Antimony Elementary School 2021-2022

Utah Title I Schoolwide Plan

Part A: General Information

School Name: Antimony Elementary School

Title I Schoolwide Planning Team

Principal Robin Gibbs

Title I facilitator or coordinator: Phoebe Wiseman

Faculty member: Sarah Oyler

Faculty member: Brittney Montague

Parent representative: Angie Allen

Parent representative: Cole Montague

Parent representative: Ashley Oyler

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 Signature _____ Date _____

Principal Signature _____ Date _____

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	Antimony Elementary has 16 students grades K-6. . Student achievement trends: (Beginning of year 18 students tested Middle of year 20) Acadience Reading (DIBLES): FY20 Beginning of year: 33% Below 54% Approaching 11% Proficient 38% Highly Porficient FY21 Middle of year: 40% Below 4% Approaching 28% Proficient 28% Highly Proficient RISE/SAGE English LA: 2019/2020 Interim: 67% below grade level 33% above grade level 2020/2021Summative: 25% Below 75% Approaching 2021/2022 Interim: 67% Below 11% Proficient
Graduation rates (high schools)	n/a
Demographic data	Antimony Elementary is a rural community with a population of +/- 170 residents. 90% of students qualify for free/reduced meal programs. There are no ELL students.

	One student receives speech services.
School climate	Antimony Elementary employs one full-time certified teacher for students K-6 grade. There are 3-28 hr. paraprofessionals employed to assist the head teacher with instruction.
Course-taking patterns (secondary)	n/a
Teacher qualifications	Antimony Elementary School's Head Teacher, Robin Gibbs, is a licensed teacher in Utah. Mrs. Gibbs has a Bachelor's Degree in Elementary Education with a focus in Early Childhood from University of Nevada Las Vegas.
Instructional practices	n/a
College entrance testing	n/a
Other data determined by the school	n/a

Schoolwide Reform Goals and Strategies

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

SMART Goal 1	A minimum of 50% of students will make typical or above typical growth in literacy skills and reading fluency. Ideally, all students should be reading at grade level. However, this goal will focus on students' individual growth, which will be evaluated by progress monitoring and benchmarks.
Strategies	All students will receive effective, student-centered, core instruction in English Language Arts, building the supporting reading foundational skills. Students in kindergarten through second grade will utilize personalized digital learning software with fidelity. (Lexia) The Head Teacher or paraeducators will provide intensive (one-on-one or Tier 3) or strategic (small group or Tier 2) English Language Arts intervention for a minimum of 20 minutes per week for all students first through sixth grade based on formative assessments and progress monitoring to determine targeted areas of instruction. SPIRE, Sound Sensible, and Haggerty will be used for intervention.
Evidence Based Research Support	K–2 students in mCLASS Intervention grew by up to 8 student growth percentile points in early literacy skills. (https://amplify.com/programs/mclass-intervention/) Powell-Smith, Kelly A., Good, Roland H., Latimer, Rachael J., Dewey, Elizabeth N., Wallin, Joshua, Kaminski, Ruth A. (2012). DIBELS Next: Findings from the Benchmark Goals Study. Technical Report #11). Eugene, OR: Dynamic Measurement Group.
Expected Impact in Core Academic Areas	Reading fluency will positively affect all Core academic areas. Students who can read fluently (accuracy, phrasing, expression, and rate) improve their reading comprehension, expand their vocabulary, and complete reading tasks more expediently. Students who can read fluently are more likely to choose to read and become more proficient at complex literacy processes, such as critical thinking. Success will be measured using continual formative assessments and Acadience Reading and mClass Intervention Progress Monitoring, IXL reports, and personalized digital learning software progress reports.

	Success will also be measured for students in third through sixth grade by their RISE assessments' performance, interim and summative.
Professional Development to Support Strategies	Participate in available district training and request training from the district. Create and facilitate training for paraeducators in effective teaching strategies, best practices, and delivering the intervention.
Timeline	A minimum of 50% of students will make typical or above typical growth in reading fluency by the end of 2022 school year.
Responsible Parties	Administrator/Head Teacher, Paraeducators, Special Education specialists, and Parents/Guardians.
Evaluation Process	Each year, students will be given weekly or bi-weekly formative assessments to monitor their reading progress, foundational skills, fluency, and comprehension. Each year, students will be given benchmark assessments using Acadience Reading. Each year students will be progress monitored using Acadience Reading and mClass Intervention.

SMART Goal 2	A minimum of 50% of students will make typical or above typical growth in mathematical fluency, early numeracy, computation, and concepts and applications, supporting all students to be proficient or highly proficient in Mathematics.
Strategies	All students will receive effective, student-centered, core instruction in Mathematics, building the supporting reading foundational skills. Formative assessments will include a spiral review covering previously taught lessons and current lessons completed independently, monitoring retention and independent proficiency. IXL will be used to provide correlating practice beyond that offered by the current iReady program. Students will utilize individualized learning software,iReady Math, which is available for their use at home and in the classroom. Head Teacher and Paraeducators will provide One-on-One (Tier 3) or small group (Tier 2) Math intervention for a minimum of 30 minutes per week for all students based on formative assessments and progress monitoring. There will be the regular implementation of whole group math allowing students to talk or write about mathematics, using mathematical vocabulary, and explaining their thinking or reasoning to support mathematical practices' common core state standards.
Evidence Based Research Support	Dewey, E. N., Rice, D.P., Wheeler, C.E., Kaminski, R.A., Good, R.H. (2014). 2014-2015 DIBELSnet Preliminary System-Wide Percentile Ranks for DIBELS Math Early Release (Technical Report No. 18). Eugene, OR: Dynamic Measurement Group. Dr. Wheeler, Courtney. "DIBELS Math: An Overview for Kindergarten - Sixth Grade" Oregon RTIConference 2016, i."Dynamic Measurement Group,https://dibels.org/papers/Courtney_Wheeler_Oregon_RTI_Conference_2016.pdf
Expected Impact in Core Academic Areas	Students proficient or highly proficient in Mathematics will support their academic self-esteem, positively affecting all academic areas. Students proficient or highly proficient in Mathematics also tend to excel in Science, Technology, Engineering, and the Arts. Success will be measured using continual formative assessments and Acadience Math Benchmark Assessments and Progress Monitoring and personalized learning software reports.

	Success will also be measured for students in third through sixth grade by their RISE assessments performance, interim and summative.
Professional Development to Support Strategies	Participate in available district training and request training from the district. Create and facilitate training for paraeducators in effective teaching strategies, best practices, and delivering the intervention.
Timeline	A minimum of 50% of students will make typical or above typical growth in mathematical fluency by the end of the 2022 school year.
Responsible Parties	Administrator/Head Teacher, Paraeducators, Special Education specialists, and Parents/Guardians.
Evaluation Process	Students will be given formative assessments to monitor their mathematical progress in grade-level standards. Students will be given benchmark assessments using Acadience Math. Students' progress will be monitored using Acadience Math. Students will be given benchmark diagnostic assessments using personalized learning software. Students' progress will be monitored using iReady, IXL Diagnostics..

SMART Goal 3	Students will be able to identify and write persuasive, expository, and narrative writing and utilize the writing process, including brainstorming, organizing, writing a draft, editing, revising, conferencing, and publishing.
Strategies	Students, kindergarten through sixth grade, will participate in all writing steps. Students in third through sixth grade will have a daily writing exercise that will provide writing fluency, thinking creatively.
Evidence Based Research Support	Knight, Jennifer Ph.D. (2017). “Developing Writers in the Classroom: Daily Writing Time andMultipurpose Writing.” The University of Iowa: Iowa Reading Research Center, https://iowareadingresearch.org/blog/developing-writers-part-1 Graham, S., Bollinger, A., Booth Olson, C., D’Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and RegionalAssistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/writing_pg_062612.pdf
Expected Impact in Core Academic Areas	Writing proficiency will positively affect all Core academic areas. Students who can write proficiently can articulate their thoughts, respond to reading, and communicate effectively. Weekly writing assignments will be assessed using a grade-level rubric that correlates with the common core standards tracked in their progress reports.
Professional Development to Support Strategies	Participate in available district training and request training from the district. Create and facilitate training for paraeducators in effective teaching strategies, best practices, and delivering the intervention.
Timeline	Students will write daily and demonstrate growth throughout the year.

Responsible Parties	Administrator/Head Teacher, Paraeducators, Special Education specialists, and Parents/Guardians.
Evaluation Process	Writing assignments will be assessed using a grade-level rubric that correlates with the common core standards. Fifth graders will take the RISE Writing Summative Assessment.