



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 | Robin Gibbs | <i>Robin Gibbs</i> |
| LEA Title I Director | Phoebe Wiseman | <i>Phoebe Wiseman</i> |
| Faculty Member | Janette Lee | <i>Janette Lee</i> |
| Faculty Member | Brittney Montague | <i>Brittney Montague</i> |
| Parent, non-school employee | Ashley Oyler | <i>Ashley Oyler</i> |
| Parent, non-school employee | Keisha Gleave | <i>Keisha Gleave</i> |
| Paraprofessional, if applicable | Natalie Porter | <i>Natalie Porter</i> |

- 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 asked 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.

- 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.

One student receives speech services twice a week.

One receives OT services once a week.

One receives SPED support 4 days a week.

School Climate:

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

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.

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.**

Antimony Elementary began with 16 ended with 19 students grades K-6. .

Accidence Reading (DIBLES):

FY22 Beginning of year:

25% Below
19% Approaching
13% Proficient
43% Highly Proficient

FY22 Middle of year:

28% Below
6% Approaching
33% Proficient
33% Highly Proficient

FY22 End of year:

21% Below
21% Approaching
37% Proficient
21% Highly Proficient

RISE English LA:

2021/2022 Interim:

100% Below grade level

2021/2022 Summative:

20% Below
20% Approaching
40% Proficient
20% Highly Proficient

RISE Math:

2021/2022 Interim:

20% Below
40% Approaching
20% Proficient
20% Highly Proficient

2021/2022 Summative:

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

Priority 1: Increase Reading Proficiency

Priority 2: Increase Math Performance

Priority 3: Pay Paraprofessional

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 | |
|-------------------------------------|--|---|
| #1 | 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>#2</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>Teachers 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> |
| <p>#3</p> | <p>Paraprofessional</p> | <p>Funds will be used to pay a Paraprofessional(s) to aid teachers and students with one-on-one instruction to help those who may need differentiation and intervention to progress and meet grade level expectations.</p> |

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 Dibles 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 a year | Instructional coach |
| Acadience Reading (DIBLES) | 3x a year | Instructional coach |
| | | |

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** |
|--|-------------------------|-----------------------|------------------------|
| Strategy: Reading Improvement | Title I, Part A | \$500 | ** |
| Strategy: Math Improvement | Title I, Part A | \$500 | ** |
| Strategy: Paraprofessional | Title I, Part A | \$3,500 | ** |

***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



LEA Title I Director (if different)