



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	C. Pete Peterson	
LEA Title I Director	Phoebe Wiseman	
Faculty Member	Andrea Brinkerhoff	
Faculty Member	Samie Ott	
Faculty Member (Special Ed)	Nathan Platt	
Faculty Member	Gayle Moore	
Faculty Member	Kimberly Stewart	
Parent, non-school employee	Katie Beesley	
Parent, non-school employee	Kami Brinkerhoff	
Community Member, not associated with school	Luciene Syrett	
Paraprofessional, if applicable	Jamie Pollock	

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

Our PTA is struggling quite a bit since the onset of COVID-19. That said, we have had a couple of PTA meetings on how we can better our school and what we need to do to reach our Title I goals.. We inform all parents at the beginning of the year that we are a Title I qualified school, that we need them to apply for the Free and Reduced lunch program, that we will have a minimum of two compact meetings per year, and that we need parent involvement.

The plan, below, speaks to raising math and reading scores.

Besides the PTA meetings, we also have monthly Trustlands meetings wherein scores of reading and math are discussed along with how we can better the school. All are invited but several people have to be there. Stakeholders listed on the previous page are kept informed and invited and encouraged to provide input on how we can better meet our goals.

Letters will be sent home to include: when meetings are, to advise parents to apply for Free or Reduced lunch, and to give them their parental rights as to what is expected from a Title I school.

Most of the parents and faculty members are on my community council. We used this council to get feedback and input from stakeholders. We have invited parents, the school board, the Superintendent and the Business Manager to offer input at faculty meetings where we spoke 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 using Title I funding.

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.)

Our DiBELS scores (reading) have been in the abyss. We are committed raising the scores (both per pupil and per class) by three percent a year. It is a daunting task but we believe we are up to the challenge. Likewise, our Acadience scores have been less than stellar.

For several years, while Bryce Valley Elementary was Title I qualified, it wasn't served to the level required by the state. Monies were misallocated but found and corrected and we are off to a fresh start. We went from about \$7,000 a year in the 2019-2020 school year to \$36,000 in the 2020-2021 fiscal year. We have used the money to but a paraprofessional and are working to spend monies on materials related to reading and math (with some ESL supplies and Early Childhood materials). We know that early intervention is paramount for al children, but especially those from at risk environments. We have an incredibly high population that falls below the poverty line. We also have a migrant population of Hispanics and Native Americans.

We need to find better ways to involve parents. That said, we are at about 90% parent teacher compacts and we are about 70% general come to school on activity nights.

Finally, we have children who come from difficult circumstances. We will offer Social and Emotional Learning to them. This will be in collaboration with Garfield County School District and the district wellness bn committee. We intend to purchase Move This World.

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.**

Schoolwide beginning of year scores are as follows:

2019-2020 Reading 60% proficient

Red (Well Below Benchmark) 30%

Yellow (Below Benchmark) 10%

Green (Benchmark) 24%

Blue Above benchmark 36%

2020-2021 Reading 58% proficient

Red (Well Below Benchmark) 30%

Yellow (Below Benchmark) 12%

Green (Benchmark) 23%

Blue Above benchmark 35%

2021-2022 Reading 49% proficient

Red (Well Below Benchmark) 31%

Yellow (Below Benchmark) 20%

Green (Benchmark) 17%

Blue Above benchmark 32%

We have slipped by 11% over the past three years. We are looking at other data to find where we are failing so we can have corrective action.

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

Priority 1: English/Language Arts achievement/growth. Our scores are lowest here

Priority 2: Math achievement/growth

Priority 3: Purchase materials that will aide children (research based) in the acquisition of these skills.

Priority 4: Bryce Valley Elementary, together with Garfield County School District will provide materials and curricula for Social an Emotional Learning.

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>English/Language Arts achievement/growth. Our scores are lowest here.</p>	<p>Strategy(ies):</p> <p>This becomes a schoolwide effort for all teachers. The younger grades, (K-3) teach across the core so this becomes an individual teacher responsibility.</p> <p>Teachers will receive materials this year and will use them to supplement current district-wide curriculum to assist. They began at the beginning of this school year.</p> <p>In the older grades (4-6) this responsibility lands primarily on Mrs. Ott (as she is the language arts teacher) but all teachers assume the responsibility for the teaching and learning of reading.</p> <p>Bryce Valley Elementary will provide professional development days for teachers to collaborate and work on a scope and sequence of instruction, create common assessments and rubrics, and analyze data.</p> <p>BVES will provide professional development through sending teachers to other schools for observations and Q/A sessions and provide substitutes for these teachers. We will also purchase professional development literature as needed or conference registrations that align with our goals.</p> <p>BVES will provide instructional supplies for paraprofessionals and teachers as needed.</p> <p>Purchasing materials to support this priority.</p>
<p>Math achievement/growth</p>	<p>Strategy(ies):</p> <p>This becomes a schoolwide effort for all teachers.</p> <p>The younger grades, (K-3) teach across the core so this becomes an individual teacher responsibility. They will receive materials this year and will use them to supplement current district-wide curriculum to assist. They began at the beginning of this school year.</p>

	<p>In the older grades (4-6) this responsibility lands primarily on Mrs. Rich (as she is the mathematics teacher) but all teachers assume the responsibility for the teaching and learning of math.</p> <p>Purchasing materials to support this priority. BVES will provide instructional supplies for paraprofessionals and teachers as needed.</p>
<p>Purchase materials that will aide children (research based) in the acquisition of these skills.</p>	<p>Strategy(ies):</p> <p>Pete Peterson, school principal, will approve all purchases. Teachers will evaluate materials and pick research based materials for their classrooms that will accentuate their core (and district) curriculum</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, and we use Facebook. The schoolwide plan will be mailed to all stakeholders. We will ALSO attach the letter 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))

1) Annual Title I meeting (in conjunction with Back to School Night)

At these meetings parents will be informed of Bryce Valley 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.

2) Parental Input and Review of the Policy and Plan

Involvement may include but is not limited to Community Council Meetings and school newsletters.

3) Description and explanation of Standards, Assessments and Curriculum

Curriculum, core standards, and assessment information are provided at the first parent teacher conference. Parents meet with teachers twice a year to set goals and go over all assessments of their students (Compacts). Parent news letters are sent home at least monthly

4) Bryce Valley Elementary School Staff and the Garfield County School District Title I Director will work together to ensure effective engagement of parents. They will support partnerships among the school, parents, and the community to improve student achievement. Parents will receive a copy of the Garfield County School Parent Engagement Policy (attached). We will hold annual meetings and notify parents in multiple ways to make them aware of these meetings. Parent training will be provided during Back to School Night as well as our parent engagement nights throughout the year. Parent compacts with the teacher will be held at a minimum of two times annually (once on October and Once in March) and personal contact between each teacher and their student's parents will be done quarterly providing an update on student achievement.

Additional parent conference times will be available upon request. An annual Parent/School Compact review will be conducted at Back to School Night. 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. Regular reports of student progress will be sent home at a minimum of 4 times a year. Information related to each grade level's essential standards will be sent home to parents and made available on the website. Student progress with regard to curricula and state standards will be discussed during parent conferences. School staff and parents will work together, through compact, to improve student achievement.

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	
iReady Math	3X per year	
DIBELS	3X per year	

DIBELS MOY & EOY Data: This data will be collected in January and May of the school year.

This data will be a measurement we use to identify effectiveness in language arts instruction

RISE Data This data will be collected at the end of the school year in May. We will use this data to measure our effectiveness in language arts, math, and science instruction.

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**
<i>English/Language Arts achievement/growth.</i>	Title I, Part A	\$ 5,000.00	Monies are blended with other accounts (including SpEd, Reading, General, Library, IDEA and TSSA, and Trustlands)
	*	\$	
	*	\$	
	*	\$	
<i>Purchase additional materials for Mathematics (including manipulatives)</i>	Title I, Part A	\$3,500.00	Monies are blended with other accounts (including SpEd, Reading, General, Library,
	*	\$	
	*	\$	
	*	\$	

	*	\$	IDEA and TSSA, and Trustlands
<i>Title I paraprofessional(s)</i>	Title I, Part A	\$28,000	Monies are blended with other accounts (including SpEd, Reading, General, Library, IDEA and TSSA, and Trustlands)
	*	\$	
	*	\$	
	*	\$	
	*	\$	

The bold and blue items below all contribute to our priorities. We also use monies from our regular accounts and TSSA.

***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:

NO 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**.

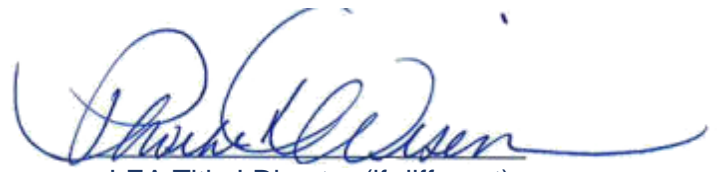
We have but one teacher who is not yet state certified. She is working, with S.E.D.C. to get fully licensed.

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
C. Pete Peterson



LEA Title I Director (if different)