

# Nebo School District

Programmatic Monitoring Report March 14, 2025

## Overview

The Utah State Board of Education Title IV, part A and Stronger Connections Grant staff thoroughly monitored Nebo School District's programmatic use of funds in March 2025 and found the district's management of the funds to be highly effective. This report outlines the successful observations, evidence, and any findings or recommendations from that site visit, instilling confidence in the district's financial management.

Nebo School District is utilizing funds to provide content-focused professional development that improves teachers' content knowledge and their understanding of content-specific pedagogy through job-embedded professional learning and support from a science coach. This type of coaching is a partnership among teachers, science coaches, and teacher teams to support teachers as they implement evidence-based pedagogical strategies to enhance their instruction. The support is sustained by continuing to build the capacity of school-level teacher leaders and facilitators, district science teacher leaders, and district specialists and coaches.

The monitoring visit took place at Maple Ridge Elementary with the following district staff: grant managers for Title IV, Part A and the Stronger Connections Grant, an elementary science specialist, an associate superintendent, and classroom teachers.

## Goals

Nebo School District has identified the following goals for Title IV, Part A and the Stronger Connections Grant:

**Well-Rounded Educational Opportunities:** Nebo School District will continue to provide well-rounded educational opportunities to all students, including minority students, English learners, children with disabilities, and low-income students, who

are often underrepresented in critical and enriching subjects. We will do this by building the capacity of teachers through our Deep Learning Science professional learning and coaching model. Teachers will receive ongoing professional development sustained through coaching for content and pedagogical knowledge on the three-dimensional, phenomenon-based science instruction. Science coaches will provide professional development on the progression of the Utah Science with Engineering Education (SEEd) standards to deepen understanding of the learning trajectories, including progressions of each of the three dimensions, coherence of standards, and student learning development and outcomes.

**Safe and Healthy Students:** Nebo School District and its schools will provide a culture that fosters safe and supportive environments for learning, student physical and mental health, so that students may gain access to a safe and healthy educational experience. The district will utilize a well-being specialist to collaborate closely with school leadership teams to harness the power of Panorama. Together, the district can cultivate a school culture that nurtures a supportive environment conducive to optimal learning.

**Stronger Connections Grant:**

- Goal: The main objective is to improve student well-being through social-emotional learning. This initiative targets important issues affecting students, such as suicidal behavior, substance abuse, and chronic absenteeism. The plan involves purchasing a Tier 1 Social Emotional Learning (SEL) curriculum to create safer and healthier learning environments for students.

**Effective Use of Technology:** The Nebo School District will utilize technology in schools to enhance science pedagogy, promoting academic performance, growth, achievement, and digital literacy for all students. Science coaches will model how three-dimensional, phenomenon-based instruction and student cognitive engagement can come alive via technology. The district will match funds for the purchase of Mystery Science for schools that opt in and provide ongoing support on how to use this technology in creating blended learning lessons.

## Needs Assessment Evidence

Local Education Agencies (LEAs) are required to conduct a comprehensive needs assessment every three years. During this monitoring visit, it was noted that the Nebo School District utilizes a robust stakeholder group as part of its needs assessment, comprising district leaders, school administrators, curriculum directors, specialists, educators, counselors, board members, and parents. The district uses assessment data, school surveys, SHARP data, and Panorama data to determine the needs. The grant manager explained that science is not the greatest gap in the well-rounded educational opportunities area. However, other funds and goals are already used in the areas where assessment data shows the greatest needs (literacy and mathematics), so they chose to focus on science, which also indicates a significant need. The SHARP survey data and Panorama data, along with stakeholder input, supported the goals for safe and healthy students.

## Evidence of High Needs and Community Engagement for the Stronger Connections Grant

Nebo School District self-identified high needs areas were:

- Evidence of student suicidal behavior
- Substance Abuse
- Chronic absenteeism

Stakeholder groups involved in collecting this feedback and data include:

- 4 School Board Members
- Associate Superintendent
- Secondary Director
- Elementary Director
- Special Education & Federal Programs
- Data and Assessment
- Secondary Curriculum Coordinator
- Elementary Curriculum Coordinator
- Elementary principal
- Junior High School Assistant Principal

- Well-being Specialist
- Secondary Principal
- Secondary Counselor
- Elementary Counselor
- Parents and any community members at open house events.

## Stronger Connections Grant: Highlight

The district supports a Tier 1 Social Emotional Learning (SEL) curriculum for students from pre-kindergarten through grade 12. This curriculum was carefully selected through an extensive Request for Proposal (RFP) process that involved various stakeholder groups. Its aim is to equip students with the tools and skills necessary to understand their emotions, build positive relationships, and make informed, healthy choices.

Schools are actively implementing the SEL curriculum alongside Panorama and its Playbook. The district has established an Educational Behavior Support team that utilizes the Panorama Playbook to identify the top 10 behavior strategies. The focus of this approach is on mastering a few key interventions rather than reinventing solutions for every student in every school. This strategy aims to streamline and enhance the effectiveness of behavioral interventions, thereby creating safer learning environments and addressing challenges such as chronic absenteeism and risky behaviors.

- **Safer and Healthier Learning Environments:** By teaching skills such as self-awareness, self-regulation, and empathy, the curriculum fosters a positive and inclusive atmosphere. This approach helps to reduce incidents of bullying, violence, and risky behaviors.
- **Improved Mental Health:** The curriculum provides strategies to manage stress, anxiety, and depression, promoting emotional well-being and resilience. It also aims to lower the risk of suicidal behavior and substance abuse.
- **Academic Success:** By encouraging self-motivation, focus, and perseverance, the program enhances concentration and classroom

engagement. It specifically addresses chronic absenteeism to help students remain active participants in their education.

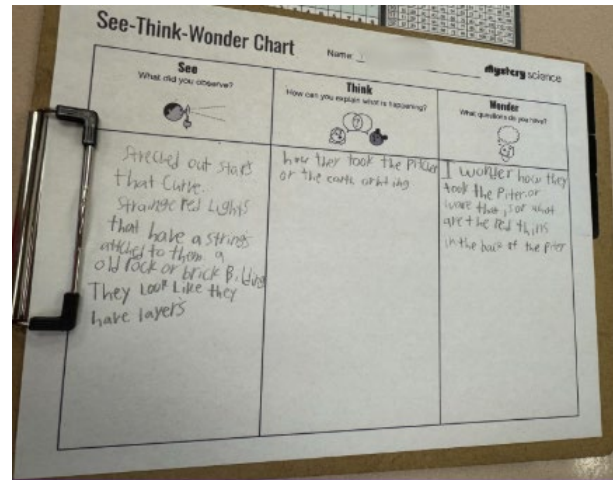
- **Well-Being Specialist and Coach Implementation:** The district employs a well-being specialist who collaborates with school leadership teams to utilize Panorama data in fostering a supportive school culture that promotes optimal learning. Additionally, a Well-Being Coach trains educators in effective behavioral strategies and multi-tiered systems of support (MTSS), enabling the seamless integration of well-being content into academic standards. This integration ensures that lessons are relevant and that students can apply emotional skills across various subject areas.

Classroom observations of these wellness strategies noted that "kids are connecting with their teachers, feeling seen and heard," indicating a positive impact on student well-being and a more supportive learning environment. A school counselor expressed the sentiment, "I'm on fire in there," highlighting the positive energy and effectiveness of these efforts.

## Title IV, Part A: Highlights

Nebo School District utilizes over 60% of the Title IV Part A grant to fund a district science specialist. The science specialist focuses on coaching teachers using the best science pedagogical practices. During the visit, the USBE Title IV, Part A team observed two science lessons in separate classrooms. Each classroom teacher received coaching from the district science specialist. A teacher expressed how students "don't like it when science gets skipped or has to get rescheduled." One teacher mentioned that she used to "just teach and move on, but now we model and the students have greater retention." The instructional focus includes starting with a phenomenon, students ask questions and draft a model, label the model, refine the model and write about the process which leads to deeper understanding. The teachers also noted that students are performing better in all content areas through the modeled instructional strategies. Students are naturally curious, so a model built on a phenomenon works well. Teachers used phrases such as "What did you notice?" and "Fantastic observations." The students started many comments with "I wonder if..." The See-Think-Wonder Chart (pictured on page 6)

provided students with a space to capture their learning throughout the lesson. Teachers model that there is no shame in not knowing all the answers. It is OK not to know; students and teachers can investigate and discover answers together.



Both lessons enabled students to read, write, speak, and listen, thereby supporting literacy instruction across multiple content areas. In each classroom, students were highly engaged in their own learning. Students were also able to link their findings to evidence in the text and by comparing information with their peers. One teacher noted, “The content is important, but the skills that students learn to access the information are critical.”

The science coach works with teachers to set their own goals and has created a “menu of supports” teachers can choose from (pictured below). Teachers can earn the elementary science endorsement and credit by continuing their own education and pedagogy skills in science.

To discuss the safe and healthy goals, we met with the Well-Being Coach. This coach trains educators using behavior strategies and effective multi-tiered systems of support in their classrooms. Using integration models, educators can seamlessly embed well-being content into academic standards. Emphasizing that “Every kid wants to be heard.” As a result of integrating content with wellness strategies, students receive more relevant lessons, can utilize background knowledge, apply skills across content areas, and set uniform goals and outcomes.



In one elementary school utilizing the wellness strategies, there was a 17% increase in learning strategy effectiveness within the curriculum goals. The schools can track students' progress and their perception that they can learn the topic areas being taught. The use of wellness curriculum and a uniform data collection tool gives educators the ability to track data that connects learning directly to student outcomes. Furthermore, the school district offers a STEM Camp to support students through UVU Prep.

### Coaching Menu for Teachers:

What do you hope to see from your students? How are we going to get there?

See More/ Modeling Options	Learn More	Planning	Clear Picture of Current Reality	Do More Together
Pre-Conference for a specific "look for" <ul style="list-style-type: none"> <li>Content</li> <li>Strategy</li> <li>St. Actions</li> <li>Student Centered Goals</li> <li>Teacher Actions</li> </ul>	Provide Resources	Co-Plan Lesson <ul style="list-style-type: none"> <li>Video</li> <li>Co-Teach</li> <li>Observation / Feedback Cycle</li> <li>Whisper Coach</li> </ul>	Observation/Feedback Cycle	Co-Teach a lesson with each teacher teaching a small group to support different abilities or different content ideas.
Co-Plan for a model lesson	Book Study	Lesson Study	Video	Co-Teach a lesson together
Read and Annotate plan with questions	Build Background Knowledge with Articles/Readings	Plan Lesson & Get Feedback	Pick Four (Student-Centered)	Co-Teach a lesson with rotations- Concepts build on each other
Whisper Coach	Strategy Deep Dive	Writing a PEERS Goal (Student Centered)	Noticing and Naming	You teach and I do a micro model at the point of need.
Micro Model	Student Work Analysis			

## Findings and Recommendations

The USBE recommends that the Nebo School District utilize student academic data to evaluate the effectiveness of science coaching and the implementation of Mystery Science, measuring deep-level thinking. If the data show that students perform at higher levels when their teacher completes the science endorsement and receives coaching, the recommendation is to continue expanding the program to more teachers and schools.



## Next Steps

Nebo School District plans to expand the use of Mastery Science and have more educators earn the science endorsement and receive coaching. They will use the teachers who have completed training to support new teachers coming into the program, building capacity.

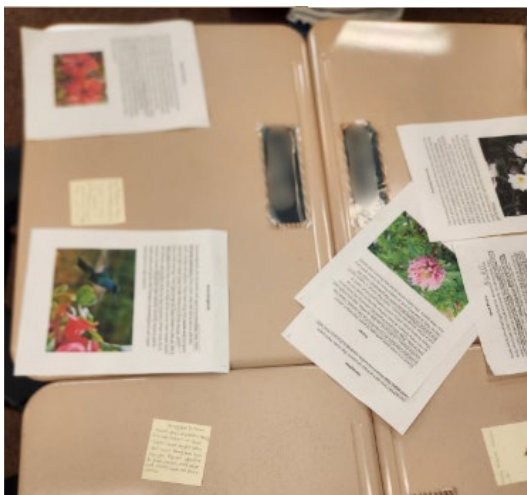
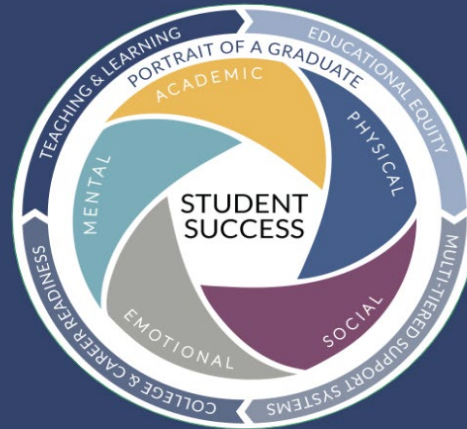
The district also plans to create a district-wide MTSS model. Currently, there are supports in place, but no formal process. Having a written plan will support more schools in knowing what tools are available and how they can participate in the model.

## Photos and Evidence (optional)

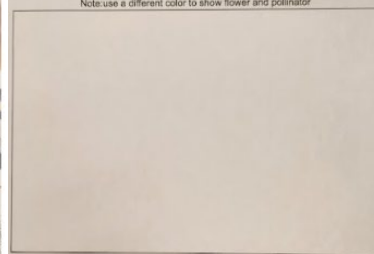




Well-being ensures that all students and educators thrive physically, socially, emotionally, mentally, and academically.



Draw and Label the Flower and the Pollinator  
Note: use a different color to show flower and pollinator



Using evidence from the text, write a paragraph describing the structures and functions for the flower and pollinator that you chose.

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## Character Traits

