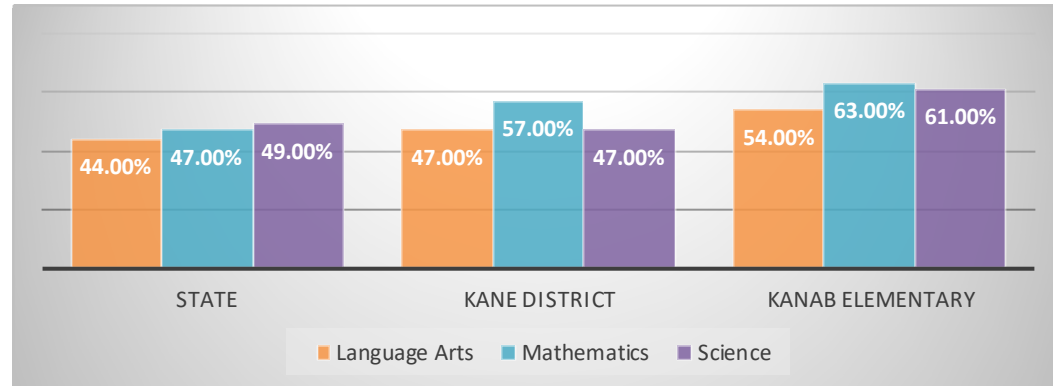
Graduation rates (for high schools only)	N/A
Demographic data (Population, Poverty, Ethnicity, Migration)	Asian: 4; Black: 1; Hispanic: 2; Am Indian or Alaska Native: 5; Pacific Isl: 4; White: 466; Multiple Races 9; Total 489 Poverty rate: 50%
School climate (including safe school data) (Aspire)	Number of students suspended 2015-16 for safe school issues: 10
Course-taking patterns (secondary only)	N/A
Teacher qualifications (#5, #6)	Nineteen teachers at Kanab Elementary School are highly qualified. All teachers have a Bachelor's degree and nineteen teachers are certified by the State of Utah, which meets the requirements under section 1119. Four out of twenty-one teachers have their Master's Degrees, five teachers have an ESL Endorsement, eight teachers have a Reading or Math Endorsement, four teachers have an Administrative Endorsement, and six teachers have an Early Childhood Endorsement. Five teachers are provisional in their first three years of teaching. All paraprofessionals have met the highly qualified requirements. All paraprofessionals are under the direct supervision of a certified teacher and/or the principal. Paraprofessionals have received in-service trainings on LRBI and health concerns of Kanab Elementary. One teacher is working to get highly qualified since they moved from another state. Both teachers who are not highly qualified need to pass the Praxis assessments as required.
Participation in college entrance testing (high school only)	N/A

Other data as determined by the school (#1, #2)

We are now in the third year of administering the SAGE (Student Assessment of Growth and Excellence for the state of Utah) assessment. This data is starting to be used to analyze and look for trends in student achievement and patterns of need.

Overall Sage Results for KES 2015-16
% Proficient

	Language Arts	Mathematics	Science
KES	54%	63%	61%
KSD	47%	57%	47%
State	44%	47%	49%



DIBELS: By Jan of 2017, 80% or more of Kanab Elementary School students in grades K-6 will benchmark on the Middle-of-Year (MOY) Dibels Assessment. Over the past 4 years, our MOY scores have raised from 77% to 83%. In 2012-13 the percentage was at 77%. In 2013-14 the percentage was at 78% and in 2014-15 the benchmark percentage reached 81%. This past year in 2015-16 the benchmark percentage reached up to 83%. Based on research and the RTI model, 80% mastery or above shows effective literacy instruction. This is why our goal is to either maintain or rise above 80% benchmark proficiency.

2. Schoolwide Reform Strategies (#3)

ESEA 1114(b)(1)(B)

Refer to items #7 and #15 of the Utah Title I Part A Monitoring Handbook

For schools approved by the LEA to operate a schoolwide program, required schoolwide reform strategies are selected and implemented.

Describe the strategies and the accompanying action steps that will be used to improve student achievement. Use the following form to guide the planning. Please duplicate the form on the following page as needed for each goal.

The Community Council consists of the principal, teachers, and parents. All staff members were invited to participate in developing and implementing the plan.

The Community Council meets several times during the school year to review State Core tests and other formative assessments, and surveys. The Community Council reviews where our greatest needs are and provides input as to how the Title I funding could be most beneficial. It was decided that:

Trust Lands will cover \$50,000 in Salaries and Employee Benefits (100 and 200), paraprofessionals were hired to assist with Interventions/Language Arts/Math in Classrooms, \$6,000 in Software (670) will be used for educational software to be purchased for Math/Language Arts enhancement and extension learning of Utah Core Standards, \$5,637 in Equipment (Computer Hardware, Instruments, Furniture) (730) will cover the Chromebooks/tablets or other electronic devices for students to access the educational software or assist with assessing/progress monitoring, and \$7,000 in Salaries and Employee Benefits (100 and 200) paraprofessionals and/or educators to assist with after-school programs.

In grades K-6, paraprofessionals paid by Title-I and Trust Lands funds will assist in classrooms to enhance the reading process. There will be many interventions taking place to assist with struggling students and enrichment activities for the high-performing students. The additional paraprofessionals would also participate

in assisting with the intervention process. This would produce smaller learning groups to better serve each individual student and assist the teacher in this process.

We plan to hire one to two educators/paraprofessionals Tues-Thurs to assist students with Math Homework in the upper grades for our after-school program. With the new Utah core standards, students need more help with their homework specifically with a trained educator that can assist with some of the rigorous homework assignments.

Educational software has also been a great tool to enhance key core concepts. We plan to purchase or renew licenses for the Language Arts software programs which will be used to reinforce language arts concepts. Also we plan to renew math educational software such as licenses for SuccessMaker, Reflex Math, and other software. Students will be able to access these programs after-school to enhance math skills. Reflex Math helps students gain fluency in their math facts and SuccessMaker builds overall math competency in the Core Standards. Students will be tracked and monitored throughout the school year on these programs.

Every teacher has a system of parent communication whether it be Respond, Class Dojo, or Edulink. These systems will be used to improve communication between teachers, students, and parents.

The District Reading Specialist, who is a Certified Teacher with a Reading Endorsement, will support teachers, students, and parents.

The Reading Specialist will assist the administrator in:

- Directing the Title I program
- Training and scheduling paraprofessionals
- Teaming and scheduling integrated learning opportunities
- Test preparation and coordination

Differentiated small group reading will be used in grades K-6.

Time will be provided for collaboration with colleagues within the school. Kanab Elementary is actively involved in Professional Learning Communities.

Provides in-service training for staff in reading strategies, writing process, and math on a regular basis.

Certified ESL teachers and/or highly qualified aides will provide supports to LEP students.

Schoolwide Reform Goals and Strategies Form
(Complete one page for each goal.)

Schoolwide Goals: Goals must be directly related to the results of the comprehensive needs assessment and directly tied	
Goal	Maintain ELA proficiency at 54% by Spring 2017 as measured by SAGE.
Strategies	Positive Behavior Support, Explicit Instruction, Comprehension Strategy Instruction, Tier 3 Instructional Model (small group instruction), Goal Setting
Scientifically Based Research Support	<ul style="list-style-type: none"> • Jones, F. H., Jones, P., & Jones, J. (2000). <i>Tools for Teaching</i>. Fredric H. Jones & Associates, Inc. • Brinkman, A., Forlini, G., & Williams, E. (2009). <i>Help Teachers Engage Students</i>. Eye on Education. • Lyman, F. T. (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), <i>Mainstreaming Digest</i> (pp109-113). College Park: University of Maryland Press. • Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (1996). <i>Peer-assisted learning strategies: Making classrooms more responsive to diversity</i>. Nashville, TN: Vanderbilt University. (ERIC Document Reproduction service No. ED 393269) • Buffum, A., Mattos, M., & Weber, C. (2012). <i>Simplifying Response to Intervention; Four Essential Guiding Principles</i>. Solution Tree Press. • Forlini, G., Williams, E., & Brinkman, A. (2010). <i>Class Acts</i>. Lavender Hill Press. • Archer, A.L., & Hughes, C.A. (2011). <i>Explicit Instruction: Effective and Efficient Teaching</i>. New York, NY: The Guilford Press • Harvey, S., & Goudvis, A. (2007). <i>Strategies That Work: Teaching Comprehension for Understanding and Engagement</i>. Portland, ME: Stenhouse. • Brendtro, L.K., Brokenleg, M., & Van Bockern, S. (2002). <i>Reclaiming Youth at Risk: Our Hope for the Future</i>. Bloomington, IN: National Education Service. • Richard Dufour, Rebecca DuFour, Robert Eaker, Thomas Many. (2010). <i>Learning by Doing: A Handbook for Professional Communities at Work - a practical guide for PLC teams and leadership</i>. Solution Tree Press

<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Student Assessment for Growth and Excellence (SAGE)-Interim, Benchmark, and Summative</p> <p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p> <p>BOY, MOY, EOY testing, progress monitoring</p>
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<p>Professional Development to Support Strategies</p>	<p>Each year staff members are surveyed to determine their professional development needs. Based upon the results of the survey, needs assessment, and ongoing projects at the school, the professional development for the year will include:</p> <p>Positive Behavior Support: The staff will continue to review and refine positive behavior support strategies needed to improve student achievement during faculty meetings and/or in-services.</p> <p>Explicit Teaching: The staff will continue to review and refine explicit teaching strategies to improve the rate of student engagement and student achievement during faculty meetings and/or in-services.</p> <p>Comprehension Strategy Instruction: The staff will continue to receive training on Comprehension Strategies with Spalding and the ELA standards from our District Reading Specialist or Spalding Certified Teacher Instructors. The staff will also have opportunities to receive training during the summer.</p> <p>Professional Learning Communities (PLC) Model: The teachers receive training in establishing exceptional systems in collaboration, standards alignment, assessments, and data collection, goal setting, and interventions.</p> <p>Reading: The staff will continue to receive training in Spalding and the ELA standards from our District Reading Specialist or Spalding Certified Teacher Instructors. The staff will also have opportunities to receive training during the summer.</p> <p>Math: The staff will receive training in the Math Common Core State Standards and how to use the district math curriculum to teach these standards.</p> <p>Writing: The staff will continue to receive training in the use of writing with the Spalding curriculum and how to implement it in the classroom. They will also receive training with Utah Compose.</p> <p>Collaboration Teams: The teachers will have the opportunity to meet in vertical collaboration between grade level teams. Kanab Elementary has been involved in developing and sustaining an active Professional Learning Community Program. Each grade level team will meet together at least weekly to focus on curriculum and remediation. This teaming develops collegiality as well as being a communication tool.</p> <ul style="list-style-type: none"> • School Wide Discipline: We are continuing to build our school wide discipline program centered on the positive behavior support model which includes school-wide rules and procedures and positive school-wide reinforcement. This will again be part of our ongoing professional development.(Using the LRBI model) • Technology: Technology in-service is provided to all staff members during the school year with the different programs by one of the staff members, district personnel or PD offered from the vendor/program distributor. • ESL: Strategies for instructing LEP students in the classroom has been presented by our certified ESL teacher during faculty meetings. We will continue to support our ESL students individually and in the classroom.
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Timeline	2016-2017 School Year
Responsible Parties	District Reading Specialist, Principal, Teacher leaders who have been assigned to assist with professional development
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	The principal will conduct consistent drop in observations in the classrooms to monitor the implementation of the instructional strategies using the Utah Effective Teaching Standards. Teacher evaluations and professional goals.

3. Instruction by Highly Qualified Teachers (#5, #6)

ESEA 1114 (b)(1)(C)

Refer to item #8 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, instruction must be provided by highly qualified staff. Either list the staff on this form or download a copy of the CACTUS Highly Qualified Teacher Report.

Teacher/Staff	Grade level or assignment	Highly Qualified?	
		Yes	No
Braxton Bateman	Admin	Y	
Rosa Demille	Kindergarten	Y	
Stephanie Bundy	Kindergarten		N
Sharon Glazier	1 st Grade	Y	
Robyn McCowan	1 st Grade	Y	
Sheldon Willardson	1 st Grade	Y	
MaryAnn Shakepear	2 nd Grade	Y	
Jeana Jones	2 nd Grade	Y	
Nicki Orton	2 nd grade	Y	
Leslie Glover	3 rd Grade	Y	
Audrey Tullis	3 rd Grade	Y	
Linsey Glover	3 rd Grade	Y	
Heather Osborn	4 th Grade	Y	
Brandon Jensen	4 th Grade	Y	
Jill Mickelson	4 th Grade	Y	
Kathy Miles	5 th grade	Y	

Teacher/Staff	Grade level or assignment	Highly Qualified?	
		Yes	No
Cynthia Hamblin	5 th Grade	Y	
Mary Button	5 th Grade		N
Jeff Corry	6 th Grade	Y	
Hollie Geiger	6 th Grade	Y	
Tyree Thurgood	6 th Grade	Y	
Julie Brown	SPED	Y	

4. Professional Development Plan (#7)

ESEA 1114 (b)(1)(D)

Refer to item #9 of the Utah Title I Part A Monitoring Handbook

Describe the professional development necessary to support the strategies. The team **must** include strategies to ensure that **all** students are taught by highly qualified teachers.

Professional Development	<p>Each year staff members are surveyed to determine their professional development needs. Based upon the results of the survey, needs assessment, and ongoing projects at the school, the professional development for the year will include:</p> <ul style="list-style-type: none">• Reading: The staff will continue to receive training Spalding's and the Utah ELA Curriculum reading comprehension strategies and how to implement them with the reading curriculum.• Math: The staff will receive continued training in the Math curriculum throughout the year and/or during the summer trainings.• Writing: The staff will continue to receive training on using the Six Writing Traits in writing instruction.• Collaboration Teams: The teachers will meet twice annually in vertical collaboration between grade level teams. Kanab Elementary has been involved in developing and sustaining active Professional Learning Communities. Each grade level team will meet together weekly to focus on curriculum and remediation. This teaming develops collegiality as well as being a communication tool.• School Wide Discipline: We are continuing to build our school wide discipline program, which will again be a part of our ongoing professional development including school-wide rules, procedures and social skills.(LRBI)• Technology: Technology in-service is provided to all staff members.• ESL: Strategies for instructing LEP students in the classroom has been presented by our certified ESL teacher during faculty meetings. We will continue to support our ESL students individually and in the classroom.
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Scientifically Based Research Support	Boyer, E. (1995). <i>The basic school: A community for learning</i> . Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching Glickman, C. (2002). <i>Leadership for Learning: How to help teachers succeed</i> . Alexandria, VA: Association for Supervision and Curriculum Development.
Expected Impact in Core Academic Areas	The number of students proficient in Language Arts will maintain at 54% on the SAGE ELA Assessment. The number of students proficient in Math will maintain 64% on the SAGE Math Assessment.
Budget and Funding Sources	Title I, Reading Plan monies, School Land Trust monies
Timeline	Professional Learning Communities held weekly, Faculty Meetings held at least monthly, 6 professional development days before school begins and throughout the school year. The teachers will receive 2 days for planning and preparation.
Responsible Parties	School administrator, District Title I director, School staff
Evaluation Process (How Will Success Be Measured?)	Faculty surveys Classroom observations, Teacher evaluations and professional goals Assessments

5. Recruitment and Retention of Highly Qualified Teachers (#8) (Technology, smaller class size, extra PD, collaboration, extended day, summer school)

ESEA 1114(b)(1)(E)

Refer to item #10 of the Utah Title I Part A Monitoring Handbook

Provisional teachers are provided a one-on-one mentor during their first three years of teaching. The district will pay for a substitute for provisional teachers so that they may go and observe other teachers.

Kane School District has a reputation of collegiality for staff members who work well together and are highly supportive of each other. It provides a positive working environment with high levels of motivation, support and encouragement. Good communication is encouraged between colleagues and administration. All staff members are included in the school family environment and the decision making process.

Individual staff member's needs are met to ensure quality education for our children. If a person feels a need to learn more about a specific educational topic, then resources are provided for that person (i.e. visits to other schools, legislative monies and professional development). All professional development is designed and implemented by the teachers and driven by individual and school goals.

Teacher evaluation emphasizes professional learning as well as curriculum design and instruction. Evaluative criteria are clear and concise, and evaluations are based on consistent standards of performance and provide immediate feedback.

Federal assistance programs for undergraduate students that become teachers in a Title I school provide the opportunity for loan forgiveness.

To encourage the recruitment and retention of highly qualified teachers, Title I monies are used to provide current technology in the classroom, e.g. document cameras, projectors, smartboards, and clicker systems. Teachers in Title I schools also have smaller class sizes and have more opportunities for extra professional development and collaboration as well as the opportunity for extended day teaching in after school programs. All grades have been assigned a grade level aide. In grades K-1 every class is assigned an aide.

6. Parent Involvement

(#13, #14, #15)ESEA

1114 (b)(2)(B)ii ESEA

1114(b)(2)(B)iv

Refer to items #16 and #17 of the Utah Title I Part A Monitoring Handbook

Please answer the following and attach documentation as needed.

Describe the processes used to involve parents in the development of the schoolwide planning process. Attach copies of communications that were mailed or sent home, agenda with roll signatures, meeting notices, meeting minutes, etc.

Parents will be provided assessment and progress information as listed below. An interpreter will be provided to those parents that are in need.

Student Education Plan (S.E.P.)

SEP's are held during regularly scheduled conferences. Parents, students and teachers meet to discuss and formulate an educational plan to meet the needs of every child at Kanab Elementary. SEP's also provide an opportunity for parents, students and teachers to provide feedback and share information in all areas.

SAGE Test Results

SAGE end-of-level test results will be shared with parents once they are released by the state.

Parent/Teacher Conferences

District scheduled conferences are held each fall and spring. Teachers will provide written documentation to parents on the academic progress of their students. Written documentation will include informal reading and math assessment information. The teacher will schedule additional conferences, if necessary.

Ongoing Communication

Website, home notes, telephone calls, progress reports, and planners in 6th grade will be used to communicate student progress. Kanab Elementary also puts Title I information in our parent handbook and occasionally informs the community of our Title I programs and test progress.

Important Forms & Information

Through cooperation with the district and other schools and if needed, priority information and forms will be provided in Spanish. We have three district members who speak fluent Spanish if needed.

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

- S.E.P.s will be held in conjunction with parent teacher conferences held 2 times during the school year. (November and February) Back-to-School Night will be held in August for parents and students where parents will have an opportunity to pick up school materials and information sheets and meet with teachers. All programs will be outlined at this time. The Student/Parent/Teacher Compact will also be presented.
- Information concerning Title I Programs, S.E.P.'s and other programs will be posted on the website under our Student/Parent Handbook and available to parents in paper form, as needed. The school calendar/newsletter will also help to increase parent and community involvement.
- Title I progress reports will be provided in conjunction with parent teacher conferences.
- Parents will have access to the Aspire via the internet, which will provide current demographics, lunch accounts, and grades for each student.
- Daily planners, Class Dojo, Remind, and/or other forms of communication are used to build communication between home and school.
- Family activity nights are scheduled to draw more parent involvement in the school. Some of the activities will include: Family Reading Night, Science Fair Night, Moms and Muffins/Dads and Donuts, etc.
- Parent workshops will be held dealing with literacy, anti-bullying, suicide prevention, and self-esteem. These will be held at our Parent Nights, District Workshops, and through the Media Center at Kanab Elementary.

See attached Parent Involvement section 1118

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

Identify how the school will fulfill each of the following Title I parent involvement requirements.

Person responsible and timeline

With input from parents, PTA, teachers, and community partners develop a school policy for parental involvement. Create an environment of cooperation and collaboration that encourages parental involvement.	Principal, Teachers, PTA, Community Council Ongoing
Convene an annual meeting for parents to explain the Title I program and inform parents of their right to be involved. School hand-outs Title I information packet	Principal, Teachers Back To School Night, Family Night, PTA meetings, Community Council meetings
Offer a flexible number of meetings, such as meetings in the morning or evening and provide, as appropriate, support from Title I funds for parent participation, such as transportation, childcare, or home visits, as such relate to parental involvement.	Principal, Resource, Partners, PTA, Teachers, Counselor, Media Aide, Reading Specialist Ongoing
Involve parents in an organized, ongoing and timely way in the planning, review and improvement of school parental involvement policy and Title I programs.	Principal PTA Community Council Quarterly or as needed
Provide parents timely information about the Title I program, school and student performance profiles, curriculum and assessment information, opportunities to meet with other parents, and timely responses to parents' suggestions. Information and notes home on Title I programs and events.	Principal, Teachers SEP Conferences, progress reports, and daily planners Newsletters Website Ongoing
Jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.	Principal, Teachers Community Council
Consistently build the capacity of parents, the school, and the community for involvement that will lead to improved student achievement. Encourage parents to	Principal, Counselor, Teachers, Community Council, PTA, Parent Resource Center

come to school and be involved. Set a climate that is inviting and friendly.	Ongoing
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency or with disabilities by providing information and school profiles in a language and form so parents understand.	Principal, ESL Teacher, Interpreter, Parent Resource Center School Staff Ongoing

7. Transition from early childhood programs to local elementary school programs (Elementary schools only)

ESEA 1114 (b)(1)(G)(#9)(Family Resource Center, Title I Preschool, Midland Elementary)

Refer to item #11 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, there is clear evidence of transition activities between early childhood programs/home and the local elementary school.

<p>Description of communication</p>	<p>Kane School District has developed a program for pre-school programs and has offered training and support for local pre-schools.</p> <p>In the spring, kindergarten registration forms are filled out by parents, followed by orientation activities consisting of student and parents meeting the school staff. All preschools in the area are notified and given flyers to handout to their students notifying them about kindergarten registration and orientation prior to kindergarten entrance. This is called Kindergarten Snapshot. Signs are put up around town, phone calls are sent out on a school level, ads are placed in the newspaper, and Kanab Classifieds are used to notify the targeted parents/students. Kindergarten Snapshot is set up so parents bring their Kindergarten eligible child to register, are informed about expected standards, given materials to work with their child, and both parents and children get to meet the Kindergarten teachers. This helps incoming Kindergarten students get familiar with their future teachers, the classroom setting, school environment, and basic curriculum.</p> <p>During the first week of kindergarten in the fall, students attend with parents for a 30-minute appointment to assess and to provide a wonderful opportunity for students, parents, and teachers to meet on a one-on-one basis.</p>
<p>Description of collaboration efforts</p>	<p>The special education, the Title-I Department, the elementary and preschool teachers in Kane School District collaborate to provide preschool at Kanab Elementary and to assist in the transition from preschool to the elementary school.</p>

Description of transition activities	In the spring, a list of incoming Special Education students is received and the school team, made up of principal, teachers, special education teachers and parents are invited to discuss the students' needs for the upcoming school year. This gives the school the opportunity to be prepared to prepare for the needs of the child before school begins. Each special education student comes with an individual IEP that is updated and followed.
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8. Decisions regarding the use of assessments (#1, #11)

ESEA 1114 (b)(1)(H)

Refer to item #12 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, teachers are included in decisions regarding the use of assessments.

<p>What assessments will be used to measure student progress and inform instruction? (#1)</p>	<p><u>Student Assessment for Growth and Excellence (SAGE):</u> Results for grades 3-6 in Reading and Math. This end-of-level test is used to evaluate the progress in No Child Left Behind.</p> <p><u>DIBELS (Dynamic Indicator of Early Literacy Skills)</u> Students in grades K-3 will be administered the DIBELS test three times annually to assess their reading skills.</p> <p><u>Surveys:</u> Surveys will be used as needed for input regarding success and needs of the students, parents, and staff. Surveys were distributed to parents and classified/certified staff. These surveys involve, but are not limited to curriculum, safety, communication, parent resources, and relationships. Our Community Council and PTA board are also informed about the surveys and community input.</p>
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<p>Please describe how teachers were included in decisions regarding the use of assessments(#11)</p>	<p>Teacher input was received at faculty meetings and during each grade level's Professional Learning Community regarding the use of assessments for reading and math. Teachers are using "best practices" and current training to implement programs that show positive results in student achievement. Students K through 6 are given the DIBELS assessment. Additional curriculum, progress monitoring, and interventions in small groups will be implemented for those students that score in the "some risk and at risk" areas. The Kindergarten students receive Optional Extended Day Kindergarten for those at risk. The Reading Lab assists the 1st grade to deliver small group reading on an everyday basis. Those in grades 2-6 receive Tier 2 instruction using the Phonics survey to determine the target and interventions needing to happen. Read Naturally is also used to intervene with some students. The teachers determine which students receive these interventions. Monthly progress monitoring is administered to determine student achievement and to make adjustments in the interventions as needed.</p> <p>Teachers are given results of end-of-level test scores with a breakdown of areas with which students in their classes need more explicit instruction and areas in which teachers need to adjust teaching techniques. Strategies and ideas on how to strengthen teaching methods are discussed. Teachers also give input as to what services the children receive based on the end-of-level results as well as teacher recommendations. With opportunity to review their curriculum and instructional strategies. They will be able to analyze patterns of achievement or non-achievement.</p> <p>The teacher/parent/student team creates student Education Plans. Teachers provide information to Title I staff from these SEP's that may be helpful in planning individual interventions.</p>
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9. Students who experience difficulty mastering academic achievement standards (#10)

ESEA 1114 (b)(1)(I)

Refer to item #13 of the Utah Title I Part A Monitoring Handbook

In schoolwide program schools, procedures are in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided timely and additional assistance.

<p>How will the school identify which students experience difficulty in mastering academic standards? (#18)</p>	<p>Counseling, pupil services, and mentoring services;</p> <p>College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and</p> <p>The integration of vocational and technical education programs.</p> <p>To provide effective, timely and additional assistance to students, the classroom teachers will alter teaching strategies, adapt curriculum, and reduce teacher to pupil ratio by doing the following:</p> <ul style="list-style-type: none">Title I paraprofessionals will offer individual/small group instruction using materials supplied by a Title I teacher and/or the classroom teacher.Classroom teacher will contact parent with information and materials to do follow-up work at home with the child.When the team determines, counseling services will be provided to support students in the school process.Tracking and planners may be used to help facilitate communication between home and school.Students will be given an opportunity to explore areas of interest and attitude through Character Education programs, multi-media, technology, and fine arts.Child Study teams (SST-Student Support Team) are held including the regular teacher, SpEd teacher, administrator, and counselor, to plan and implement interventions for struggling students.
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What interventions will the school provide for students experiencing difficulty in mastering academic standards?
(#10)

Kanab Elementary faculty and staff has a variety of interventions for providing additional assistance to students not adequately mastering State performance standards. The following procedures are followed for identifying students in a continued and timely manner:

Teacher recommendations in Student Support Teams (SST)

State end-of-level scores are analyzed carefully

DIBELS Reading Assessment (K-3)

Textbook and teacher made tests are administered to determine student mastery of a specific content area

Parent Referrals

To provide effective, timely and additional assistance to students, Title I and classroom Teachers will alter teaching strategies, adapt curriculum, and reduce teacher to pupil ratio by doing the following:

Title I paraprofessionals will offer individual and/or small group instruction using materials supplied by the Reading Specialist and/or the classroom teacher.

The Reading Specialist/classroom teacher will individualize a program and work independently or in a small group with students until concepts are mastered. A variety of instructional methods and published programs and materials will be utilized.

After School Tutoring

Classroom teacher or Reading Specialist will contact parents with information and materials to do follow-up work at home with the child.

Additional aide time will be given to students for individual or small group remediation.

How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed(#19)

Multiple assessments will be used to continually check the progress of students. Surveys will be used to continue to assess parents and teachers opinion on student progress and attainment of goals.

Informal Reading & Math Assessments

Administered as a pretest to all students K-6

Results will be used to:

Establish instructional group placement

Help in instructional planning

Identify a baseline reading & math level

Quarterly reading and math timings will chart growth

DIBELS testing three times a year (Fall, Winter, and Spring) in K-3 and two time s a year in grades 4-6

DIBELS weekly/monthly progress monitoring

Adequate yearly progress will be determined by student's reading on grade level or having an increase of at least one reading level.

Math pre/post chapter test

Administered where applicable, as a pretest to all students at the beginning of a math unit

Results will be used to:

1. Establish a baseline score
2. Guide instructional group placement
3. Help in instructional planning

Administer as a post-test to all students

1. Adequate progress will be a score dependent on the teacher's SLO or 80%.
2. Teacher Assessment on Projects and Individual Assignment
3. Teachers will evaluate projects and individual assignments in terms of student growth and progress, as well as, attitude and enjoyment in learning.

10. Coordination of Budgets (Federal, State, Local funds) (#12, #16)

ESEA 1114 (b)(1)(J)

(#14 of Title I Part A Monitoring Handbook)

In schoolwide program schools, there is coordination and integration of federal, state, and local services and programs.

Program Funding Source	Allocation	Describe how the funding sources will support the schoolwide plan.
Title I		Substitute Salaries, Contracted Services, General Supplies, Textbooks, Parent Involvement
Title I		Counseling Support
Title I		Para-professionals
Title I		State retirement, Social Security, Group Insurance.
Reading Plan (HB 312)		Supplies, Staff Development, Additional teacher-classroom libraries, take home books for students, student reading incentives, additional aide time for interventions
Trust Lands	\$68,637	Additional Aide time for interventions, Technology Equipment and Educational Software, Support for After-school Math Help Program,
Business Partners	Flexible	Classroom teachers, Reading Incentives, Student Assistance