



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)

1. 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	Wendy Potter	
LEA Title I Director	Randy Shelley	
Faculty Member	Kaycee Pace	
Faculty Member	Chylene Whipple	
Faculty Member	Jan Hunt	
Parent, non-school employee	Cheralyn Thatcher	
Parent, non-school employee	Holly Murphy	
Parent, non-school employee	Hailey Taft	
Community Member, not associated with school	Susan Wells	
Paraprofessional, if applicable	Karrie McDaniel	
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.
- Share achievement data from all schools with parents.
 - Invite input from parents regarding LEA and school academic goals.
 - Discuss scientifically-based research instructional practices.
 - Give direction in securing research-based curriculum materials that align with goals.

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.)

Longitudinal student achievement

- Acadience Reading K-3
- Rise Testing Grades 3-5

Curriculum and Instruction

- i ready
- Happy Numbers
- Study Island
- Lexia
- Reach For Reading
- Envision Math

Professional Learning Opportunities

- LETRS Training
- i ready Training
- Lexia Training

School Climate Surveys

Family and Community Engagement Plan

2. 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.**

Enrolled students- 11
 Economically Disadvantaged- 100%.
 Students with Disabilities- 45%
 English language Learners- 0%.
 Hispanic/Latino- 0%
 Pacific Islander- 0%.
 African American- 0%
 American Indian/Alaskan Native- 0%
 Asian- 0%
 White- 82%
 Multiple- 18%

Enrolled Preschool Students- 5
 Students with Disabilities- 1
 English language Learners- 1
 Hispanic/Latino- 1
 American Indian/Alaskan Native-1
 White- 3

Test Scores

Math Rise 2022-23 (less than 10%)
 Math Rise 2021-22 (less than 10%)
 2020-21 (not taken, no students enrolled in 3-5 grades
 Language Arts Rise 2023-24 (less than 10%)
 Language Arts Rise 2021-22 (less than 10%)
 2020-21 (not taken, no students enrolled in grades 3-5)
 (No scores 2019-20)
 Acadience Reading K-3 2022-23 EOY at or above level 50%
 Acadience Reading K-3 2020-21 69.5%
 Acadience Math K-3 2022-23 EOY at or above level 50%

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

Priority 1:	Language Arts
Priority 2:	Math
Priority 3:	Early Learning Readiness

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)).

Priority (From previous section)	Evidence-Based Strategies and Implementation Plans
Language Arts	Strategy(ies): Multi Tiered Systems of Support, Class size reduction <i>Who, what, how, when:</i> See attached document
Math	Strategy(ies): MTSS, Class size reduction <i>Who, what, how, when:</i> See attached document
Early Learning Readiness	Strategy(ies): Connect For Learning-Preschool Program <i>Who, what, how, when:</i> See attached document

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

We will share with stakeholders, at least 3 times per year, Utah Core Standards, state and local assessment information, and ways parents can monitor their students academic success. At Hanksville Elementary School, we will share this information at a minimum of four times per year via reports, parent teacher conferences, and grade level activities.

Priority:
Language Arts

Strategies:
MTSS/Class size reduction

Who, What, How, When:

Tier 1- Core Instruction-Reach for Reading, Heggerty in the classroom by the classroom teacher

Tier 2- Teachers, paraprofessionals, and reading intervention specialists engage in providing targeted instruction. The curriculum used includes: Early steps/Next steps, Read naturally, Flyleaf, Great Leaps, SRA Reading Mastery, Lexia, Study Island, classroom based assessments (Reach for Reading), decoding (Burst), phonics (Heggerty). Students are progress monitored based on their assessment scores. If they are at risk, they will be assessed weekly, if they are strategic they will be assessed bimonthly, , and benchmark students will be assessed monthly by their classroom teachers or paraprofessionals. Teachers will engage in weekly PLC's to review data and strategies of how to implement meaningful interventions to students and determine if they are achieving goals that are expected. Student grouping is fluid and teachers will determine how to move students between groups based off of the data outcomes. By examining the data, teacher's will be able to decide whether their instruction and intervention has been effective and they can adjust accordingly. Students can enter and exit tier 2 services at any time throughout the school year depending on measured academic need. Students are identified for tier 2 services when the data source proves a deficit for the student and highlights academic risk. The PLC team is the decision maker to decide whether and when students can move into or out of tier 2 services. Usually this will require a student to be performing at 80% proficiency.

Tier 3-Intensive one-to-one small group instruction is provided by both the regular education and the special education teachers. These interventions are taught daily and are in addition to Tier1 and 2 reading instruction. The time varies based on the student's IEP goals. Intervention curriculum include: Sound Partners, Early Steps/Next Steps, Road to the Code, SRA Reading Mastery and Decoding, Burst Reading, and Read Naturally. Progress monitoring will occur weekly and the regular education and special education teachers will collaborate weekly to discuss student data and progress. Entry and exit criteria will be based on qualification from classroom assessments as well as state assessment.

Priority:
Math

Strategies:
MTSS/Class-size reduction

Who, What, How, When:

Tier 1- Core Instruction with Envision instruction with the classroom teacher

Tier 2: Teachers, paraprofessionals, and specialists engage in providing targeted instruction to students daily for 20-30 minutes. Students are taught in small groups for targeted instruction. Curriculum used is enVision intervention and reteaching, enrichment, fluency, Happy Numbers, Study Island, and Reflex. Students are progress monitored, as needed based on their assessment scores. If they are at risk they will be assessed weekly, if they are strategic they will be assessed bimonthly, and benchmark students will be assessed monthly by their classroom teachers or paraprofessionals. Teachers will engage in weekly PLC's to review data and strategies of how to implement meaningful interventions to students and determine if they are achieving the goals that are expected. Student grouping is fluid and teachers will determine how to move students between groups based off of the data provided. By examining the data teacher's will be able to see whether their instruction and intervention has been effective and they can adjust accordingly.

Tier 3: Intensive one-to-one small group instruction is provided by trained paraprofessionals, the regular education, and the special education teachers. These interventions are taught daily and are in addition to Tier1 and 2 math instruction. The time varies based on the student's IEP goals, RTI and the small group needs. Intervention curriculum include: I-ready, enVision Math interventions: reteaching, enrichment, and fluency. Progress monitoring will occur weekly and the regular education and special education teachers will collaborate weekly to discuss student data and progress.

Priority:

Early Learning Readiness

Strategies:

Four Day Preschool Program

Who, What, How, When:

Connect For Learning (CFL) implemented by the preschool teacher and paraprofessionals. It is Child centered and teacher directed instruction. It includes science, social emotional and mathematics instruction.

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))

Parents and family members are involved in the development of the school parent and family engagement policy. At Hanksville Elementary, we involve our stakeholders by reviewing data, setting school goals, and looking at school-wide needs during School Community Council meeting, PTA meeting, Safety Committee meeting.

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 Reading Benchmarks	3x/year	Acadience Reading Test
Rise Testing	annually	Rise assessment
Acadience Math Benchmarks	3x/year	Acadience Math Test
KEEP benchmarks	2x/year	KEEP Test
PEEP benchmarks	2x/year	PEEP Test

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>
<i>Strategy:</i> Multi Tiered Systems of Support, Class size reduction	Title I, Part A * Other * Other * Other * Other	\$4,350 \$ \$ \$	**
<i>Strategy:</i> MTSS, Class size reduction	Title I, Part A * Other * Other * Other * Other	\$4,350 \$ \$ \$	**
<i>Strategy:</i> Connect For Learning-Preschool Program	Title I, Part A * Other * Other * Other * Other	\$ \$ \$ \$	** Funding from grant.

***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

LEA Title I Director (if different)