

## Title I Schoolwide Program Plan 2024/2025 School Year

### **A.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 data sources used to determine greatest areas of academic need are:*

*Acadience Online*

*I-Ready Math and Reading Diagnostic*

*95% Group screeners and progress monitoring*

*LTRS Phonics screeners*

*Rise test scores*

*Daze*

*PAST*

*Curriculum used in the school include:*

*95% Group for phonics core and intervention*

*CKLA/ELA 6th grade*

*I Ready Math*

*Bridges math intervention*

*SEED Science Books*

*Teachers and Teacher Aids attend the Rural Schools Conference held in July each summer as well as a District professional learning day held in August.*

*Teachers have opportunities and participate in various other Professional Development courses & training throughout the year.*

*One teacher is finishing her LETRS training course this year. All of our Paras participated in LETRS for Paras, offered by our CUES facilitator, who also serves as an Instructional Coach for our school.*

*Several teachers and Paraprofessionals participated in Safety Care Recertification Training which focuses on Behavior and Special Education students with needs.*

*The teachers and paraprofessionals participated in a four day training for math instruction in August of 2024. This was facilitated and presented by OGAP (Ongoing Assessment Project).*

*All teachers and the Principal participated in the Collective Efficacy training in June of 2024. This was offered by the state to help teachers understand how working together can raise student achievement.*

*We use the Second Step Character Education program and our school counselor works with classes and individual students as needed.*

*We have a PBIS system in place for rewarding good behavior and giving students recognition. Our PTO is actively involved in planning and supporting school programs and activities.*

*We monitor attendance at our parent/teacher conferences held twice per year. In the fall of 2024 we had 80% parent attendance. We also monitor attendance at our family night events. For our Fall STEAM Family Engagement Night, with a focus on Math; we had 50% attendance.*

*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.*

*Special Education - We are providing services for 11 students. We have a full time SpEd teacher to better serve the needs of the students on a daily basis through pull-outs and push-ins. We have 11 students who receive speech therapy in person, 20 minutes per week. We have a volunteer community member who works with our preschool teacher 3 days per week, 2 hours per day. We have a licensed RN in preschool daily working with a student who has a trach tube.*

*With one licensed teacher per grade, four aids, a part time licensed music teacher, part time licensed BTS art teacher, a school nurse, counselor and full time Principal, we are well staffed to provide for the academic, social/emotional and health needs of our 100 students. Our small class sizes allow for frequent intervention in small groups for students who require additional help at various levels. One of our Paras facilitates our Physical Education program, one Para acts as librarian one day per week, and another Para teaches keyboarding and coding with all students twice per week. She is learning how to use our 3D printers and will incorporate that into her curriculum for the upper grades.*

*We have approximately 50% economically disadvantaged student population. We are able to provide breakfast and lunch to a large group of students daily. Other needs include socks, shoes, coats, gloves, hats, backpacks. We have been fortunate to have many of the items needed by disadvantaged students donated to our school. Providing a safe, welcoming, inclusive environment, carries over and supports the academic needs of our students. With our Title one status, we have enjoyed whole school field trips to the Living Planet Aquarium in May of 2024 and Hogle Zoo in October 2024 free of charge.*

*We have many groups who come to our school annually to present in class demonstrations and instruction. These include: Living Planet Aquarium, Thanksgiving Point Discovery Museum, Springville Art Museum, the Planetarium, Ballet companies.*

*We were able to get a grant that paid for the Magic with a Message show this fall and our 5th & 6th grade students all attended the STEM Fest in Sandy. In November we will have Spy Hop Productions presenting a free Video Game coding assembly to our 3rd - 6th grades. These opportunities are so important for our students in our rural area. Their exposure to culture and arts is limited, so any chance we get to bring in presenters with quality academic or social/emotional programs, we welcome them.*

*The Friends of Sight organization came to our school in October and performed 35 examinations on elementary students with about 20 receiving glasses free of charge. We have been chosen by the Utah Dept. of Health and Human Services to host a free dental screening for any students who wish to participate.*

*Data shows a direct correlation between student achievement/growth and attendance at school in those households where parents are stable and supportive of students as compared with students who are economically disadvantaged and/or are in less stable homes. We would like to impress upon our parents the importance of regular attendance and the results we see with students who do attend regularly as opposed to those who do not place enough value on education. Teachers at parent/teacher conferences discuss attendance concerns with parents. We have just revamped our attendance policy at the district level and will be sending home letters regularly for students who have 5 or more unexcused absences. The follow up will include parent meetings with administration and truancy court if warranted.*

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

Priority 1: Reading Instruction & Interventions

Priority 2: Mathematics Instruction & Interventions

Priority 3: Attendance

## **B. 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)).

### **Reading Instruction & Interventions**

Strategies:

*Provide adequate training, materials and staff to facilitate quality instruction and interventions for all students.*

Who, what, how, when:

- *Paras received additional training in phonics instruction.*
- *Our SpEd teachers are doing observations and having conferences with our Paras twice per year. This gives the Paras the opportunity to receive feedback regarding their individual and reading group instruction in phonics. It also allows them to set goals for improvement and request help with strategies to better help students that struggle in our Tier 2 group.*
- *The Paraprofessionals are scheduled to be in classes where needs are greatest in a manner that allows all teachers to have time to facilitate intervention groups and individual help.*

### **Mathematics Instruction & Interventions**

Strategies:

*Provide adequate training, materials and staff to facilitate quality instruction and interventions for all students.*

Who, what, how, when:

- *OGAP follow up training for all teachers and paras.*
- *Bridges math intervention program and materials.*
- *Reflex and Frax online program for math facts practice.*

### **Attendance**

Strategies:

*Increase attendance for students with chronic absenteeism.*

Who, what, how, when:

- *Principal will monitor attendance and send the first letter when a student reaches 5 unexcused absences.*
- *Post cards are available for teachers to send home to students telling them they are missed.*
- *Teachers will discuss the importance of attendance at both parent teacher conferences.*

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

- *This can be included in the presentation at the annual Title One stakeholder meeting.*
- *A newsletter will be sent home at the beginning of the school year outlining our school wide goals.*
- *The information will be posted on the Title One page of the school website.*