

Title I Plan Mt. Mahogany Elementary

School: Mt. Mahogany Elementary

LEA: Alpine School District

Date: August 2020

Initial Plan

Principal: Jeff Shirley

LEA Title I Director: Analis Carattini-Ruiz

Comprehensive Needs Assessment

ESSA Sec. 1114(b)(6)

Schoolwide Title I schools must conduct a comprehensive needs assessment of the entire school, based on information about the performance of students in relation to Utah’s academic State Core Standards. Quality needs assessments include multiple sources of both quantitative and qualitative data. Sources include:

Student achievement trends, including both proficiency and growth in core academic subjects	Acadience scores in K-3 have steadily risen over the last several years and scores on SAGE/RISE have decreased or stayed the same in grades 3-6 in all content areas. Office referrals are low for bullying and fighting, but relatively high for classroom disruption and noncompliance.
Graduation rates (high schools)	N/A
Demographic data	Mt. Mahogany currently has 730 students. Approximately 73% are Caucasian, 19% are Hispanic, and 7% are multi racial or other. Approximately 46% of the students are on free and reduced lunch which is why Mt. Mahogany is a Title I school
School climate	Mt. Mahogany follows district best practices and goals such as teacher collaboration, RTI, deep learning, and a focus on language arts. This year Mt. Mahogany implemented a systemic character education program, K-6 Acadience testing, a STEAM lab, and a revised positive behavior intervention system.
Course-taking patterns (secondary)	N/A
Teacher and paraprofessional qualifications	All teachers and staff are highly qualified.

Instructional practices	Mt. Mahogany faculty and staff implement instructional practices designed to yield high levels of learning for all students. These include: explicit Tier 1 instruction focused on essential standards, paraprofessional support in each grade level, Tier 2 support provided by teachers and aides during a daily intervention time, special education classes providing individualized support for students with disabilities, small group instruction for level 1 and 2 English language learners.
College entrance testing	N/A
Other data determined by the school	Each grade level team will use Acadience and classroom assessment data to identify students who are not currently at benchmark in reading. Phonics surveys will be administered at each grade level to provide further clarification on skill deficits experienced by struggling readers. Led by an instructional coach, teams will engage in the PLC Results Cycle to improve their Tier I instruction.

Component 1	
Plan	Mt. Mahogany gathers information and feedback from stakeholders by meeting with PTA and SCC several times a year, holding multiple parent nights, administering an online needs assessment, and monthly leadership meetings with school staff. Our last needs assessment revealed that parents want more parent workshop nights and training on the school's goals and instructional practices.
Do	School-wide goal for the year will be to increase K-3 proficiency in language arts by 7% as measured by Acadience. For students in grades 4-6, students will increase their proficiency by 7% as measured by the Acadience assessment. Our long-term goal is that 90% of 3rd Grade students will be reading on benchmark according to the DIBELS EOY assessment. Teachers will receive training, be held accountable, celebrate, receive frequent feedback, and collect data to review in professional development meetings and weekly grade level collaboration.
Study	These goals will be achieved by teachers successfully completing the PLC results cycle with specific focus on tier 1 instruction and formative assessment. Teachers will use collaboration time to discuss student progress, review assessment data, determine appropriate interventions

	and share best practices at each grade level. Best practices will be highlighted during professional development. Kindergarten-3rd Grade will use Acadience, and classroom assessment data to identify students who are not currently at benchmark in reading. Students showing proficiency will be progress monitored at least monthly to ensure they do not fall below proficient levels. Phonics surveys will be administered at each grade level to provide further clarification on skill deficits experienced by struggling readers. Led by an instructional coach, teams will engage in the PLC Results Cycle to improve their Tier I instruction. At least one aide will be provided at each grade to provide additional literacy support.
Act	
Component 2	
Plan	As a Title I school, Mt. Mahogany students have scored in critical needs in growth and proficiency scores. Students will be tracked by specifically to ensure they receive appropriate grade level instruction and intervention. Working collaboratively, the school will strategically focus on student achievement, increase staff capability, and intervene for students in order to ensure increased student proficiency.
Do	Identified students' data and progress will be tracked using the same goals that the school has established. School-wide goal for the year will be to increase K-3 proficiency in language arts by 7% as measured by Acadience. For students in grades 4-6, students will increase their proficiency by 7% as measured by the Acadience assessment. Professional development will address strategies for teachers to use with struggling readers. Specific topics will address building an effective professional learning community, and bolstering literacy instruction. Subs will be given to teachers to look at data after Acadience windows and upper grade benchmarks for teachers to study and plan how to best support students in the classroom. Instructional expertise and student learning abilities in ELA will be enhanced through the use of additional technology.
Study	Administration, instructional, behavior, and ELL coaches will regularly monitor progress by meeting with teams each Monday and review weekly goals, ensure accommodations are made, adequate tier 1 instruction is delivered, and highly effective interventions are provided and administered. In addition to the focus on students, parents of identified students will be involved in the progress of students and will be trained at parent workshops on how to assist their students.
Act	
Component 3	
Plan	Students in grades K-1 have the opportunity to have expanded learning opportunities by attending summer school. Reading recovery is provided to at risk students in reading in 1st grade. In addition, more intensive instruction is provided through grade level intervention time.

	<p>Mt. Mahogany has a school counselor that provides counseling and mental health support to all students and other at risk students. Mt. Mahogany has adopted a school wide positive behavior intervention system featuring a tiered model of behavior support. Teachers are receiving training to teach and intervene for behavior the same way they would for academics. Ongoing training will be provided to teachers and staff through professional development opportunities at the school and through attendance at conferences focused on meeting the needs of students in the academics and social emotional realm. spend summer collaboration identifying essentials, tier 1 strategies, common assessments, effective interventions, and extension opportunities.</p>
Do	<p>All teachers will be trained on effective strategies tier 1 instruction that benefits all students. Teachers will be given team time to implement and plan these strategies into their instruction. For example, teachers will be taught the explicit teaching model of instruction with a focus on peer interaction and peer teaching.</p>
Study	<p>Throughout the 2020-21 school year, Mt. Mahogany teachers and staff will be implementing many of the strategies and plans. The plan will be implemented as intended but we anticipate the need to continually learn how to best meet the needs of our students, and make the adjustments to help our students behaviorally and academically.</p>
Act	
Component 4	
Plan	<p>Mt. Mahogany has established two OEK kindergarten sessions, along with a summer school program for at-risk students in Kindergarten, 1st, and 2nd Grade. These programs help identify, instruct, and provide early intervening services. All students are tested at the beginning of Kindergarten and the lowest testing students are invited to attend OEK Kindergarten and/or summer school programs.</p>
Do	<p>OEK Kindergarten students are following the same goals as the rest of the school. Kindergarten is following the PLC results cycle to achieve 90% proficiency according to Acadience. Kindergarten, 1st, and 2nd, grade teachers continually identify essential standards that will be administered through the PLC results cycle to improve end of year proficiency.</p>
Study	<p>We feel our efforts in providing these programs are beneficial in providing instruction to the students who need it most and helping them be prepared for 1st grade. We will continually track the students that attend OEK kindergarten to see if these students are on grade level by the end of 3rd grade.</p>
Act	

Braiding Funds

Program	Amount	How the Intents and Purposes of the Program will be Met
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Title I	\$483,628.54	Avoiding classroom splits, paraprofessionals, teacher professional development, materials and supplies, Wellness Coach, and technology purchases.
Trustlands	\$112,522	Avoiding classroom splits, intervention aides, teacher professional development, materials and supplies.
Optional Extended Kindergarten	.5 FTE	13-15 kindergarten students who are most at risk are provided with an additional session of half-day kindergarten.
Special Education (Federal)	2.5 FTE	Multiple teachers provide Tier 3 support to students with disabilities.
District ALS	\$16,000	A highly-qualified aide provides interventions for students designated as English Language Learners.
TSSA	\$31,452.00	Additional paraprofessionals, technology purchases to replace end-of-life devices
K-3 Literacy Intervention	\$6,800	K-3 paraprofessionals provides language arts support