



# 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	Kali Brown	
LEA Title I Director	Alicia Rudd	
Title I Staff Developer	Sarah Sumsion	
Faculty Member	Jena Sonntag	
Faculty Member-Secretary	Patty Hanson	
Parent, non-school employee	Brea Wentz	
Parent, non-school employee	Darla Pierre	
Parent, non-school employee	Shyanne Cozzens	

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

We meet as a School Community Council and admin team to review previous years goals and measures. We look at data from state and district testing, local assessments, and formative assessments. From this data we determine what goals and area of focus we want to have for the coming year. We present strategies and support for Tier 1 and interventions. At the end of the year, we gather our data again to share with the SCC and celebrate as we reach goals and plan for the next year.

**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.)
  - Acadience EOY data compared to BOY
  - Acadience progress monitoring data (ongoing through year)
  - Acadience typical growth measures
  - Acadience historical patterns
  - RISE ELA and math data
  - RISE ELA and math data - historical patterns
  - iReady diagnostic data
  - Heggerty screener
  - KEEP data EOY
  - writing assessments
  - Acadience math data
  - documentation of small groups and interventions
  - Title I Steps and SIPPS data
  - ESSER / intervention teacher data (95%)

**Utah RISE ELA 2022-2023:** State standardized test to measure proficiency in reading, writing, grammar and comprehension for grades 3-5.

State	Nebo	Barnett
44.3%	41.7%	36.1%
ED: 27.3%	ED: 27.7%	ED: 31.4%
SWD: 16.2%	SWD: 14.8%	SWD: 20.4%
ML: 14.4%	ML: 8.4%	ML: <10%
Caucasian: 51.4%	Caucasian: 46%	Caucasian: 41.2%
Hispanic: 23.1%	Hispanic: 21.5%	Hispanic: 24.4%

RISE ELA proficiency			
Year 2020-2021	RISE	36%	
Year 2021-2022	RISE	28%	
Year 2022-2023	RISE	36%	

### Acadience Reading Data - 2018-2023

Goal 1 READING: K-3 students making typical progress or on grade level increase by 1% (measured by Acadience)										
		2019-2020 - no EOY testing due to covid closing schools.								
Making typical progress										
2018-2019		2020-2021	K Acadience	12%	2021-2022	K Acadience	37%	2022-2023	K Acadience	62%
			1st Acadience	40%		1st Acadience	49%		1st Acadience	64%
			2nd Acadience	63%		2nd Acadience	60%		2nd Acadience	59%
			3rd Acadience	54%		3rd Acadience	71%		3rd Acadience	80%
K-3	61%	K-3	50%	K-3	51%	K-3	73%			
On Grade Level - Proficient										
2018-2019		2020-2021	K Acadience	26%	2021-2022	K Acadience	39%	2022-2023	K Acadience	72%
			1st Acadience	33%		1st Acadience	31%		1st Acadience	51%
			2nd Acadience	43%		2nd Acadience	45%		2nd Acadience	35%
			3rd Acadience	53%		3rd Acadience	50%		3rd Acadience	65%
K-3	62%	K-3	42%	K-3	40%	K-3	55%			

**2020-2021** 57% of students made typical progress or were on grade level

**2021-2022** 66% of students made typical progress or were on grade level

**2022-2023** 73% of students made typical progress or were on grade level

### Acadience Reading Proficiency Data 2022-2023

	BOY	MOY	EOY
<b>Barnett Grades 1-3</b>	<b>46%</b>	<b>43%</b>	<b>52%</b>
<b>Nebo School District</b>	<b>59%</b>	<b>60%</b>	<b>66%</b>

### Acadience Reading Progress 2022-2023

	EOY	% Proficient or Progress
<b>Barnett Grades 1-3</b>	<b>69%</b>	<b>74%</b>
<b>Nebo School District</b>	<b>72%</b>	<b>80%</b>

### Acadience Math Proficiency Data 2022-2023

	BOY	MOY	EOY
<b>Barnett Grades 1-3</b>	27%	36%	42%
<b>Nebo School District</b>	46%	47%	50%

### Acadience Math Pathway Progress Data 2022-2023

	MOY	EOY
<b>Barnett Grades 1-3</b>	66%	64%
<b>Nebo School District</b>	58%	58%

**Utah Rise Math 2022-2023:** State standardized test to measure proficiency in number sense, operations and algebraic thinking, geometry and measurement and data for grades 3-5.

State	Nebo	Barnett
40.7%	38%	36.8%
ED: 23.8%	ED: 25%	ED: 29.2%
SWD: 16.2%	SWD: 15.6%	SWD: 14.6%
ML: 14.4%	ML: 7.8%	ML: <10%
Caucasian: 47.6%	Caucasian: 42.2%	Caucasian: 41.9%
Hispanic: 19.4%	Hispanic: 17.5%	Hispanic: 20%

Goal 2 MATH: 3rd-5th on grade level increase by 1% (measured by RISE)		
Year 2020-2021	RISE	29% proficient
Year 2021-2022	RISE	30% proficient
Year 2022-2023	RISE	43% proficient

- 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.**

### **UTAH RISE DATA - ELA**

When analyzing our **RISE ELA** data, we found that Barnett was 36% compared to Nebo's 42% and statewide 44%. The sub measures each grade showed areas of weakness or below proficient in are as follows:

3rd grade lower areas: vocabulary, reading informational text key ideas & details, reading literature integration of knowledge & ideas

4th grade areas of weakness: listening comprehension, reading informational text key ideas & details,

5th grade areas of weakness: vocabulary, listening comprehension, reading information text integrations of knowledge and ideas, reading literature key ideas & details.

We also see that over the past 3 years, we have not been able to make a schoolwide improvement on ELA proficiency, going from 36% to 28% back up to 36%.

### **UTAH RISE DATA - MATH**

When analyzing our **RISE Math** data, we found that Barnett was 37% compared to Nebo's 38% and statewide 41%. The sub measures each grade showed areas of weakness or below proficient in are as follows:

3rd areas of weakness: Measurement/Data Standards 1-4, Operations & Algebraic Thinking S 8-9

4th areas of weakness: Geometry S1-3, M&D S3-7, O & A S1-4

5th areas of weakness: Geometry S3-4, Numbers and Operations Fractions S3-7, O&A S3

We are showing growth each year on schoolwide RISE math data over the past 3 years, going from 29% to 30% to 43% last year.

### **ACADIENCE MATH DATA**

In acadience math data, we see improvement from 50% to 71% schoolwide of students making typical progress in just 2 years.

In acadience reading data, we see improvement from 42% to 55% schoolwide of students reading proficiency on grade level in just 2 years.

### **ACADIENCE READING DATA**

Acadience reading data shows our school matching closer to district scores in growth & progress, but still behind in proficiency, although still have improvement from BOY to EOY.

We see that over the past 3 years since covid, we have gone from 57% of students making typical growth or showing reading proficiency on grade level to 73%.

Barnett students went from 46% of students reading on grade level at the beginning of the 2022-2023 school year to 52% of students reading on grade level at the end of the school year, a gain of 6% nearly matching the district's gain of 7%.

It is noted that Barnett had a drop in the percent of students making typical progress between the MOY and EOY data points. This is a consideration for where there could be room for improvement.

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

**Priority 1: Reading K-5:** Students reading on grade level will increase from 52% to 57% as measured by acadience.

**Priority 2: Reading 3-5:** Students demonstrating proficiency on the RISE ELA end of year state test will increase from 36% to 38%.

**Priority 3: Math 3-5:** Students demonstrating proficiency on the RISE Math end of year state test will increase from 43% to 45%.

### 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.

- 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
<p><b>Priority 1: Reading K-5:</b> Students reading on grade level will increase from 52% to 57% as measured by acadience.</p>	<p>Strategy(ies):</p> <p><i>Who, what, how, when:</i></p> <ol style="list-style-type: none"> <li>Teachers will improve Tier 1 literacy instruction based on Nebo's approved literacy block and through staff development, administrative observation, team collaboration, coaching cycles, feedback cycles, and by analyzing literacy data.</li> <li>Technicians will be hired to provide early interventions to student groups with SIPPS, Heggerty and Sound Sensible.</li> <li>Technicians will receive training and mentoring in all approved intervention programs.</li> <li>Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data meetings or participate in focused observations or lesson studies.</li> <li>Registration fees and substitute costs will be provided for teachers to attend literacy conferences. Stipends will be paid to teachers that conduct school level staff development.</li> <li>The number of books in the leveled library and take-home library will be increased to include decodable books, which may include high-interest low-readability books and dual language texts.</li> <li>Students reading below expected benchmark levels will receive additional instructional support.</li> </ol>

	<ol style="list-style-type: none"> <li>8. Reading time outside school will be encouraged and monitored by classroom teachers and as a schoolwide posted goal.</li> <li>9. School will benchmark students' reading progress in grades K-5 three times each year using the Acadience Benchmark Assessments.</li> <li>10. Teachers and the Intervention Leadership Team will use data to identify students who are at risk, at grade level, or above grade level to drive instruction and meet student needs.</li> <li>11. Teachers will collaborate as a team as well as instructional coaches on best practice for the improvement of reading instruction for all struggling students.</li> <li>12. Acadience Progress Monitoring will be conducted by teachers to any student below grade level. Data will be used to drive instruction.</li> </ol>
<p><b>Reading 3-5:</b> Students demonstrating proficiency on the RISE ELA end of year state test will increase from 36% to 38%.</p>	<p>Strategy(ies):</p> <p><i>Who, what, how, when:</i></p> <ol style="list-style-type: none"> <li>1. Teachers will instruct using the Utah State Core Standards in English language arts and district approved materials.</li> <li>2. Grade level teachers will improve Tier One literacy instruction based on Nebo's approved literacy block and through staff development, administrative observation, team collaboration, personal study and by analyzing literacy data.</li> <li>3. Technicians will be hired to provide early interventions to all students below grade level.</li> <li>4. Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data meetings or participate in focused observations or lesson studies.</li> <li>5. Registration fees and substitute costs will be provided for teachers to attend literacy conferences.</li> <li>6. The number of books in the leveled library and take-home library will be increased to include decodable books and dual language texts where needed.</li> <li>7. Students reading below expected benchmark levels will receive additional instructional support.</li> <li>8. Technology (iPads and/or Chromebooks) may be purchased to enhance student practice in phonological awareness and reading.</li> <li>9. Teachers and administration will be encouraged to participate in conferences, staff development, workshops, and other math training to strengthen their mathematical practice.</li> <li>10. Focused observations will be provided for teachers in mathematics instruction with classroom substitutes provided for teams to meet and discuss instructional practice.</li> </ol>

	<p>11. Teachers and the Intervention Leadership Team will use data to identify students who are at risk, at grade level, or above grade level, to drive instruction and meet student needs.</p>
<p><b>Math 3-5:</b> Students demonstrating proficiency on the RISE Math end of year state test will increase from 43% to 45%.</p>	<p>Strategy(ies):</p> <p><i>Who, what, how, when:</i></p> <ol style="list-style-type: none"> <li>1. Teachers will instruct using the Utah State Core Standards in mathematics and district approved materials.</li> <li>2. Substitutes will be funded to provide time for teacher teams to plan and create a math scope and sequence/curriculum map and relating common assessments.</li> <li>3. Substitutes may be funded to allow teachers to participate multiple times a year to review data with their grade level and the school data team. Additionally, teachers will meet weekly during collaboration time to discuss student data.</li> <li>4. Technology (iPads and/or Chromebooks) may be purchased to enhance student understanding in mathematics.</li> <li>5. Mathematics materials (both physical and online software or programs) will be purchased for both hands-on learning and additional practice.</li> <li>6. Teachers and administration will be encouraged to participate in conferences, staff development, workshops, and other math training to strengthen their mathematical practice.</li> <li>7. Focused observations will be provided for teachers in mathematics instruction with classroom substitutes provided for teams to meet and discuss instructional practice.</li> <li>8. Teachers will be trained in CMI best practices and mentored by district math specialists.</li> <li>9. Teachers and Intervention Leadership Team will use data to identify students who are at risk, at grade level, or above grade level to drive instruction and meet student needs.</li> <li>10. Math technicians will be hired to assist students in Tier II Math Interventions under the direction of the teachers.</li> </ol>

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

We will post the schoolwide plan online so parents can have access to it year round. We will also print a copy to be held in the office accessible to any stakeholders. We will share with teachers and have monthly literacy collaboration with our instructional coach to check progress towards our goals. We will also have weekly team collaborations to track progress, create interventions and measure success.



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 are invited three times a year to participate in SEPs. At these meetings, parents will meet with their child’s teacher and see students’ victories, goals and achievements. In addition, we will communicate at least 3 times a year on the progress of each individual student on their math and literacy skills and growth, and areas of concern. Parents will also be given a report card and resources to help their child at home with current needs.

We will have at least two family engagement activities a year, where instruction will be provided to empower and aid parents in supporting their child’s education at home.

Teachers will regularly communicate with parents on strategies to do at home to help with literacy advancement. We will provide resources via email, online and in person for families to help support reading & math at home. Parents will have access to student literacy software from home to better see their child’s progress. We will provide reports on acadience testing to parents either online, through our student information system, or a printed copy.

Finally, books will be provided to read at home, whether as a gift to keep, or through our Take Home Library. These books will be selected by the teacher to reinforce reading on the child’s skill level, to be returned and exchanged for another book to take home.

#### **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.

<b>Benchmarks</b>	<b>Frequency</b>	<b>Resources</b>
Acadience progress monitoring	1x week-reds 2x mo - yellows 1x mo - greens/blues	teachers and technicians one on one using mclass online
Acadience benchmarks	3x a year	technicians assess 3 x year
iready ready and math diagnostics and benchmarks	ongoing	teachers will administer
KEEP / PEEP	BOY & EOY	teacher administer, record on data gateway
PAST/LETRS diagnostic	on going	teachers administer
Heggerty assessments	on going	as need to determine starting point

Sound Sensible	on going	technicians
SIPPS	on going	technicians for placement in program
95% via ESSER/Intervention teacher	on going	intervention teacher

**E. Coordination and Integration of Services and Resources – ESEA Sec. 1114(b)(6)**

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

Program	Amount Available	How the Intents and Purposes of the Program will be Met
State Education Funding	\$1,465,700	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.  State education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.
Title I, Part A	\$211,640	To provide all children a significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title III	\$13,640	To ensure that students who are English learners, including immigrant children and youth, and refugees develop English proficiency and meet the same academic content and achievement standards that other students are expected to meet.  Funds are used to implement language instruction education programs designed to help English learners achieve these standards.
Trustlands	\$58,983	Funds are used to address specific needs at the school with the input of the School Community Council.
<b>TOTAL</b>	<b>\$1,749,963</b>	

\***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.

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

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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.

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School Principal/Director

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LEA Title I Director (if different)