



District Title I Plan 2021 - 2022 School Year

School District Mission

We are here to develop responsible, productive citizens through a progressive education system that emphasizes self worth and expectations of social and academic excellence while preserving community values.

Goals

The Piute County School District Board of Education has established the school district's base educational philosophy, goals, and desired outcomes in school district policy #1003. The following goals are more specific for the current or coming school year for Title I schools. Even more specific goals are established at school Title I meetings, school committee meetings, and in individual classrooms.

Goal #1: Maintain the highest level of student engagement and teacher feedback possible by maintaining an individual teacher for each grade level as much as possible.

Every student learns differently and at a different pace. Instruction is most effective when a teacher can provide differentiated instruction according to each student's abilities and pace. This is more effectively done when multiple grade levels are not merged into one classroom. Piute County School District will use Title I funding to keep as few merged grade levels as is realistic, feasible, and practical.

Strategy #1.1: Piute County School District will use Title I funds to pay half of the salary of a teacher at each of Piute County School District's two Title I elementary schools. This supplemental funding will help prevent additional merging of multiple grade levels into individual classrooms. This practice enables more differentiated instruction, more student engagement, and more teacher feedback.

Strategy #1.2: Piute County School District will use Title I funds to pay half of the salary of a paraprofessional as each of Piute County School District's two Title I elementary schools. This practice also enables more differentiated instruction, more student engagement, and more direct feedback on student work.

District Goals supported by the Title I program that may not be directly funded by the Title I program

Goal #2: Increase quality of instruction by implementing structured teacher mentoring, teacher coaching, and innovative teacher professional development programs.

Piute County School District has 32 classroom teachers, 26 full-time and 6 part-time. Of 32 teachers, 8 did not go through a standard university education program to obtain a teaching license and 10 are still within the first three years of their teaching assignment. A young faculty would benefit greatly from direct instructional coaching and mentoring. Many of the more experienced teachers would also benefit from direct instructional coaching.

Strategy #2.1: Piute County School District will provide additional time for the district technology coach to provide direct instructional coaching for teachers. This will also include training the trainer through the regional instructional coach consortium.

Strategy #2.2: Piute County School District will provide teachers with high quality, innovative, and effective teacher professional development. This will include connecting other small schools teachers with Piute County School District teachers in ways that have not been tried before with a combined Opening institute, a traveling professional development day, and virtual rural PLCs.

Strategy #2.3: Piute County School District will organize teacher mentors for new teachers and provide instructions for mentors to support new teachers in their positions.

Goal #3: Raise the percentage of students K-6 reading on grade level to 70% and the percentage of students making adequate yearly progress to 80% for each grade level.

While Piute County School District's elementary Reading levels have improved significantly over the last several years, there is still a lot of potential for growth. The ultimate goal is that every child is reading on grade level at the end of each school year.

Strategy #3.1: Conduct two additional days of training on tier 1 and tier 2 reading instruction for K-6 teachers. Training will take place on August 10th and 11th for Circleville Elementary and August 10th and 12th for Oscarson Elementary. Trainer will visit elementary classrooms during the year to answer questions and check implementation progress.

Strategy #3.2: Conduct in-depth assessment of student progress in phonics at the beginning of the year, the middle of the year, and the end of the year. Tier 2 instruction strategies will be based on results from the core phonics results.

Strategy #3.3: Invite the new CUES region K-3 instructional coach to provide additional support for each K-3 classroom. K-3 teachers will meet individually with the instructional coach to discuss specific classroom strategies being used and assess progress.
