



# Title I Schoolwide Program Plan Template

Any school that operates a Title I Schoolwide Program must, with the input of stakeholders, conduct a comprehensive needs assessment (CNA) and, based on the analyses of the CNA, develop a schoolwide plan. This template or a separate Title I Plan is not required if a school's improvement plan contains all required components of the Elementary and Secondary Education Act (ESEA).

## School/LEA Information

School Name  LEA Name   
 Plan for the School Year

## A. Stakeholder Planning Team – ESEA Sec. 1114(b)(2)

- List the stakeholders who developed, and will help implement and evaluate, the Schoolwide Program (add extra lines for any additional stakeholders).

Stakeholder Title	Stakeholder Name	Stakeholder Signature
Principal/Director	Buddy D. Alger	<i>Buddy D. Alger</i>
LEA Title I Director	Lisa Robinson	<i>Lisa Robinson</i>
Faculty Member	Jessica Stowe	<i>Jessica Stowe</i>
Faculty Member	Alina Anderson	<i>Alina Anderson</i>
Faculty Member	Annie Otley	<i>Annie Otley</i>
Parent, non-school employee	Andrea Robinson	<i>Andrea Robinson</i>
Parent, non-school employee	Janiece Atwood	<i>Janiece Atwood</i>
Parent, non-school employee	Michelle Witchurch	<i>Michelle Witchurch</i>
Community Member, not associated with school		
Paraprofessional, if applicable	Jana Pedler	<i>Jana Pedler</i>
Tribal Member, if applicable		
Secondary Student, if applicable		

2. Describe the process for involving stakeholders and how their input was used to develop the Schoolwide Program.

The committee reviewed the current uses of the Title I funds and the three previous years' goals associated with the expenditures. School data, both anecdotal and quantitative, were shared. Committee members shared comments and suggestions for using the money. A school-wide survey was sent out last year that helped target the focus on the discussion. The members identified the following needs: smaller classroom sizes, additional support staff, and ensuring that all students have access to the resources necessary to access the core content.

### **B. Comprehensive Needs Assessment (CNA) – ESEA Sec. 1114(b)(6)**

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes.

1. List all sources of data collected and analyzed (i.e., longitudinal student academic and nonacademic achievement, curriculum and instruction, professional learning opportunities, school climate and culture, family and community engagement, etc.)

21-22 Acadience Reading Data, RISE Data, WIDA scores, Stakeholder Survey, PSI and PASI progress reports. This data applies in that many of the programs that are supported with Title I funds are directly impacting students in reading and WIDA scores. The Stakeholder Survey was reviewed and discussed as part of a culture and community safety goal.

- Summarize main findings including an examination of student, teacher, school, and family/community strengths and needs. Findings should include detailed analysis of all student groups of 10 or more, i.e., students identified as economically disadvantaged, students with disabilities, students identified as English learners, and students by major racial and ethnic groups. **This analysis should show direct relationships from the data and root causes in the Comprehensive Needs Assessment to the priorities identified in the next section.**

Data attached as next two pages.

## Analysis of the Data

### 21-22 Acadience

The data from Acadience suggests that proficiency for all groups, and especially for some of our most at-risk students are significantly lower than average for our school district. However, our growth data indicates significant improvement that is as good as or higher than many other schools in all areas, including those same at-risk students. This analysis suggests that although our proficiency has not caught up to where our school needs to be, if our rate of progress continues at or better than the current pace, we should catch up to average or better proficiency.

### 21-22 RISE

An analysis of the RISE data indicates a similar pattern to that of Acadience. Students are demonstrating a commendable amount of growth in all academic areas; however, they still lag behind on overall achievement. In the area of Achievement, the school is moving from the Needs Improvement indicator to the Developing indicator, which is a sign of the overall school improvement.

### 21-22 WIDA

WIDA results have shown very modest gains over the year and a minimal drop this assessment year. ELs are showing growth in academic areas, but are not showing the desirable growth on WIDA +

- Prioritize the school's top needs as evidenced by the CNA.

Priority 1:	Increase student reading proficiency and maintain commendable growth
Priority 2:	Increase EL students reading, writing, and oral language scores on $\sqrt{}$ <span style="float: right;">+</span>
Priority 3:	Target and grow students self-efficacy and self-management skills

## 21-22 K-6 Acadience Reading Data

	Proficiency	Growth
Overall	47%	59%
Econ Disadvantage	41%	55%
EL	28%	56%
Students with Disabilities	14%	44%
Race	37% (His) 43% (Blk) 46% (PI) 45% (AI) 39% (WHI)	52% (His) 50% (Blk) 44% (PI) 58% (AI) 64% (WHI)

## 21-22 RISE Data

HOW IS THE STATE PERFORMING IN EACH COMPONENT?

PARTICIPATION RATE: 100.0%



### ACHIEVEMENT

English Language Arts	30.4%
Mathematics	25.6%
Science	29.7%

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### GROWTH

English Language Arts	51.2%	Average
Mathematics	53.2%	Average
Science	59.9%	Average
Growth of Lowest 25%	42.7%	Low

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### ENGLISH LEARNER PROGRESS

English Learners' Adequate Progress	27.6%
English Learners Reaching Proficiency	6.6%

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### EARLY LITERACY

Students Reading on Grade Level	26.5%
Students Making Typical or Better Progress	60.3%

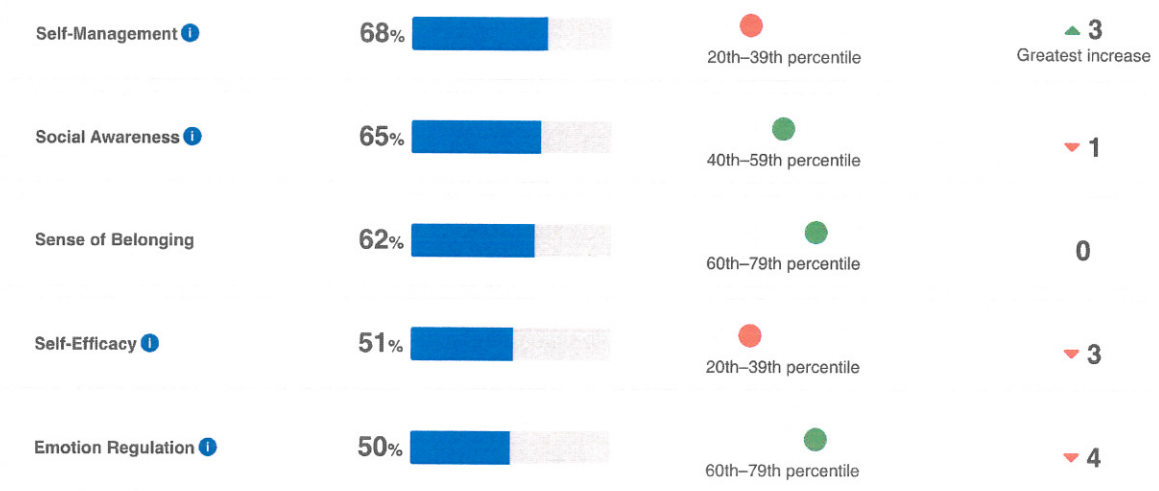
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## 21-22 WIDA Data

**Total Composite Average 2.98**

**Areas of greatest need are Speaking and Writing**

## 21-22 Student Panorama SEL Survey



Need

**C. Develop a Comprehensive Schoolwide Plan – ESEA Sec. 1114(b)(7)**

A Schoolwide Plan consists of strategies the school will use to upgrade the entire educational program and improve the outcomes for the lowest-achieving students.

1. For each of the prioritized needs (from CNA), identify specific **strategies** the school will implement. Detail the *who, what, how, and when* of strategy implementation. Strategies should be evidence based (ESEA Sec. 8101(21)(A)).

<b>Priority</b> (From previous section)	<b>Evidence-Based Strategies and Implementation Plans</b>
Increase student reading proficiency and maintain commendab	<p>Strategy(ies): Hire additional teachers to keep class sizes below 25 for <span style="float: right;">+</span></p> <p><i>Who, what, how, when:</i> Administration</p>
Increase EL students reading, writing, and oral language score	<p>Strategy(ies): Implement new writing program, WIDA updated learning scales to include oral language components <span style="float: right;">+</span></p> <p><i>Who, what, how, when:</i></p>
	Coaches, TSI (Targeted School Improvement Team), and Grade Level Teachers
Target and grow students self-efficacy and self-management st	<p>Strategy(ies): Use Learning Logs (data notebooks) to help students see and chart their own growth, become more clear on <span style="float: right;">+</span></p> <p><i>Who, what, how, when:</i> All teachers, school counselor, and all students</p>

2. Outline a **communication plan** specifying how staff, families, and other stakeholders will be made aware of the Schoolwide Program.

The school will hold at least two annual meetings in addition to PTA meetings to update all families and stakeholders of the school program. The school will also participate in a district-wide family engagement meeting where data and plans will be shared.

3. Summarize **parent and family engagement** strategies that will be implemented to improve student learning, e.g., literacy training, using technology, etc. (ESEA 1118(e)(2))

Hire and retain a family resource coordinator to ensure families can access the essential needs in their homes. Hold night activities where families are engaged in student learning (back to school night, literacy night, math night, and/or culture night) as well as teach and provide activities to practice and increase learning at home. Create and distribute student learning logs to all students. Inside the learning logs students will track and monitor their progress on identified math and ELA standards, behavior, as well as other items.

#### D. Regular Monitoring and Plan Revision – ESEA Sec. 1114(b)(3)

The Schoolwide Program strategies are regularly monitored, and revised as necessary, based on evolving student needs.

- Articulate the **benchmarks** to be used to evaluate program effectiveness, including, but not limited to, measuring the academic progress of each student.
- Indicate the **frequency**, e.g., monthly, quarterly, annually, etc. with which each benchmark will be monitored.
- Specify the **resources**, e.g., time, personnel, methods, that will be dedicated to monitoring and evaluating the implementation of the Schoolwide Program.

Benchmarks	Frequency	Resources
Acadience	3x per year	All Staff
PSI and PASI	Every 15 days	All Staff
SCC Meetings to review data	2x yearly	SCC Members
Student Survey	Annually	In class participation
Staff Survey	Annually	Email to Staff
Family Survey	Annually	Email to Families

**E. Coordination and Integration of Services and Resources – ESEA Sec. 1114(b)(5)**

Show how Title I funds, along with other local, state and/or federal resources, will be used to implement the Schoolwide Program strategies.

<i>Schoolwide Program Strategies (from Section C)</i>	<i>Funding Stream/Program*</i>	<i>Approximate \$ Amount</i>	<i>Additional Resources**</i>
<p><b>Strategy:</b></p> <p>Hire additional teachers to keep class sizes below 25 for upper</p>	<p>Title I, Part A</p> <ul style="list-style-type: none"> <li>* EARS</li> <li>* Utah Trust Lands</li> <li>* Other</li> <li>* Other</li> </ul>	<p>\$ 211,385</p> <p>\$ 5400</p> <p>\$</p> <p>\$</p> <p>\$</p>	**
<p><b>Strategy:</b></p> <p>Implement new writing program, WIDA updated learning scales to include oral language components and WIDA Can-Do's. Use target time on Friday and other oral language blocks to specifically improve student language development.</p>	<p>Title I, Part A</p> <ul style="list-style-type: none"> <li>* EARS</li> <li>* Other</li> <li>* Other</li> <li>* Other</li> </ul>	<p>\$ 11250</p> <p>\$ 24500</p> <p>\$</p> <p>\$</p> <p>\$</p>	**
<p><b>Strategy:</b></p> <p>Use Learning Logs (data notebooks) to help students see and chart their own growth, become more clear on teacher learning expectations. We will also use Second Steps and Sources of Strength as a Tier I SEL program.</p>	<p>Title I, Part A</p> <ul style="list-style-type: none"> <li>* EARS</li> <li>* Other</li> <li>* Other</li> <li>* Other</li> </ul>	<p>\$ 0</p> <p>\$ 1500</p> <p>\$</p> <p>\$</p> <p>\$</p>	**

**\*Additional Programs/Funding Streams:** Title I, Part C, Education of Migratory Children; Title I, Part D, Programs for Children and Youth Who are Neglected, Delinquent, At-Risk; Title II, High Quality Teachers and Principals; Title III, Language Instruction for Limited English Proficient and Immigrant Students; Title VI, Indian Education; Title VII, Part B, McKinney-Vento, Education for Homeless Children and Youths; IDEA, Part B, Assistance for Children with Disabilities; Carl D. Perkins, Vocational and Technical Education (CTE); Title I, Family Engagement; Title I, Sec. 1003(a) and (g), School Improvement; State School Turnaround; Utah Trust Lands; State Enhancement for At-Risk Students (EARS); etc.

**\*\*Additional Equity Resources:** teacher quality, school leadership quality, academic rigor, instructional time and attention, early learning/interventions, whole child approaches, diverse and inclusive school approaches, family academic engagement, etc.



**F. Staff Qualifications – ESEA Sec. 1111(g)(2)(J)**

All teachers and instructional paraprofessionals **must** meet State certification and licensure requirements.

Documentation for school staff demonstrates the following:

All teachers are state certified, i.e., have a Professional License, Associate License, or LEA-Specific License (Board Rule R277-301) and appear as **USOE Qualified in CACTUS**.

**All instructional paraprofessionals are highly qualified**, i.e., a high school graduation/GED and one of the following: an associate degree (or higher); at least 48 semester hours at an accredited college or university, or a score of 460 or higher on the ParaPro Assessment.

WE, THE UNDERSIGNED, HEREBY CERTIFY that to the best of our knowledge we have complied with all the components in our Title I Schoolwide Program and have developed our plan based on needs and strengths identified through a comprehensive analysis of current academic and nonacademic data. We have built into our plan a process for evaluating whether the evidence-based strategies are resulting in improved student outcomes.

\_\_\_\_\_  
School Principal/Director

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LEA Title I Director (if different)