



2019 - 2020 Title I Plan

- **Goal #1:** Improve academic achievement through MTSS
 - **Description:** Students will improve academically in the areas of math, literacy, music, and STEM education.
 - **Performance Measure:** Progress monitoring assessments tools will be use to determine progress in math, literacy, music and STEM. PLC teams will look at data to determine progress.
 - **Strategy #1:** Provide differentiated instruction based on student needs.
 - **Description:** Based on academic data, students will receive individual and small group instruction targeted to their needs.
 - **Action Step:** Differentiated Instruction - Provide Concurrent Enrollment and Advanced Placement courses.
 - **Strategy #2:** Media Center Library Management System
 - **Description:** Implement the open source KOHA system in all buildings.
 - **Action Step:** Training and Equipment Purchase - Provide training to all media center staff members on the implementation and use of KOHA. Purchase electronic media for Piute High School.
 - **Strategy #3:** Provide teachers with Professional development to augment their Literacy and math skills to enhance student learning.
 - **Description:** Organize and facilitate professional development for teachers in math and literacy.
 - **Strategy #4:** Data Review with staff and PLC team
 - **Description:** CRT scores will be assessed to measure strengths and weaknesses of students. Target goal will be set and monitored.
- **Goal #2:** Enhance K-3 reading through Professional Learning Communities
 - **Description:** Improve student literacy
 - **Performance Measure:** Assess student outcomes through progress monitoring
 - **Strategy #1:** Provide programs for adults to earn a Utah secondary diploma or GED diploma. Provide programs to improve literacy/marketable skills to gain or retain employment and improve English Literacy.
 - **Description:** Adult Ed is working with the high school in using the same subject materials. We use Electronic High School for General Literacy. We are looking into purchasing a credit recovery software/curriculum that can be shared with the district for regular k-12 credit recovery/homebound education options.

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- **Action Step #1:** Provide training to staff by utilizing USOE sponsored training for both the instructor and program administrator. - Attend USOE trainings and provide both the paid time and funding to enable district participants to participate.
- **Action Step #2:** Testing and Instruction - Use SEOP Process, set individual goals with students, review goals monthly, use TABE testing, assign courses and set dates, and use facilitated instruction to best serve each student's needs.
- **Strategy #2:** Provide quality instruction for all students
 - **Description:** Students will receive instruction from highly qualified teachers and paraprofessionals. Teachers will plan for differential instruction and address all modalities of learning. Students will be monitored at least quarterly and receive appropriate three tiered instruction/remediation. Common assessments will be used to identify student progress. Tier transition will be data driven.
 - **Action Step #1:** Comprehension - Students will use comprehension strategies before, during, and after reading, such as prediction, questioning, and summarizing. Teachers will collaboratively promote language arts success at weekly faculty meetings and bi-weekly K-3 reading meetings.
 - **Action Step #2:** Vocabulary - Teachers will select words from text that should be directly taught before reading. Teachers will select books to read aloud that will support students vocabulary growth.
 - **Action Step #3:** Writing - Teachers will make writing part of the daily classroom routine providing feedback and opportunities for students to proof-read and self-correct their writing.
 - **Action Step #4:** Oral Language - Students will increase oral language skills by using readers theater, poetry, book reports, summaries etc. Teachers will model and promote correct grammar.
 - **Action Step #5:** Fluency - Teachers will promote fluency by using repeated readings, timed readings, and partner reading.
 - **Action Step #6:** Phonemic Awareness - Teachers will have students practice skills such as onset-rime segmentation, rhyming, and phoneme segmentation and blending.
 - **Action Step #7:** Phonics - Students will practice techniques such as sound blending, word analysis, and word sorting.
 - **Action Step #8:** Highly Qualified Teachers - Provide tuition and text book reimbursement to teachers required who take courses to become highly qualified.
 - **Action Step #9:** Elementary Student Intervention - Continue use of three tier instructional model.

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- **Action Step #10:** Provide after school tutoring - Provide tutoring after school two to three times each week using student peers and a certified teacher at the secondary level.
 - **Strategy #3:** Data Review with staff and PLC team
 - **Description:** CRT scores will be assessed to measure strengths and weaknesses of students. Target goal will be set and monitored.
- **Goal #3:** Achieve College & Career Readiness
 - **Description:** Students will learn about careers and postsecondary education through teachers at all levels-High School and Elementary school. Teachers will work with school counselor and administrators in providing guidance curriculum activities that will promote college and career readiness. The school counselor will also provide instruction that will encourage planning and exploration of post secondary education.
 - **Performance Measure:** High school and elementary students will demonstrate a willingness to explore careers and post secondary education. Post secondary % enrollment will increase with students leaving Piute high school.
 - **Strategy #1:** College/career readiness
 - **Description:** Students will learn about careers and postsecondary education through teachers at all levels-High School and Elementary school. Teachers will work with school counselor and administrators in providing guidance curriculum activities that will promote college and career readiness. The school counselor will also provide instruction that will encourage planning and exploration of post secondary education. College tours and career days will be organized to facilitate the college career readiness goal. Work-based learning program will provide a job shadowing experience.
- **Goal #4:** Support At-Risk programs
 - **Description:** facilitated funding to personnel in district who work with At-risk programs
 - **Performance Measure:** Students at risk will display academic progress, via efforts of personnel assigned to work with at risk programs- RTI, PLC and credit make up programs as well as program that support Title I and low income as well as at risk demographic factors in our schools
 - **Strategy #1:** Maintain At-risk programs and Personnel infrastructure
 - **Description:** To maintain personnel in schools to facilitate at-risk programs.
- **Goal #5:** Improve quality teaching through professional development
 - **Description:** Title IIA Plan Piute District 2013-2014. Teachers who are on authorizations/ ARL plans are mentored and monitored for progression. Formative/Summative Evaluations will be facilitated to augment teacher improvement and ultimately better student academic outcomes. Evaluation committee has been organized to help the development of the evaluation tool and facilitate evaluate and monitor state teacher standards. This will help to

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facilitate highly qualified teachers in all areas and classrooms, thus, improving student learning. Professional development had been organized on a district level to augment and enhance teaching skills and provide teacher learning in a versatile arena as well as facilitate highly qualified teachers. PLC teams will be organized to help ascertain data and monitor effective learning and assist in identifying instructional areas that need assistance. Technology professional development will be provided to help with differential instruction and assist teachers in curriculum and instruction. Both Oscarson and Circleville Elementary Schools are School Wide Title-I schools and all elementary teachers meet highly qualified requirements. Title-I ARRA funds have been identified as a funding source to provide teacher development opportunities in elementary schools. A portion of Title-IIA funds are being used to retain current highly qualified elementary level teachers. A few secondary teachers do not meet highly qualified requirements. These teachers are working on ARL and authorization plans towards being highly Qualified. Title-IIA funds have been budgeted for tuition and book reimbursement for all three teachers as they complete coursework to meet highly qualified requirements. Reimbursement is also budgeted from this fund for teachers required to take the Praxis test.

- **Performance Measure:** Data result will indicate % of highly Qualified Teachers
- **Strategy #1:** Title IIA Highly Qualified Teachers
 - **Description:** Evaluations, and mentoring will be use to help monitor teachers toward being Highly qualified. Title IIA funds will be used to facilitate educational classes working towards Highly Qualified.
- **Strategy #2:** Retain Highly Qualified Teachers
 - **Description:** A competitive salary incentive is critical to recruiting and retaining high quality and highly qualified teachers. Providing higher compensation for highly qualified teachers is a key strategy.
 - **Action Step #1:** Fund Prior Years of Service on Salary Schedule - Recruit highly qualified teachers by providing a competitive salary for the years of service they have completed in other schools.
- **Goal #6:** Improve Migrant student achievement
 - **Description:** 1. English Language Acquisition By the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 1 year will increase from an initial baseline toward English language fluency. 2. Language Arts Achievement By the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score of 3 or higher) in language arts based on teacher ratings or state assessment scores. 3. Math Achievement By the 2017-2018 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score 3 or higher) in math based on teacher ratings or available state assessment scores.

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- **Performance Measure:** Please define any differences between the LEA's Identified Goals for the MEP related strategies and action steps than those identified for the state at the action step level.
- **Strategy #1: Professional Development**
 - **Description:** Provide professional development and support for implementing the Utah Core Standards, and using research-based instructional strategies and assessments.
 - **Action Step #1:** Provide ongoing professional development targeted toward the implementation of Professional Learning Communities - Effective PLCs will improve instruction through data analysis and intervention
 - **Action Step #2:** Utilize bilingual and bicultural staff whenever possible for instruction
- **Strategy #2: Individualized Student Plans**
 - **Description:** Develop individual learning plans for all priority for service migrant students (e.g. the electronic Success Plans on the Migrant Literacy NET).
 - **Action Step #1:** Incorporate tutoring and small group instruction - Incorporate tutoring and small group instruction in Math and Language arts for migrant students that target measurement concepts and algebraic concepts into summer programs, after-school or before-school programs, or in services provided to Out of School Youth.
 - **Action Step #2:** Utilize instructional materials and online tutorials specifically designed for migrant students (e.g. materials from the Migrant Literacy NET).
 - **Action Step #3:** Utilize bilingual and bicultural staff whenever possible for instruction
- **Strategy #3: Parent Involvement in Academic Support of Children**
 - **Description:** Encourage parental involvement and support through frequent and ongoing activities and communication between teachers and parents
 - **Action Step #1:** Create programs and opportunities for parents - Create programs and opportunities for parents to become directly involved in supporting the academic achievement of their children (e.g. Parent Literacy Nights, Take Home Book Bags, utilizing the parent resources in English & Spanish form the Migrant Literacy NET.