Timpanogos Elementary
Title I School Plan
FY2017-18

> *Every student will conclude each school year having met or exceeded the essential learning standards,*
> *fully prepared for the next grade/course.*

School Planning Team Members		
Name & Role: Carrie Rawlins, Principal	**Name & Role: Karen Cushenberry, Title 1 Coordinator**	**Name & Role: Jamie Beck, Teacher**
Name & Role: Kate Pace, Facilitator	**Name & Role: Heather Meacham, Parent**	**Name & Role: Melinda Huff, Special Education Teacher**

1. Comprehensive Needs Assessment
A process of looking at data and information about the school to develop a clear picture and understanding of what is and has been occurring at the school. It is a process to help school teams learn about the areas they are good at (strengths) and the areas in need of improving (challenges).

Describe the process used to conduct the needs assessment. *Summarize essential findings.*	In reviewing data from the 2016-2017 school year, we found that, overall we had 33% of our 3-6th grade students who were proficient on the SAGE ELA test. 56% of our students K-2nd grade met benchmark on the DIBELS EOY test. We found that there is some correlation between how a student performs on DIBELS and SRA and if they are proficient on the SAGE ELA. We can use DIBELS and SRA to help predict if a student will be proficient on the SAGE ELA. 67% of Timpanogos students from K-6th grade are not achieving proficiency on the SAGE ELA test and we need to monitor their progress on other formative assessments prior to the SAGE. *See document titled Literacy data*. We need to use the formative data that we have to monitor progress. We are going to monitor DIBELS by training teachers in Pathways to Progress. We also will pull reports every other week to make sure that progress monitoring is happening and that students are progressing. Grades K-2 must get students to benchmark or above benchmark on DIBELS EOY. Grades 3-6 must get students to above benchmark on DIBELS, to have the best chance of being proficient on the SAGE ELA. . In math we found that: 6th=42% proficient on SAGE, 5th=37% proficient on SAGE, 4th=49% proficient on SAGE, 3rd= 21% proficient on SAGE. Overall 38% of our 3-6th grade students were proficient on the SAGE math test. Disaggregating the data for SAGE math for different subgroups, most of our subgroups made progress from 2015-16 to 2016-17, however we saw a decline from 56% proficient to 51% proficient in our caucasian students, and a decline from 40% proficient to 35% proficient in our female student population.

Total cost associated with needs assessment:

Amount	Purpose & Explanation	Account Code
Contracted	TI Coordinator contracted summer days	

Date	Year-End Summary

2. Schoolwide reform strategies

Instructional strategies and initiatives in the schoolwide plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school. Examples include: PBIS, Professional Learning Communities/Team Planning, Intervention scheduling/programs literacy & math

DESCRIPTION	Initiative: PBIS

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DESCRIPTION

• *List the essential initiatives and research base that supports the initiative*

• *Briefly explain why the team chose this initiative & how it will help you meet school goals*

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Initiative: PBIS
Research Resource: Bradshaw, C. P., Koth, C. W., Bevans, K. B., Ialongo, N., & Leaf, P. J. (2008). The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.
http://dx.doi.org/10.1037/a0012883
Summary of Key findings: Positive Behavioral Interventions and Supports (PBIS) is a universal, school-wide prevention strategy that is currently implemented in over 7,500 schools across the nation to reduce disruptive behavior problems through the application of behavioral, social learning, and organizational behavioral principles. PBIS aims to alter school environments by creating improved systems and procedures that promote positive change in student behavior by targeting staff behaviors. The present study examined the impact of PBIS on school organizational health using data from a large randomized controlled trial of PBIS conducted in 37 elementary schools. Longitudinal multilevel analyses on data from 2,507 staff revealed a significant effect of PBIS on staff reports of the school's overall organizational health, resource influence, and staff affiliation over a 3-year period. This study indicated that changes in school organizational health are important consequences of the PBIS whole-school prevention model, and might in turn be a potential mediator of the effect of PBIS on student performance. (PsycINFO Database Record (c) 2016 APA, all rights reserved)
Purpose of Initiative: To use a positive approach to behavior at Timpanogos.

Date	Year-End Summary

Initiative: Professional Learning Communities
Research Resource: John Hattie's Visible Learning
https://visible-learning.org/nvd3/visualize/hattie-ranking-interactive-2009-2011-2015.html
Summary of Key findings:
When teachers believe that together, they are capable of developing students' critical thinking skills, creativity, and mastery of complex content, it happens! Collective teacher efficacy (CTE) refers to a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.
Purpose of Initiative: To collaborate as a team with regard to all student growth and lack of growth in each grade level. To work together to support student learning, best practices, and strong Tier 1 instruction.

Date	Year-End Summary

Initiative: Differentiated Learning Time
Research Resource: ASCD Educational Leadership
http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx
Summary of Key findings: "Although experts and practitioners acknowledge that the research on differentiated instruction as a specific practice is limited (Allan & Tomlinson, 2000; Anderson, 2007; Hall, 2002), solid research does validate a number of practices that provide the foundation of differentiation. These practices include using effective classroom management procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's *zone of proximal development* (the distance between what a learner can demonstrate without assistance and what the learner can do with assistance) (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978)."
Tracy A. Huebner

"Today's classrooms are filled with diverse learners who differ not only culturally and linguistically but also in their cognitive abilities, background knowledge, and learning preferences. Faced with such diversity,

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many schools are implementing differentiated instruction in an effort to effectively address all students' learning needs."

Purpose of Initiative: To use as many resources possible and identify what students need to progress with laser like focus, in order to bridge the gaps and make learning possible

Date	Year-End Summary

Total cost associated with schoolwide reform strategies:

Amount	Purpose	Account Code
$165,801	Reading in small groups with evidence based programs	7501
$10,729	Check in/Check Out, low reinforcement room, lunch target behavior interventions	7501

3. Instruction by highly qualified teachers
ESEA requires that all teachers of core academic subjects and instructional paraprofessionals are highly qualified

DESCRIPTION
Certified teachers: must have their current Utah Teaching License and have passed the appropriate praxis tests. Para-professionals: completed at least two years of college credit, have earned at least an associates degree or have evidence that they have passed the para-pro praxis test.

Number of highly qualified FTE: 34

Number of highly qualified para-professionals: 20

All FTE on staff are highly qualified: Yes Teachers on ARL-3 (1 Kindergarten, 2 Special Education teacher)
If no, please explain:

All paraprofessionals on staff are highly qualified: Yes
If no, please explain:

A list of detailed information on the qualifications of each highly qualified administrators and teacher is kept on file with the school Title I Coordinator. The Provo City School District Human Resources Department keeps, on file, evidence of HQ teachers and paraprofessionals.

4. High-quality and ongoing professional development
Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

DESCRIPTION	Explain the schoolwide professional development plan below.
• PLC time, District-wide early release time, and other essential school PD. Submitted plan must be strategically aligned to school needs and goals	1. Because we have many new teachers to our school this year, a monthly training will be held to help new teachers instruct students at a higher level of engagement and depth. Topics will include: technology, DIBELS Pathways of Progress, website training, guided reading strategies, visible learning, learning targets, performance of understanding, and success criteria.

Date	Year-End Summary

2. Four times during the year, the Provo City School District has professional development for a full day. The first two hours are time spent with the school in PD. We have started talking to our students about what makes a good learner and what to do when they get stuck. We, as a school, created six learner dispositions that we are teaching students. We also have created a learning pit poster to help students know that we all get stuck and what to do when we are stuck. At the first full day of PD before school, teachers decided when we would teach each disposition and then worked on shared documents to collect resources to use in lessons for students. We had a whole school assembly where students were introduced to the idea of the learning pit and the learner dispositions. In the subsequent days of PD, teachers will be working on defining and coming up with rubrics for each of the learner dispositions. This will not only help our students be aware of themselves and their learning, but will help teachers to identify and teach students how to be lifelong learners. We did a baseline video asking students questions about their learning and plan to do a follow up video and compare the results, to see if students are using words that would indicate a deeper understanding of learning.

Date	Year-End Summary

3. Faculty meetings are used primarily for training. The whole faculty will be trained on using DIBELS Pathways of Progress and surveying students who are off level. This will be ongoing, as needed, to help teachers track their students in reading. Karen Cushenberry, our Title III coordinator, will train teachers in SIOP strategies monthly in these faculty meetings.

Date	Year-End Summary

4. All instructional assistants will receive a monthly training. Some of the topics that they will trained on will be; management, PBIS, the learning pit, and the learner dispositions.

Date	Year-End Summary

5. We will continue to have 3 lesson studies per grade level in math this year. Grade level teachers plan a lesson together thinking through how students might solve the problems, then one teacher teaches the lesson while the administration and their grade level peers observe. The observation is focused on the student learning and the lesson, not on the teacher delivering the lesson. After the lesson is finished, the team meets together in a debrief, where the lesson purpose is reviewed and the lesson is adjusted for all the rest to teachers to teach in their own classrooms.

Date	Year-End Summary

6. Teachers will be paid for two days during the summer of 2018, to work as teams to develop common assessments, plan project based learning experiences, and develop curriculum.

Date	Year-End Summary

Total cost associated with HQ Professional Development reform strategies:

Amount	Purpose	Account Code
$10,752	2 teacher summer days to plan curriculum and assessments	7501

5. Strategies to attract highly qualified teachers to high-need schools
Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

| DESCRIPTION

• *Briefly describe how you will attract teachers to your high-need school. This should be a school specific plan, not a "district" plan. Include who will be accountable for following through with the school plan.*
You may include: coaching/mentoring new teachers, working closely with HR, other staff/faculty in your building and local partnerships with universities, social media to attract community to your school, etc. | PLAN: Using social media, like Facebook, our web page and Twitter, we will promote the wonderful things that are happening at our school. This will promote our positive image to the general public and attract teachers to the school.

New teachers hired are given mentoring from District Level Instructional Coaches for the first part of the year and ongoing as needed. These Coaches don't have school specific information or sometimes the necessary time to help the newly hired teachers on a daily basis with school specific needs.

PERSON RESPONSIBLE: Kate Pace and Erika Thomas

TIMELINE: Ongoing

As Timpanogos is a highly impacted Title I school and the possibility of having our most at-risk students have teacher interns for two years in a row, could be detrimental for our students. We decided we would try some years without teacher interns from UVU. We will still have pre-service teachers as student teachers and field students. This year we hired some great, experienced teachers. They have already made a difference at the grade level teams where they are assigned. |

Date	Year-End Summary

Total cost associated with attracting HQ teachers reform strategies:

Amount	Purpose	Account Code
$1,200	Update school media; attend trainings	District account

6. Strategies to increase parental engagement

Schoolwide plans contain strategies to involve parents, especially in helping their children succeed in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

DESCRIPTION	
• *Describe information and plans to support parental engagement activities and strategies, include information on how you will follow up and determine the success of the activities*	**PLAN/Event**: Back to School Night in Partnership with Molina Healthcare **PERSON RESPONSIBLE:** Karen Cushenberry **Alignment to student learning:** Molina Healthcare reached out to many businesses and got donations for our students. Students received backpacks, school supplies, new shoes, haircuts, health screenings, and dinner before meeting their teachers. This night helped students to have the materials that they need to work on school activities at home. This also boosted students' self-esteem in coming back to school this year, looking great. The health screenings helped identify students who might have health concerns that would get in the way of their learning and pair them with professionals who would be able to provide services for them. Adult health screenings were also done. Parent health is a huge concern with our at-risk population because if the parents aren't healthy, it affects the students and their ability to attend school and focus on learning. This was a positive experience for all who attended.

Date	Event/Year-End Summary

PLAN/Event: Parent classroom engagement activities
PERSON RESPONSIBLE: Karen Cushenberry
Alignment to student learning: Having parents spend time in their child's classroom will facilitate the understanding of what we do in school and how students are learning in school.
Follow up/Activity Success: Each grade level will provide a follow-up activity to the in-school experience, to help ensure the classroom activity carries over into a similar activity at home. We are hoping this experience will help parents see and understand their role in the learning process and help them start thinking of ways they can facilitate learning at home.

Date	Event/Year-End Summary

PLAN/Event: Each grade level will plan and carry out an activity during the school day in which parents are invited, attend and participate in.
PERSON RESPONSIBLE: Each grade level team
Alignment to student learning: Parents will have the opportunity to see how their students are learning, the types of activities used in school to facilitate learning, and how they can use these and similar activities at home to support academic learning.
Follow up/Activity Success: Each grade level will provide a follow-up activity to the in-school experience to help ensure the classroom activity carries over into a similar activity at home.

Date	Event/Year-End Summary

The activities listed below are two examples of the parent engagement activities we will be offering at Timpanogos this year. Each grade level will be

participating and each teacher is required to contribute and track the use of the information given.

PLAN/Event: 1st Grade-Parents will be invited to a special event where teachers will model a read-aloud followed by a student retell of the story.
PERSON RESPONSIBLE: First grade teachers
Alignment to student learning: This comprehension strategy is part of first grade curriculum.
Follow up/Activity Success: Parents will be given a book to take home and practice the read-aloud and retell at home and encouraged to use it with all stories they read to their children. The activity success will be measured by the DIBELS assessment that will be administered to all students at the middle of the year and the end of the year.

Date	Event/Year-End Summary

PLAN/Event: 2nd grade -Parents have been invited into the second grade classrooms to present family presentations to their child's class. These presentations include what the parents do for a living, where the family is from originally, what language they speak at home, family traditions, family rules in the home, and where the second grader fits into the family.
PERSON RESPONSIBLE: 2nd grade teachers
Alignment to student learning: As part of the 2nd grade social studies curriculum, students learn about community helpers. This activity teaches students that their family and the families of their peers are all part of the community and are all community helpers.
Follow up/Activity Success: The 2nd grade team has developed a fun family activity/game that each family will receive when they come to school to make their presentation.

Date	Event/Year-End Summary

Total cost associated with parental involvement strategies:

Amount	Purpose	Account Code
$1,400.00	Each grade level has been allocated this money to be used for their parent engagement activity. For example, first grade used it to purchase picture books for each family to use for the read-aloud and retell at home.	7502
$2,797.04	Back-to-School night where Molina Healthcare partnered with us to provide all students backpacks, school supplies, new shoes, haircuts, health screenings, and dinner prior to having students meet their teachers for the year.	7502
$842.96	Summer kick off to go over summer reading essentials	7502

7. Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs
This component emphasizes the value of creating a coherent and seamless educational program for at-risk students.
- *Title I Preschool*
- *Head Start*

DESCRIPTION	OWNER(S)	TIMELINE
<u>Title I Preschool</u>: Provo City School District Title I Schools will meet collaboratively twice a year to view Title I preschool student progress; mid-year and end of year. <u>Head Start:</u> Title I schools will meet at the end of year with Head Start Preschool to coordinate family and student services. These meetings are coordinated by the district Title I Coordinator.	Facilitated by: Michelle Eldredge, ECE Coach, School Title I Coordinator, and Preschool Teacher Facilitated by: Michelle Eldredge, ECE Coach, School Title I Coordinator	Winter: TBT Spring: TBT Spring: TBT

Date	Year-End Summary

8. Measures to include teachers in decisions regarding the use of academic assessments
In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

DESCRIPTION	
• *Briefly describe the measures of assessment that will be used to improve instruction at your school. Include the professional development plan for teachers to increase their understanding of appropriate uses of assessment measures.* *This could include DIBELS training, term data dives, monthly PLC data collaboration meetings, new screening & diagnostic assessment development/planning, etc*	ASSESSMENT MEASURE: DIBELS PD PLAN: A training on DIBELS Pathways and off-level surveying is being presented. PERSON RESPONSIBLE: Kate Pace TIMELINE: 9/26/2017 ASSESSMENT MEASURE: SPIRE Screener PD PLAN: Training for all Instructional Assistants administering the screener to students PERSON RESPONSIBLE: Karen Cushenberry TIMELINE: September 2017 ASSESSMENT MEASURE: WIDA Screener PD PLAN: To train ELL Coordinators how to administer and grade the screener. PERSON RESPONSIBLE: Michelle Eldridge TIMELINE: September 2017 ASSESSMENT MEASURE: 95 Percent (PASI and PSI) Diagnostic PD PLAN: To train Coordinators how to administer and grade the diagnostic. PERSON RESPONSIBLE: Michelle Eldridge TIMELINE: September 2017

	Each week, the leadership team goes into grade level PLCs to help teachers learn and understand the different assessments, why and how they are used, how they can inform instruction, and how to plan accordingly. Trainings for these assessments will be planned as needed. Assessments and programs that will be used are listed in the next section of the plan.

Total cost associated with assessments:

Amount	Purpose	Account Code
$100	These trainings are held during school hours when teachers and instructional assistants are already working	District - At Risk/Reading Grant (pays for paras who attend trainings)

Date	Year-End Summary

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9. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance. *The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.*

DESCRIPTION	Tier 1 Literacy:	Tier 2 Literacy:	Tier 3 Literacy:
• *Describe your Tiered Systems of support for students to meet standards in literacy (what programs, who teaches, how long are students receiving instruction, how do they receive additional assistance if needed?)*	**Assessments used:** DIBELS SRA Jerry Johns (dual immersion) 95% Group Screener SPIRE Screener **Programs used:** *Wonders *Compose *Scope *Storyworks *Reading A to Z *Raz Kids **Process for tracking student progress:** Teachers use a google spreadsheet to record all student data from assessments. Grade level teams analyze	**Assessments used:** *DIBELS *SRA *95% Group Screener *SPIRE Screener **Programs used:** *95% Group *EL Wonders *WonderWorks *Quick Reads *Guided Reading groups with Wonders *iStation in K-3 *Early Reading Intervention for Kindergarten **Process for identification/referral/tracking student progress:** At the beginning of the year teachers gave multiple tests. After giving the SRA and DIBELS, students who were not proficient based on those tests	Some students will need two different programs based on their needs. For example, if a student needs EL Wonders and would benefit from phonics instruction in 95% group they will be pulled to double dose them in the area of their need. **Assessments used:** *DIBELS *95% Group Screener *SPIRE Screener **Programs used:** *SPIRE *Quick Reads *95% Group **Process for identification/referral/tracking student progress:**

	this data after each common assessment to determine placement in differentiated learning groups. In addition, each K-6 grade teacher will choose 3 students from beginning of the year data to have as their focus students. On the google docs that we use to track data, these focus students will be highlighted and grade level PLC groups will discuss the progress of these students weekly. The administration team will review the data from these focus students monthly to see if extra support is needed to help these student achieve proficiency. If a student is steadily progressing so that we are certain they will attain proficiency, then a new student will be added to the focus students. Teachers will be trained on DIBELS Pathways of Progress and use this regularly to monitor students. Teachers will also be trained on how to monitor the progress of students off level.	were given the 95% Group screener. The admin team identified students who scored a "1" or "2" composite score on the WIDA Access test and students who were red in DIBELS on the phonics portion of the test. These students were given the SPIRE screener test. The students who scored lowest on the SPIRE test were placed in groups receiving instruction in SPIRE. Students who were low in phonics but didn't need SPIRE were placed in groups receiving instruction in 95% group on the specific phonics they needed. Students who were ELL and needed SPIRE were placed in SPIRE. Students who were ELL and didn't need SPIRE were place in EL Wonders. Students who were on the close to proficiency were placed in groups receiving instruction in WonderWorks. Students will be regularly monitored in their groups to make sure that progress is being made. Scores will be recorded and reviewed by teachers and the administration team.	The identification and referral process for Tier 2 and Tier 3 are the same in that if a student doesn't need one of the more intense programs such as SPIRE, they are placed in a less intense program like 95% group. And the reverse is also true. At the beginning of the year teachers gave multiple tests. After giving the SRA and DIBELS, students who were not proficient based on those scores were given the 95% Group screener. The admin team identified student who scored a "1" or "2" composite score on the WIDA Access test and student who were red in DIBELS on the phonics portion of the test. These students were given the SPIRE screener test. The students who scored lowest on the SPIRE test were placed in groups receiving instruction in SPIRE. Students who were low in phonics but didn't need SPIRE were placed in groups receiving instruction in 95% group on the specific phonics they needed. Students who were ELL and needed SPIRE were placed in SPIRE. Students who were ELL and didn't need SPIRE were place in EL Wonders. Students who were on the bubble of proficiency were placed in groups receiving instruction in Wonder Works. Students will receive a quick test each Thursday in their groups to make sure that progress is being made. Scores will be recorded and reviewed by teachers and the administration team. If a student needs both EL Wonders and 95% group or Quick Reads, they will be given some additional time in the additional program.

| DESCRIPTION
• *Describe your Tiered Systems of support for students to meet standards in math (what programs, who teaches, how long are students receiving instruction, how do they receive additional assistance if needed?)* | **Tier 1 Math:**

Assessments used:
* Go Math Chapter tests

Programs used:
*Go Math

Process for tracking student progress:
Each teacher will have 3 focus students in Math. These students will be students that scored a "2" on the SAGE math test last year.

On the google docs that we use to track data, these focus students will be highlighted and grade level PLC groups will discuss the progress of these students weekly.

The administration team will review the data from these focus students monthly to see if extra support is needed to help these student achieve proficiency.

If a student is steadily progressing so that we are certain they will attain proficiency, then a new student will be added to the focus students. | **Tier 2 Math:**

Assessments used:
* Go Math Chapter tests

Programs used:
*Go Math
*Do The Math
*IXL
*Imagine Math Facts

Process for identification/referral/tracking student progress:

Each teacher will monitor their students on Go Math chapter tests. As students struggle with concepts on tests a reteaching will take place. This reteaching will happen in differentiated learning time, so that students are getting retaught by the concept that they need.

We are working with Michelle Eldridge to find appropriate, evidence based programs for math interventions. Once these programs have been approved and purchased, we will get them in place to use for identification, referrals, and tracking student progress. | **Tier 3 Math:**

Teachers address specific students and target their needs one on one as time permits. We are working on researching a way to do this better.

Assessments used:
* Go Math Chapter tests

Programs used:

*Go Math
*Do The Math
*IXL
*Imagine Math Facts

Process for identification/referral/tracking student progress:

Teachers will work one-on-one with students or in small groups as needed in the classroom.

Once again, we are working with Michelle Eldridge to find appropriate, evidence based programs for math interventions. Once these programs have been approved and purchased, we will get them in place to use for identification, referrals, and tracking student progress.

We need to find good math programs for Tier 2 and Tier 3 to help us do more than just reteach. |

Total cost associated with supporting students experiencing difficulty:

Amount	Purpose	Account Code

$165,801	Reading in small groups with evidence based programs during differentiated instruction and Tier 3. (This cost was already listed above in the school wide reform strategies, section 2)	7501

Date	Year-End Summary

10. Coordination and integration of Federal, State, and local services and programs

Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services.

DESCRIPTION

• *Describe the coordination of ELL, SE, At Risk, K-3, General, After School, etc.* and *any other information below you feel necessary to support your plans & that explains and/or shows the coordination of programs in your school.*

ELL: Timpanogos has 46% ELL students. With this comes many opportunities as well as challenges. Our ELL students are instructed through evidence based programs in our differentiated learning time based on their needs. Most of our teachers are ELL endorsed and use SIOP strategies in their Tier 1 instruction. While we know that this sheltered instruction is good for all students, it is essential for our ELL students. When teachers ask students questions, they expect and help students to answer in complete sentences. This helps all students start to see patterns with the English language and is critical for ELL students. We are a spanish dual language school. Our dual immersion classes are mixed with approximately 50% of students who speak english as their first language and 50% of students who speak spanish as their first language. This mix helps provide models in both languages and we have seen that students in our dual immersion classes tend to exit out of the ELL program faster than those who are in english only classes.

Special Education: Special education at Timpanogos looks and feels different than it does in many schools. Our special education teachers are trained on how to interpret a cognitive assessment and find a student's cognitive strengths and weaknesses. With this information, our special education teachers create plans and resources for the general education teachers to help modify instruction or accommodate for the student's weakness by using their strengths. Special education teachers push in for one ½ hour during the Tier 1 instruction and students with disabilities are placed in Tier 2 groups based on the concepts they are missing, not based solely on the fact that they are students with disabilities. There is a joint ownership of students with disabilities with all teachers trying to help each student succeed. There are no reasons why a student won't succeed, only barriers to be crossed, problems to be solved, so that the teachers can deliver the material in a way that the student is able to learn.

At-Risk: At-risk monies are used in coordination with money from Title I and Title III to serve our students. Just based on ease of budgeting, money from Title I and Title III are used for personnel and at-risk monies are used more for the supplies and products used to help the school facilitate learning. These go hand in hand in helping our school succeed.

K-3: Our K-3 programs and monies are used to help with reading interventions at these grade levels. Our instructional assistants are trained in ERI interventions for Kindergarten and SPIRE for our students that really need extra support in 1-3

grades. As well, we really researched out the program that we are using for HB 513 this year. Last year we used iReady and found that it was too advanced for our kindergarten and first graders, the students who need the most help. So this year in our research we found that iStation would better help our lowest, most at risk kindergarten and first graders.

After School: This year we have partnered with the Boys and Girls Club to provide our after school program. With this partnership comes many advantages. The first hour of the program provides classes that have project based learning opportunities and reinforce the learning that students do during the day. The second hour is enrichment opportunities for each student. In the past, students had to be placed in a track of either remediation or enrichment, they didn't get both. With our partnership, all students receive enrichment opportunities. These enrichment activities help students to build their own schema about to boost the learning that they do during the day. Boys and Girls club also provides a dinner to those who are part of the program for no charge. This reassures that students who are most at need, will receive the nutrition that they need.

**Include any necessary documents to support explanation in planning (i.e. school schedule, school PD plan, school intervention flow chart) Please see additional documents in shared drive

Date	Year-End Summary