



Title I Schoolwide Program Plan

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	Robin Gibbs	<i>[Signature]</i>
LEA Title I Director	Phoebe Wiseman	
Faculty Member	Sarah Oyler	<i>[Signature]</i>
Faculty Member	Brittney Montague	<i>[Signature]</i>
Parent, non-school employee	Angie Allen	<i>[Signature]</i>
Parent, non-school employee	Cole Montague	<i>[Signature]</i>
Community Member, not associated with school	Dave Smith	<i>[Signature]</i>
Paraprofessional, if applicable	Natalie Porter	<i>[Signature]</i>

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

Parents are informed at the beginning of the year that we are a Title I qualified school,

We have invited parents, the school board, and the Superintendent to offer input at faculty meetings where we speak specifically about what Title I is, how we qualify, and what data we were looking at in order to prepare goals and a plan for use of Title I funding. All parents are ask to fill out the Free and Reduced Lunch Program forms. Letters will be sent home and communication will be given to parents to advise when meetings will occur.

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.)

Demographic Data:

Antimony Elementary is a rural community with a population of +/- 170 residents. 90% of students qualify for free/reduced meal programs. Students travel as much as 15 miles one way to school.

There are no ELL students.

Two students receive speech services.

School Climate:

Antimony Elementary employs one full-time and one part-time certified teacher for students K-6 grade. There are 3-28 hr. paraprofessionals employed to assist the head teacher with instruction.

In past years, Antimony Elementary School has been unsure if it has qualified as a Title I School. Therefore the students have most likely have not been serviced to the level required by the state. We use all funds available to purchase materials necessary for reading and math intervention.

We are a very small school and parent involvement is quite low. We are working on ways to get the parents to be more active in the school and their children's education.

1. 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.**

Antimony Elementary has 16 students grades K-6. .

Student achievement trends: (Beginning of year 18 students tested Middle of year 20)

Accidence Reading (DIBLES):

FY20 Beginning of year:

33% Below

54% Approaching

11% Proficient

38% Highly Proficient

FY21 Middle of year:

40% Below

4% Approaching

28% Proficient

28% Highly Proficient

RISE/SAGE English LA:

2019/2020 Interim:

67% below grade level

33% above grade level

2020/2021 Summative:

25% Below

75% Approaching

2021/2022 Interim:

67% Below

11% Proficient

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

- Priority 1: **Increase Reading proficiency**
- Priority 2: **Increase Math proficiency**

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
Increase Reading proficiency	<p>Strategy(ies): All students will receive effective, student-centered, core instruction in English Language Arts, building their supporting reading foundational skills.</p> <p>Students in kindergarten through second grade will utilize personalized digital learning software with fidelity. (Lexia)</p> <p>The Head Teacher or para-educators will provide intensive (one-on-one or Tier 3) or strategic (small group or Tier 2) English Language Arts intervention for a minimum of 20 minutes per week for all students first through sixth grade based on formative assessments and progress monitoring to determine targeted areas of instruction. SPIRE, Sound Sensible, and Heggerty will be used for intervention.</p>

<p>Increase Math proficiency</p>	<p>Strategy(ies): All students will receive effective, student-centered, core instruction in Mathematics, building their mathematical foundational skills.</p> <p>Formative assessments will include a spiral review covering previously taught lessons and current lessons completed independently, monitoring retention and independent proficiency.</p> <p>IXL will be used to provide correlating practice beyond that offered by the current iReady program.</p> <p>Students will utilize individualized learning software, iReady Math, which is available for their use at home and in the classroom.</p> <p>Head Teacher and Paraeducators will provide One-on-One (Tier 3) or small group (Tier 2) Math intervention for a minimum of 30 minutes per week for all students based on formative assessments and progress monitoring.</p> <p>There will be the regular implementation of whole group math allowing students to talk or write about mathematics, using mathematical vocabulary, and explaining their thinking or reasoning to support mathematical practices' common core state standards.</p>
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2. Outline a **communication plan** specifying how staff, families, and other stakeholders will be made aware of the Schoolwide Program.

We currently communicate with parents in three ways (more when you consider teacher texts, etc). Notes are sent home, emails are created and sent from the office, through Messenger, and a private school Facebook page. The school wide plan will be mailed to all stakeholders. It will also be posted to the school website.

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))

An Annual Title I meeting (in conjunction with Back to School Night). Parents will be informed of Antimony Elementary School's participation in the Title I program and their children's right to be involved. Such meetings may include: Back to School Night, Parent- Teacher Conferences, Student Success Team Meetings and individual meetings with intervention specialists. In addition, teachers will inform parents at the first parent-teacher conference of the year about how Title I functions at their child's specific grade level.

Description and explanation of Standards, Assessments and Curriculum, core standards, and assessment information are provided at the first parent teacher conference. We will provide parents with a description of the math and reading curriculum in use at the school and will share these programs' resources that can be utilized at home. Parents are asked to meet with teachers at least once a year to set goals and go over all assessments of their students. Additional parent conference times will be available upon request. Student progress reports from Dibels and Acadience Math evaluations will be sent home 3 times a year with report cards.

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 Math	3X per year	Academic Coaches
DiBELS	3X per year	Academic Coaches

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.

Schoolwide Program Strategies (from Section C)	Funding Stream/Program*	Approximate \$ Amount	Additional Resources**
Reading Improvement	Title I, Part A	\$	**
	*	\$	
	*	\$	
	*	\$	
	*	\$	
Math Improvement	Title I, Part A	\$	**
	*	\$	
	*	\$	
	*	\$	
	*	\$	
	Title I, Part A	\$	
	*	\$	
	*	\$	
	*	\$	
	*	\$	

***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:

YES 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**.

YES 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

Robin Gibbs

LEA Title I Director (if different)