



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	Bethany Clark	
LEA Title I Director	Alicia Rudd	
Faculty Member (Facilitator)	Karalee Beckstead	
Faculty Member	Angela Eckhardt	
Faculty Member	Makenna Taylor	
Parent, school employee	Dondy Chynoweth	
Parent, school employee	Tiffany Weidlein	
Parent, school employee	Ciara Anderson	
Parent, non-school employee	Nesa Cockayne	
Parent, non-school employee	Lisa Baxter	

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

Our Larsen Community Council is made up of employees and parents. These stakeholders meet monthly to discuss school improvement.

The Larsen School Community Council reviews data from formal assessments and screeners. They discuss student scores from last year, and where they would like the students to be based on school, district, and state goals. The administration team helps the council understand and interpret the data.

Once the data is reviewed, the council develops the schoolwide plan. This plan outlines strategies to help students be more successful in reading and math specifically. Some strategies have to do with solid Tier 1 classroom instruction and Tier 2 interventions.

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.)

The following are the sources of data collected and analyzed:

Acadience Reading: Grades Kindergarten through Third Grade BOY 2023-2024

Acadience Reading: 2022-2023 Comparing Populations

Acadience Math: First through Third Grade

Acadience Progress Monitoring

Acadience Reading Data EOY 2022-2023 to BOY 2023-2024

RISE Summative Test-ELA and Math

RISE Historical Data

iReady Diagnostic for Reading and Math

Teachers follow the Utah State Core Curriculum. They also follow programs adopted by Nebo School district such as Journeys, iReady Math, and Really Great Reading. New teachers are also supported by a mentor in their first three years in the Nebo Mentoring Program. All teachers have support from a district literacy coach, math coach, and digital coach.

Every Monday, teacher teams sit together in a professional learning community to examine data, discuss student and curriculum, and talk about next steps. Teams discuss individual students and decide who might need an intervention, and who might need enrichment. The focus of their meetings is on reading, math, and writing. Last February, team leaders were able to attend a conference in Phoenix to learn more about the power of professional learning communities, and have been able to be powerful members of their teams this school year.

Larsen Elementary is a school with a very strong sense of community among the staff and the families of the students who attend the school. Some parents and grandparents are former students of the school. Larsen Elementary is known for a huge Halloween celebration that also is part of the Title 1 Parent Engagement Night. Larsen has a small population of only about 370 students which includes TLC speech preschool classes, Title 1 preschool classes, Kindergarten through fifth Grade classes, and two district special education classes. Even though Larsen has a small population, the PTA is strong and supportive. They help build family and community engagement through movies, family skate night, Star Fest, Fun Run, and by volunteering to help with events such as the vision screenings and picture day.

At Larsen Elementary, we continue to support our students in being the best Leopard Leaders they can be. We use the PBIS model. We set school wide, grade level, and class goals that students work to achieve. We value character traits instruction. Each trait is introduced to students by our school counselor, and then revisited throughout the month in individual classrooms. Students are celebrated for the goals achieved in an awards assembly. At this time, we build school unity and culture by combining students of all grade levels, to participate in activities and lessons that are focused on our character traits. We also connect our Leopard Leader traits to real life scenarios within various parts of the school and school day.

At Larsen we offer a Skills class where students go to receive additional support for behavioral and/or academic needs. Our coach provides lessons for individual students and follows up with the implementation of the skills taught. Our Skills class is also a place where students go to have a break. They may also earn free time in the skills room.

We care about student safety and have put an emergency plan in place to protect students in any given situation such as fires, earthquakes, critical incidents, lockdowns, and lockouts. Students train at least monthly for unique situations that they may encounter. All doors, except the main entry doors, remain locked throughout the school day. The city provides crossing guards before and after school to help our students get to and from school safely.

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.**

In examining our Acadience scores, we see that our students made a lot of progress in reading last year. From BOY to EOY, the number of students who were proficient increased from 58.7% to 74.29%. By the end of the year, 90% of our students were proficient, or had made progress. The percentage of our Hispanic population that were proficient increased from 48.33% to 53.85% by the end of the school year.

In Acadience math which is only students in grades 1-3, our students at BOY scored a composite of 40.28% and at EOY were 52.7%. Our Hispanic population at BOY scored 35.14%, and at EOY scored at 50%.

On Utah RISE 2022-2023, students in grades 3-5 were 43% proficient in Language Arts. The year before our students were at 41%. Hispanic students 11%-19% proficient, while the year before, they were 20%-29%. Students with disabilities scored at 11%-19% proficient staying the same as the year before. Economically disadvantaged students scored at 26.7%, while the year before they were between 20%-29%.

On RISE in the math category, students were 42% proficient, down from 45% the previous year. Hispanic students were 20%-29% proficient, an increase from the year before at 11%-19%. Students with disabilities scored the same at 20%-29% last year and the year before. Economically disadvantaged students were 30% proficient, up from the year before at 20%-29%.

On RISE in science for fourth and fifth graders, they were at 39%, the same as the year before. Hispanic students were 11%-19%, the same as the year before. Students with disabilities were 11%-19%, down from 20%-29% the previous year. Economically disadvantaged students were at 27.3%, an increase from the previous year at 11%-19%.

According to the iReady Reading Diagnostic in 2022-2023, at BOY 15% of our students were on or above grade level, and at EOY, there were 38% on grade level or above. At BOY, special groups including, ELLs, Special Ed., and economically disadvantaged—56% of them were one grade level below or more. By EOY, 38% were one grade level below or more

In math, the iReady Diagnostic shows that at BOY 8% of our students were on grade level, and 32% by the end of the year. At BOY special groups had 60% of the students were one grade level below or more. By EOY, this number had reduced to 25%.

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

Priority 1:

Reading Goal Grades K-5: The number of students proficient will increase from 74.29% to 80%.

RISE Goal Grades 3-5: The number of students proficient in Language Arts will increase from 43% to 45%.

Priority 2:

RISE Goal Grades 3-5: The number of students proficient in math will increase from 42% to 45%.

Priority 3:

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
<p>Reading Goal Grades K-5: The number of students proficient will increase from 74.29% to 80%.</p>	<ul style="list-style-type: none"> • a. Teachers will have solid Tier 1 instruction with their students in whole and small groups based on the Science of Reading. They will follow the district continuum to plan effective skills-based lessons. They will also teach comprehension strategies. • b. All teachers will progress monitor any student who have a red or yellow composite score on Acadience. Yellows will be progress monitored at least one time monthly, and reds will be progress monitored at least two times monthly. Other students should have progress monitoring as the teacher sees fit. • c. Students needing Tier 2 interventions will attend ESSER (95%) small groups, or Title 1 groups. Title 1 technicians will teach lessons in SIPP or Sounds Sensible based on student need. • d. Reading intervention technicians will be trained and mentored in SIPP, Heggerty, and/or Sounds Sensible. • e. Substitutes will be hired to cover classes to attend monthly literacy collaboration with our literacy specialist and administration team to review data, discuss students, professional development, and plan for instruction. • f. A technician will work on Heggerty and other skills with Kindergarten students. • g. Our staff will continue to meet in PLCs to use assessment to drive their instruction, and group students for specific instructional needs. • h. We will continue to purchase new books for student use at home and at school, to help influence reading. • i. We will continue to purchase new technology devices such as Chromebooks, iPads, Chromebook carts and supporting software that is needed for students and teachers. We will look for programs, software and apps that will support classrooms in reading. • j. We will continue to buy supplies and equipment that enhance the learning for students and aid teachers in their organization and instruction. • k. Students will be encouraged to read at home and contribute their reading minutes to a school goal.
<p>RISE Goal Grades 3-5: The number of students proficient in Language Arts will increase from 43% to 45%.</p>	<ul style="list-style-type: none"> • l. Students who are not proficient will be identified by data from the Acadience Reading Screener, RISE results from last year, and the iReady Reading Diagnostic. We will specifically target our ELL subgroup. • m. Teachers will offer solid, grade level Tier 1 reading instruction.

	<ul style="list-style-type: none"> • n. Teachers will introduce vocabulary and practice comprehension strategies both with the whole class and small groups. • o. Substitutes will be hired to cover classes to attend monthly literacy collaboration with our literacy specialist and administration team to review data, discuss students, professional development, and plan for instruction. • p. Teachers will ask questions that encourage students to think deeply (higher level Depth of Knowledge (DOK) questions). • q. Students who are struggling in reading will receive Tier 2 or 3 support in SIPPs, ESSER, or special education. • r. Students will be engaged in writing tasks to respond to higher level reading questions. • s. Teachers will use Mastery Connect and RISE Benchmark tests to give students experience with multi-step and higher-level questions. • t. Students will be encouraged to read at home and contribute their reading minutes to a school goal.
<p>RISE Goal Grades 3-5: The number of students proficient in math will increase from 42% to 45%.</p>	<ul style="list-style-type: none"> • u. Students at risk of not being proficient will be identified by data from the Acadience Math Screener, RISE results from last year, and the iReady Math Diagnostic. We will specifically target our ELL subgroup. • v. Teachers will use the CMI (Comprehensive Math Instruction) model to provide solid TIER 1 instruction. • w. Teachers will work together in professional learning communities to group students based on their needs according to formative assessments (i.e. exit tickets). Teachers will use the reteach-review-enrich model to support all learners. • x. Math tutors will help reinforce and enrich students' understanding of essential standards. • y. Team leaders and the administrative team will continue to help build capacity in our professional learning communities in the area of math. Teachers will practice norms, focus on student learning, and have reflective dialogue when identifying deficits and needs. • z. Teachers will meet each week as a Professional Learning Community to discuss student data, interventions, strategies, re-teaching methods, and enrichment activities to increase student learning. • aa. We will continue to purchase new technology devices and supporting software that is needed for students and teachers. We will look for programs, software, and apps that will support classrooms in mathematics. • bb. Teachers will use Mastery Connect and RISE Benchmark tests to help students think through and persevere while solving higher level thinking questions in math.

--	--

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

Staff will be made aware of our schoolwide program in faculty meeting, literacy collaboration, team leader meeting, and professional development activities.

Families and other stakeholders will be able to view the Larsen Schoolwide Program online on our website Larsen.nebo.edu, or obtain a physical copy at the office.

The schoolwide program will also be reviewed and discussed in monthly school community council meetings.

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))

Our family engagement night will be held in conjunction with our annual Halloween celebration. Families will be invited to visit “trick or treat” stations where they will get candy and prizes, but also a book, bookmark, and Title 1 information.

Communication with parents and guardians will be through class newsletters, class communication apps, email, class websites, and/or notes sent home with students. Assessment data can be accessed by parents on the iCampus Parent Portal, or through the child’s teacher.

Three times a year, teachers will meet with parents at SEP conference to discuss their student’s progress. Parents will sometimes be invited to volunteer in the classroom or help on field trips.

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 Progress Monitoring	Reds=2x monthly Yellows=1x monthly Greens and blues=1 time monthly	Teachers and technicians on iPads.
Acadience Math Progress Monitoring	Reds=2x monthly Yellows=1x monthly Greens and blues=1 time monthly	Teachers-paper/pencil
Acadience Reading Benchmarks	3x each year	Technicians on iPads
Acadience Math Benchmarks	3x each year	Teachers-booklets paper/pencil
iReady Reading and Math Diagnostics and Benchmarks	Ongoing	Administered by teachers, done online
SIPPs (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Placement Test and Mastery Tests	Ongoing, as needed	Technicians administer
Sounds Sensible	Ongoing, as needed	Technicians administer
Heggerty Screener	To determine need and entry point	Teachers or technicians administer
PAST/LETRS Diagnostic	To determine need and entry point	Teachers administer

KEEP/PEEP	Beginning and end of year	Teachers administer
ESSER 95% Program	Ongoing as needed	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.

Schoolwide Program Strategies (from Section C)	Funding Stream/Program*	Approximate \$ Amount	Additional Resources**
Strategy: Section C- Bullet points: c, d, f, l, q, u, x	Title I, Part A	\$57,950	**Title One Technicians
	*Wages and Benefits	\$45,210	
	*	\$	
	*	\$	
	*	\$	
Strategy: Section C- Bullet points: e, o	Title I, Part A	\$	**Substitutes for Professional Development
	*Contracted Substitutes	\$2,850	
	*	\$	
	*	\$	
	*	\$	
Strategy: Section C- Bullet points: h, i, j, aa	Title I, Part A	\$	**Supplies, technology and equipment to enhance learning
	*Supplies	\$8,000	
	*Equipment	\$1,500	
	*	\$	
	*	\$	

***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:

 X 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)