



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	Bethany Clark	
LEA Title I Director	Alicia Rudd	
Faculty Member (Facilitator)	Karalee Beckstead	
Faculty Member	Angela Eckhardt	
Faculty Member	Makenna Taylor	
Parent, school employee	Bethany McAllister	
Parent, school employee	Ciara Anderson	
Parent, non-school employee	Taya Thompson	
Parent, non-school employee	Sarah Monson	
Parent, non-school employee	Becca Evans	

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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: Kindergarten through Fifth Grade BOY 2024-2025
Acadience Reading: 2023-2024 Comparing Populations
Acadience Math: Kindergarten through Third Grade BOY 2024-2025
Acadience Reading Data EOY 2023-2024 to BOY 2024-2025
RISE Summative Test-ELA and Math
RISE Historical Data
iReady Math Diagnostic

Teachers follow the Utah State Core Curriculum. They also follow programs adopted by Nebo School district such as CKLA (Core Knowledge Language Arts) and iReady Math. New teachers are also supported by a mentor in their first three years in the Nebo Mentoring Program. All teachers have support from a full time literacy coach to provide support in reading, math, and multi-language learner support, and a district digital coach.

Every Monday, teacher teams sit together in a professional learning community to examine data, discuss students 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 language arts, math, and writing. Teachers will also discuss ML students and SpEd students and track their progress.

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 460 students which includes 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 family movie nights, family skate nights, a 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. Through our school counselor, our students are competing with other grade levels in a "house system" to support good behavior throughout the school. All staff members reward students for the good behaviors they see happening in the school.

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, etc. 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. Visitors must be granted access past the main entry of the school. 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 progress in reading last year. From BOY to EOY, the number of students who were proficient increased from 54.52% to 64.16%. By the end of the year, 65.74% of our students made typical progress. The percentage of our ML population that were proficient increased from 27.27% to 41.37% by the end of the school year. By the end of the school year, 92% of our ML students had made typical progress or better.

In Acadience math in grades 1-3, our students at BOY scored a composite of 40.13% and at EOY were 61.59%. Our ML population at BOY scored 25%, and at EOY scored at 58.54%.

On Utah RISE 2023-2024 students in grades 3-5 were 42.51% proficient in language

On RISE in science for fourth and fifth graders, they were at 53.04, a huge increase from the year before at 40.4%. ML students were at 0%, the same as the year before. Students with disabilities were 25%, up from 14.3% the year before. Economically disadvantaged students were at 39.03%, an increase from the previous year at 7.69%. We did not have a science goal last year.

In math, the iReady Diagnostic for 2023-2024 shows that at BOY19% of our students were on grade level, and 60% by the end of the year.

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

Priority 1:	Reading Goal Grades K-5: The number of students making typical progress will increase from 65.4% to 70% on Acadience.
Priority 2:	RISE Goal Grades 3-5: The number of students proficient in Language Arts will increase from 42.51% to 45%.
Priority 3:	RISE Goal Grades 3-5: The number of students proficient in math will increase from 45.51% to 48%.

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
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**Reading Goal Grades
K-5: The number of
students making
typical progress on
Acadience will
increase from
65.74% to 70%.**

- a. Teachers will have solid Tier 1 instruction in language arts with their students in whole and small groups based on the Science of Reading, using the CKLA Curriculum.
- b. All teachers will progress monitor any student who has a red or yellow or low green 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 reading support will meet with a reading intervention teacher in small groups, or Title 1 groups. Title 1 technicians will teach lessons in SIPPS, 95%, or Sounds Sensible based on student need.
- d. Reading intervention technicians will be trained and mentored in SIPPS, Heggerty, 95% 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. One technician will work with small groups in each kindergarten class to practice language arts skills, under the direction of the classroom teacher.
- g. Our faculty 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 encourage at home 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. Clear Touch boards will be purchased to support teachers in CKLA. We will continue to 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 report their reading minutes to contribute to a school goal.

<p>RISE Goal Grades 3-5: The number of students proficient in Language Arts will increase from 42.51% 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 and RISE results from last year. We will specifically target our ML and special education subgroups. ● m. Teachers will offer solid, grade level Tier 1 reading instruction. ● 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 with a reading technicians in small groups, work with a Reading Intervention Teacher or work with a special education teacher. ● 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 45.51% to 48%.</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 iReady Math Diagnostic. We will specifically target our ML and special education subgroups. ● v. Teachers will use the iReady Math curriculum to provide solid TIER 1 instruction to all students. ● 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 meetings, literacy collaborations, team leader meetings, 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 books, bookmarks, Title 1 information, and tips for helping students with reading and math at home.

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 as needed.	Teachers and technicians on iPads.
Acadience Math Progress Monitoring	Reds=2x monthly Yellows=1x monthly Greens and blues=1 time monthly as needed.	Teachers and/or technicians-paper pencil or iPad.
Acadience Reading Benchmarks	3x each year	Technicians on iPads
Acadience Math Benchmarks	3x each year	Teachers and/or technicians-paper/pencil or iPad
iReady 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
PELI Screener	3x each year	Teachers-PELI Books and scoring sheets

PAST/LETRS Diagnostic	To determine need and entry point	Teachers administer
95% Program	Ongoing as needed	Intervention teacher, Title 1 reading technicians

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:

 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**.

in progress **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)