

**Title I, Part A Schoolwide Plan
Template
Purpose and Directions**

A comprehensive Title I schoolwide plan assists students in meeting Utah State Standards and guides systematic improvement. The Every Student Succeeds Act (ESSA) includes four required components for schoolwide plans (Section 1114-Schoolwide). Schools should revise their Title I, Part A Schoolwide Plans to include these new requirements. USBE developed this plan template as an optional tool. It aligns the four components with reform strategies to help improve student outcomes. Though this specific template is not required, it is strongly encouraged.

After your school establishes a schoolwide planning team, review the four components of the schoolwide plan template. Apply the plan, do, study, act improvement cycle to **each** of the components annually to build and update your schoolwide plan. *For more information on Active Implementation (AI) please refer to the National Implementation Research Network's [AI Hub](#).*

Plan Do Study Act

Plan: Identify purpose, desired outcomes, and success criteria

- Engage key stakeholders in the planning process. (*e.g. teachers who lead instructional teams, special education teachers, English language development teachers, key professional staff, parents representing diversity of student body, principal, administrator from “feeder pattern” school, district administrator*)
- Collect and review academic and non-academic data (*e.g. achievement data, demographic data, perceptual data, contextual data*).
- Collect and review best practices.
- Analyze and evaluate Tier I core instruction, tiered support model, data-based decision making, school climate, systems support, implementation of best practices.
- Determine how progress will be measured on a regular basis.

Do: Implement intended outcomes

- Develop the plan with goals and objectives in S.M.A.R.T. Goal format (*Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound*) to articulate both the evidence supporting the strategy and measurable outcomes for students and educators.
- Provide training if needed.
- Document process—highlight strengths and challenges.
- Continue to collect and review data.
- Observe and seek feedback on the process.

Study: Reflect on implementation of intended plan and student outcomes

- What are the strengths and challenges of the current school program?
- Was the plan implemented as intended? What modifications did you make to the plan along the way?
- Does the evidence gather support staff assumptions about strengths and needs?
- Are there information gaps? What more do we need?
- What priorities does the information suggest?

Act: Identify action steps to make adjustments to the original plan

- What adjustments/modifications should be made?
- How can we improve the effectiveness of our program?

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Utah Title I Schoolwide Planning Template

Part A: General Information

School Name Larsen Elementary LEA Name Bethany Clark

Title I Schoolwide Planning Team	Name	Signature
Principal	Bethany Clark	_____
Title I Facilitator or Coordinator	Karalee Beckstead	_____
Faculty Member	Patti Bates	_____
Faculty Member	Katie Howard	_____
Parent Representative	Farris Child	_____
Parent Representative	Tiffany Hawkins	_____
Parent Representative	Josh Lundberg	_____
Parent Representative	Tiffany Weidein	_____
Parent Representative	Liz Navarro	_____
Community/business representative	_____	_____

Schoolwide Title I Plans must be developed with the meaningful involvement and input of parents, other members of the community to be served, and teachers and staff who will carry out the plan.

LEA Title I Director Mike Larsen Signature _____ Date _____

Principal Bethany Clark Signature _____ Date _____

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Component One – Needs Assessment

The comprehensive needs assessment directs a school to collect and analyze student data. This process identifies the school's strengths and weaknesses that affect student performance. It also sheds light on the needs of the entire school program. All students benefit from the interventions and services made possible through a Title I schoolwide program; however, schools should place emphasis on implementing strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students' demographics, levels of achievement, family engagement, school culture and climate, and staffing.

A needs assessment includes outcomes and documents how the school uses data to reach outcomes. This documentation must include a detailed analysis of disaggregated student groups. LEAs must also examine student, teacher, and school community strengths and needs.

Needs assessments include both district and school priorities and concerns.

Guidance from U. S. Department of Education: [Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

Guiding Questions

- How does your needs assessment integrate current school year quantitative and qualitative data?
- How does your needs assessment give an accurate and thorough view of the entire school?
- What subjects, grade levels, and programs are the strongest and weakest?
- How does the school focus on the academic progress of English language learners?
- To what extent are discipline issues affecting students?
- What is the level of family and community support and engagement at the school?
- What does the data say about the success of students transitioning into and out of your school?
- What areas of concern were identified on the needs assessment from the following:
 - Family Engagement
 - Transitions Between Grades and/or Schools
 - Technology
 - Professional Development
 - Schoolwide Tiered Models of Instruction
 - Behavior and Discipline
 - Well Rounded Education
 - Secondary Education Program Needs

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Comprehensive Needs Assessment

ESSA Sec. 1114(b)(6)

Schoolwide project schools must conduct a comprehensive needs assessment of the entire school, based on the information about the performance of students in relation to the State's academic standards (Utah State Core Standards). Quality needs assessments include multiple sources of data. Some to consider are:

Student achievement trends	See Attached RISE Testing Results
Graduation rates (high schools)	Not Applicable
Demographic data	See Attached Demographic Group Results
School climate	<p>At Larsen Elementary we work hard to help our students be the best Leopard Leaders they can be. We have a PBIS model where we set school wide, grade level, and class goals that students work to achieve. We have character traits that are introduced to students by our school counselor, and then revisited throughout the month in classrooms. After celebrating goals in an awards assembly, 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.</p> <p>At Larsen we offer a Skills Class where students can go and receive additional support in behavioral or academic needs. Our coach provides lessons for individual students and follows up with the implementation of the skills taught. Our Skills Class also is a place where students can have a break and earn free time because of great things they are doing in class.</p> <p>We care about student safety and have put an emergency plan in place to protect students in any given situation such as fire, 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.</p>
Course-taking patterns (secondary)	Not Applicable

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Teacher qualifications	  <h2 style="margin: 0;">LARSEN ELEMENTARY SCHOOL REPORT CARD 2021-2022</h2> <p style="margin: 5px 0;">TEACHER QUALITY REPORT TOTAL CERTIFIED STAFF: 26</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 16.6%;">Bachelor's Degree</th> <th style="width: 16.6%;">Master's Degree</th> <th style="width: 16.6%;">PH.D</th> <th style="width: 16.6%;">Reading Endorsement</th> <th style="width: 16.6%;">Math Endorsement</th> <th style="width: 16.6%;">ESL Endorsement</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">24</td> <td style="text-align: center;">8</td> <td style="text-align: center;">0</td> <td style="text-align: center;">4</td> <td style="text-align: center;">6</td> <td style="text-align: center;">8</td> </tr> </tbody> </table> <p style="margin: 10px 0;">PARAPROFESSIONALS TOTAL CLASSIFIED STAFF: 16</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 16.6%;">High School Degree (Required)</th> <th style="width: 16.6%;">Portfolio</th> <th style="width: 16.6%;">Passed Rigorous Test</th> <th style="width: 16.6%;">2 Years of College</th> <th style="width: 16.6%;">Associates Degree</th> <th style="width: 16.6%;">Bachelor's Degree</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">0</td> <td style="text-align: center;">6</td> <td style="text-align: center;">0</td> <td style="text-align: center;">3</td> <td style="text-align: center;">7</td> </tr> </tbody> </table>	Bachelor's Degree	Master's Degree	PH.D	Reading Endorsement	Math Endorsement	ESL Endorsement	24	8	0	4	6	8	High School Degree (Required)	Portfolio	Passed Rigorous Test	2 Years of College	Associates Degree	Bachelor's Degree	15	0	6	0	3	7
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Instructional practices	<p>As a district we follow the same practices. They are things such as LETRS training, including shared reading, small group reading, and independent reading. We have a variety of Daily 5 or other instructional writing activities. Some other practices include Blast, HD Word and Heggerty.</p> <p>In Math we use Ready Math, but as a district we implement CMI math instruction, and currently Larsen Staff are being trained in these strategies.</p> <p>As a school we have reading and math tutors to provide individualized/ small group instruction. As a Title One School, we also implement the Steps Programs through the University of Utah. Our Classified Staff is trained and certified through the Steps program so that it is implemented with fidelity.</p>																								
College entrance testing	Not Applicable																								
Other data determined by the school	See Attached Acadience Data Sheet																								

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Component Two—Schoolwide Reform Strategies

Schoolwide Title I programs must have a schoolwide focus. ESSA includes a focus on a well-rounded education. Schoolwide programs should focus on supporting all students within the school.

There are several ways to ensure the plan addresses a schoolwide focus:

- Targeting a range of subjects, including literacy, science, & mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

Be specific. Identify and describe the evidence-based schoolwide reform goals and strategies, aligned with the school's comprehensive needs assessment, that provide opportunities for all students to meet the State's proficient or advanced levels of academic achievement. Outline staffing plans, professional development strategies, and intended outcomes.

The plan must show how you will increase the quantity and quality of learning. This includes detailing specific programs and activities.

[ESSA: Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

Guiding Questions

Does the plan's schoolwide reform process:

- Consider a well-rounded education (ESSA Section: 8102 (52))? How are literacy, science, government, engineering, the arts, and mathematics being addressed?
- Improve transitions between grades and/or schools?
- Enrich and accelerate curriculum?
- Provide opportunities for students who need more challenging curriculum and instruction as well as those who are struggling?
- Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals?
- Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?
- If your school has been identified for improvement under State (Turnaround) or Federal (Title I) requirements, how do your strategies incorporate evidence-based practices to improve performance?

Please duplicate the form on the following page as needed for each goal.

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Schoolwide Reform Goals and Strategies

Form for most At-Risk Students.

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards

SMART Goal	Goal #1- By the end of the 2021-2022 school year, the percent of students in grades 1 st -3 rd performing on grade level or making typical progress in reading will increase.
Strategies	<p>Action Plan(s):</p> <ol style="list-style-type: none"> 1. We will run a summer reading program that will be available to all students. This will be held three times a week for 6 weeks. Students will be tutored in small group sessions. We will hire teachers to run this summer program (if funds are available). 2. We will continue to run the University of Utah's Early Steps and Next Steps Reading Intervention program. 3. We will hire technician(s) to aid our at-risk students in kindergarten and first grade with literacy concepts and skills. 4. We will meet monthly as grade level Professional Learning Communities with the principal, literacy specialist, and resource teachers to assess literacy needs, interventions, data, and best practices. We will hire three roaming substitutes to free up each grade level team. 5. We will continue to purchase new books for student use at home and at school, to help influence reading. 6. 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.
Evidence-Based Research Support	The University of Utah has been continuously providing research and data on the programs they provide, and the effectiveness of each. Requirements of fidelity are non-negotiable. With the other support and programs will provide school-wide, staff will continually review data and make adjustments as needed. If a program or software didn't produce desired results, we pilot something else that might work.
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	Evidence will be measured through Acadience Testing results.

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Professional Development to Support Strategies	<p>Staff will receive training in monthly Literacy Collaborations, as well as during some of the weekly collaborations. Teachers will have the opportunity to attend literacy conferences as needed. They will also receive training in the LETRS program. Instructional coaches will also be going through a coaching cycle with teachers by assignment or as needed for classroom support.</p>
Timeline	<p>Professional development will be an on-going process throughout the school year. Every year teachers will be held accountable. They will be asked to show growth and success through PGP' s, assessments, observations, drop ins, and conference/discussions with the principal or assigned mentor.</p>
Responsible Parties	<p>Teachers are responsible for providing best teaching practices in the classroom. They are also responsible for regular communication with students and parents about progress and needs.</p> <p>Principal is responsible for providing appropriate equipment and resources that students and teachers need to be successful. They are also responsible for providing teachers with appropriate and timely professional development based on individual or grade level needs. The principal also creates the master schedule to coordinate the Title One, Special Education, and General Education needs.</p> <p>Facilitator works with the principal and other specialists to provide intervention programs for struggling students. They model and evaluate the effectiveness of intervention programs and provide data to the principal. They also work within the master schedule to provide supplemental services as needed.</p>
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<p>The Principal, Facilitator, Instructional Coach, and District Specialists will observe teachers and paraprofessionals, and model correct teaching methods and best teaching practices. Teachers will be encouraged to attend in-services based on their needs.</p> <p>The Principal will be in classrooms often to collect data on teacher effectiveness. Assessment data will also provide the Administration Team and the teachers with student growth and progress. In-services and focused observations with whisper coaching will be provided on an as needed basis.</p>

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Component Three—Activities to Ensure Mastery

A schoolwide plan upgrades the entire school's program. At the same time, it must address how students who have not met standards in certain areas will receive effective and timely assistance. Schoolwide plans must include evidence-based strategies to support students who fall behind on key skills or are in danger of dropping out.

Schools may choose to meet the academic and non-academic needs of these students. This provides schools with significant flexibility in improving student achievement with strategies, including:

- Counseling and mental health support
- College and career readiness
- Tiered behavioral support
- Preschool transition support
- Professional development for staff
- Intensive academic support for students

[Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance –September 2016.](#)

Guiding Questions

- How does the plan support the most at-risk students in the school?
- What strategies and programs will be implemented to help at-risk students remain or get back on track?
- What is the school doing to help students in danger of dropping out or falling behind on mastery of a key skill?
- Does the plan ensure the school meets students' academic and non-academic needs?
- Does the plan incorporate a wide range of strategies, programs, and activities, including:
 - Counseling and mental health support
 - College and career readiness
 - Tiered behavioral support
 - AP & International Baccalaureate courses
 - Preschool transition support
 - Professional development for staff
 - Intensive academic support to students

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Schoolwide Reform Goals and Strategies

Form for most At-Risk Students.

Complete one page for each goal.

SMART Goals directly related to the results of the comprehensive needs assessment and tied to Utah State Standards

SMART Goal	Goal #2- By the end of the 2021-2022 school year, the percent of students in grades 3 rd -5 th performing on grade level or making typical progress will increase,
Strategies	<p>Action Plan(s):</p> <ol style="list-style-type: none"> 1. Larsen School 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. 2. Grade levels will work together to implement a reteach-review-enrich model, along with CMI Math Instruction, to help support all learners. 3. Hired math tutor(s) to help reinforce and enrich students understanding. 4. 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.
Evidence-Based Research Support	With the support programs and products provided for Larsen, the staff will continually review assessment data and student growth, to make adjustments as needed. If a program or software didn't produce desired results, we will pilot something else that might work.
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	Evidence will be measured through quarterly benchmarks and the End of Year assessment data.
Professional Development to Support Strategies	Staff will receive training in monthly Literacy Collaborations, as well as during some of the weekly collaborations. Teachers will have the opportunity to attend conferences as needed. CMI training will be offered to new employees.
Timeline	Professional development will be an on-going process throughout the school year. Every year teachers will be held accountable. They will be asked to show growth and success through PGP's, assessments, observations, drop ins, and conference/discussions with the principal or assigned mentor.

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<p>Responsible Parties</p>	<p>Teachers are responsible for providing best teaching practices in the classroom. They are also responsible for regular communication with students and parents about progress and needs.</p> <p>Principal is responsible for providing appropriate equipment and resources that students and teachers need to be successful. They are also responsible for providing teachers with appropriate and timely professional development based on individual or grade level needs. The principal also creates the master schedule to coordinate the Title One, Special Education, and General Education needs.</p> <p>Facilitator works with the principal and other specialists to provide intervention programs for struggling students. They model and evaluate the effectiveness of intervention programs and provide data to the principal. They also work within the master schedule to provide supplemental services as needed.</p>
<p>Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>The Principal, Facilitator, and District Specialists will observe teachers and paraprofessionals, and model correct teaching methods and best teaching practices. Teachers will be encouraged to attend in-services based on their needs.</p> <p>The Principal will be in classrooms often to collect data on teacher effectiveness. Assessment data will also provide the Administration Team and the teachers with student growth and progress. In-services and focused observations with whisper coaching will be provided on an as needed basis.</p>

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Component Four—Coordination and Integration

The schoolwide plan should indicate how federal, state, and local services are leveraged to improve outcomes. The plan must show how the LEA and school coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated or braided, as well as how the funds will be used to meet the specific intents and purposes of each specific program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other state and federal education programs. Schools must name the specific state, local, and other federal programs that they will combine under the plan. If the school has been identified for improvement, make sure the plan addresses school improvement efforts and additional school improvement funds.

[Supporting School Reform by Leveraging Federal Funds in the Schoolwide Program-Non Regulatory Schoolwide Guidance—September 2016.](#)

[Title I, Part A Template – Combining Funds](#)

Guiding Questions

- How will the school leverage funds to improve the schoolwide plan?
- How will it make the most of available staff at the school and district to maximize the positive impact of the plan?
- How does the plan leverage funding streams to connect the reform strategies developed?
- Does the plan outline how the school will meet the intents and purposes of each program?
- Does the plan outline how funds from Title I, Part A and other state and federal education programs will be used to help the school meet the statutory requirements of the programs?
- Does the plan include the total amount of funds for each program?
- If the school has been identified for improvement:
 - Does the plan include school improvement funds?
 - How are the Title I schoolwide funds being leveraged to support school improvement efforts?

TITLE I, PART A SCHOOLWIDE PLAN	
Name of LEA and School: Bethany Clark/ Larsen	Date: October 1, 2021
Mission Striving for greatness- every individual, every day!	Vision Working together to inspire EVERY individual to reach their full potential with courage and kindness.
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	For Larsen Elementary needs assessment, we are going to look at a variety of data sources including, the demographic make-up of our students, the school culture and its effects on the educational environment, and the community involvement along with stakeholders input.
Do	In our monthly meeting with Stakeholders and Staff, we will review the demographics of our school. We will also discuss student's academic performance on end of year testing, as well as current practices taking place in our classrooms. We will seek parent feedback on the awareness and support that they are feeling is received to homes within our boundaries with regards to professional learning opportunities, ways to assist in their student's learning, and overall feelings regarding school culture and family involvement.
Study	With Staff and Stakeholders, we will review current practices and look for specific suggestions to make improvements in areas that may be a little weaker. We will look for best practices that are implemented in schools similar to our demographics and work throughout the year to keep parents informed of upcoming opportunities available to them and their children.
Act	We will use the resources available through email, websites, phone contact, etc, as we continually work to meet the needs of our individuals and families. Larsen will provide support through a variety of family and parent activities so that parents are aware and able to assist students in their individualized areas of academic need. Support will also be offered to families at the district level as well.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan	For Larsen Elementary school-wide reform strategies, we are going to look at a variety of data sources including, but not limited to End of Year Testing, Acadience student's academic growth, as well as the individual needs and concerns of teachers, students, parents, and support staff.
Do	In Collaboration, teachers, Administrative Team, and support staff will regularly review and analyze data. Adjustments will then be made to teacher instructions and/or small groups/tutor help so that student's needs are being met, as those needs arise. Training will be provided to both teachers and paraprofessionals as needed. Any needed professional development or conference attendance will be offered and provided to strengthen best practices. Literacy Trackers will be used to help track progress. Enrichment or reteach opportunities will be given to all students in need so that they can maintain a high level of academic achievement and growth.
Study	With staff and stakeholders, we will look over data to check for student learning and growth. We will see if targets are being met, and goals are being accomplished. Adjustments will be made along the way to target students' needs more specifically. We will also look at behavior patterns of the students and determine if those factor into any changes in the outcomes of the data results.
Act	Larsen will meet the needs both academically and behavioral as the individual circumstances arise. We will hire Highly Qualified Staff and will maintain an expectation of best practices. Teachers and paraprofessionals who do not meet expectations will be given a mentor, and will work on a plan to maintain best practices. As student needs arise, trainings and support will be provided to achieve success. We will continue to work on achieving school-wide, classroom, and individual goals throughout the year.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY**PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY**

Plan	For Larsen's procedure to ensure mastery, we are going to once again look at a variety of data sources including, but not limited to End of Year Testing, Acadience, student's academic growth, hold TAT Meetings, as well as the individual needs and concerns of teachers, students, parents, and support staff.
Do	<p>In Collaboration, teachers, Administrative Team, and support staff will regularly review and analyze data. Adjustments will then be made to teacher instructions and/or small groups/tutor help so that student's needs are being met, as those needs arise. Training will be provided to both teachers and paraprofessionals as needed. Any needed professional development or conference attendance will be offered and provided to strengthen best practices.</p> <p>Enrichment or reteach opportunities will be given to all students in need so that they can maintain a high level of academic achievement and growth.</p>
Study	With staff and stakeholders, we will look over data to check for student learning and growth. We will see if targets are being met, and goals are being accomplished. Adjustments will be made along the way to target student's needs more specifically. We will also look at behavior patterns of the students and determine if those factor into any changes in the outcomes of the data results. The TAT Team can review data and make intervention suggestions, following through to see if interventions work, and if they don't, suggest alternative options.
Act	Larsen will meet the needs both academically and behavioral as the individual circumstances arise. We will hire Highly Qualified Staff and will maintain an expectation of best practices. Teachers and paraprofessionals who do not meet expectations will be given a mentor, and will work on a plan to maintain best practices. As student needs arise, trainings and support will be provided to achieve success. We will continue to work on achieving school-wide, classroom, and individual goals throughout the year. Our PBIS plan will assist us as behavior needs arise. Our Counselor and Psychologist will also provide strategies to teachers as needed.

COMPONENT #4: COORDINATION AND INTEGRATION**PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

Plan	Larsen is planning to support our reform strategies and ensure mastery by spending a majority of the funds on technician support. We feel like our students will benefit from the repetition and smaller group support structure. The funds will allow us the opportunity to serve students on a more individual basis and set goals to strengthen students in their greatest area of need.
Do	Larsen will spend a majority of the Title I Funding on Technician support. It will be such a benefit to have another Tier 2 intervention support provided by paraprofessionals who will receive specific training and support. This will allow so many students to make constant and consistent growth academically.
Study	Larsen will continue using the Steps Program, under the direction of the University of Utah. In addition, we are also using the Heggerty program and a phonics program directed by the district. 30
Act	Throughout the school year we will collect data, track students, and make any needed adjustments as we go along. Title One budget will also be used to provide support materials and activities to continue the growth of student learning. While we will work to keep fidelity of the Steps Program, we also look forward to the flexibility that the groups provide as we may feel a need to move students in and out of this structured support system. We will also be able to use other available programs such as, ESL Technicians, Special Education, Take Home Library, Re-teach and Enrich, iReady, and Reflex Math.

Sample Plan Illustrating How to Combine Funds in Schoolwide Plan

This is not the only set of program funds that may be combined to achieve the school’s overall goals.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
State Education Funding	\$1,359,366	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>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.</p>
Title I, Part A	\$123,276	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title III	\$8,149	<p>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.</p> <p>Funds are used to implement language instruction education programs designed to help English learners achieve these standards.</p>
Trustlands	\$52,588	Funds are used to address specific needs at the school with the input of the School Community Council.
TSSA	\$47,026.	Funds are given through a plan written at the school level to ensure and enhance Student academic growth and achievement
Total	\$1,590,405	

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents and Purposes of the Program will be Met
State Education Funding	\$1,313,200	<p>We have hired Highly Qualified staff to provide students with instruction that is aligned to the State Core Standards including Enrichment and differentiation activities as needed.</p> <p>The state funding includes, but is not limited to: classroom teachers, substitutes, classroom resources, textbooks, technology, equipment, and staff development.</p>
Title I, Part A	\$119,334	To provide students additional resources and opportunities to access their education and achieve high levels of learning.
Title III	\$6,207	Funds are used to implement language instruction education Programs to assist English learners to achieve standards.
Trustlands	\$53,125	Funds are used to address the specific needs of the school with input from the School Community Council.
TSSA	\$30,098	Funds are used to improve student achievement and learning.
Total	\$1,521,964	