



## 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		
LEA Title I Director		
Faculty Member		
Faculty Member		
Faculty Member		
Parent, non-school employee		
Parent, non-school employee		
Parent, non-school employee		
Community Member, not associated with school		
Paraprofessional, if applicable		
Tribal Member, if applicable		
Secondary Student, if applicable		

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

## **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.)

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.

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

Priority 1:

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Priority 2:

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Priority 3:

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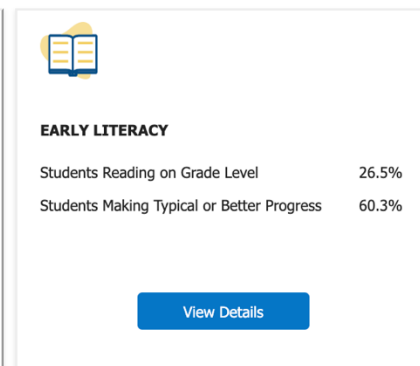
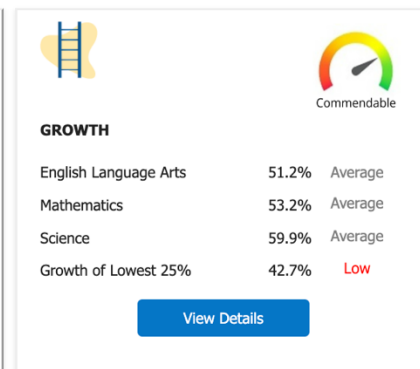
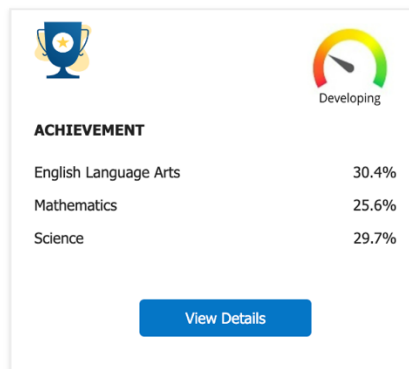
## 21-22 K-6 Acadience Reading Data

	Proficiency	Growth
Overall	47%	59%
Econ Disadvantage	41%	55%
EL	28%	56%
Students with Disabilities	14%	44%
Race	37% (His) 43% (Blk) 46% (PI) 45% (AI) 39% (WHI)	52% (His) 50% (Blk) 44% (PI) 58% (AI) 64% (WHI)

## 21-22 RISE Data

HOW IS THE STATE PERFORMING IN EACH COMPONENT?

PARTICIPATION RATE: 100.0%

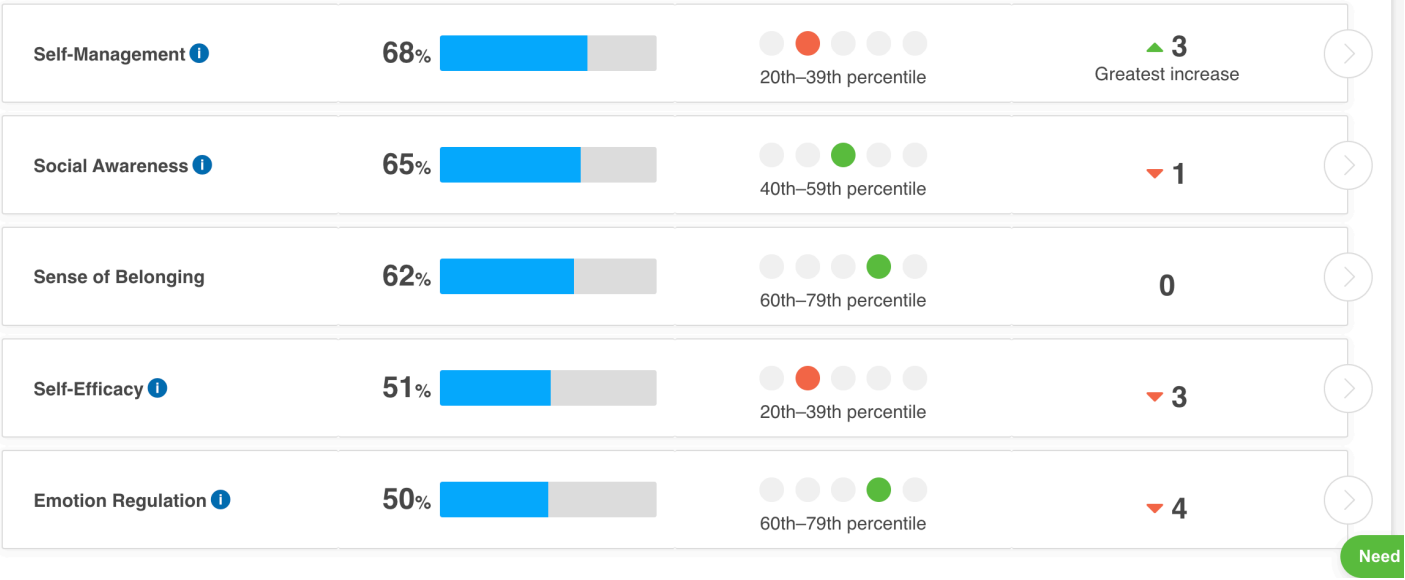


## 21-22 WIDA Data

**Total Composite Average 2.98**

**Areas of greatest need are Speaking and Writing**

# 21-22Student Panorama SEL Survey



### 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
	Strategy(ies):  <i>Who, what, how, when:</i>
	Strategy(ies):  <i>Who, what, how, when:</i>
	Strategy(ies):  <i>Who, what, how, when:</i>

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

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))

#### 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

## E. Coordination and Integration of Services and Resources – ESEA Sec. 1114(b)(5)

Show how Title I funds, along with other local, state and/or federal resources, will be used to implement the Schoolwide Program strategies.

<i>Schoolwide Program Strategies (from Section C)</i>	<i>Funding Stream/Program*</i>	<i>Approximate \$ Amount</i>	<i>Additional Resources**</i>
<i>Strategy:</i>	Title I, Part A * * * *	\$ \$ \$ \$ \$	**
<i>Strategy:</i>	Title I, Part A * * * *	\$ \$ \$ \$ \$	**
<i>Strategy:</i>	Title I, Part A * * * * *	\$ \$ \$ \$ \$	**

**\*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***.

\_\_\_\_ **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

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LEA Title I Director (if different)