



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	Lisa Breinholt	<i>Lisa Breinholt</i>
LEA Title I Director	Phoebe Wiseman	
Faculty Member	Kami Savage	<i>Kami E. Savage</i>
Faculty Member	Sheryl Henrie	<i>Sheryl C. Henrie</i>
Faculty Member	Joanne Savage	<i>Joanne T. Savage</i>
Parent, non-school employee	Jaimie Chappel	<i>Jaimie Chappell</i>
Parent, non-school employee	Kim Harland	<i>Kim Harland</i>
Parent, non-school employee	Holly Henrie	
Community Member, not associated with school	Kolbi Frandsen	
Paraprofessional, if applicable	Amanda Meeham	<i>Amanda Meeham</i>
Tribal Member, if applicable	Brittney Feller	<i>Brittney Feller</i>
Secondary Student, if applicable		

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

At Panguitch Elementary we have a Community Council that is comprised of the principal, a teacher, four parents, and a community representative. The council helps to develop all Schoolwide Programs by doing needs assessments based on observations, data analysis, surveys, and community concerns. Members of this team are elected by parents and community members.

In addition, a Leadership Team comprised of teachers, the principal, and the school secretary, is involved in the planning process. Their role is to do their own needs assessment based on observations and data analysis and then make recommendations to the Community Council. A teacher from this Leadership Team is often a Community Council member. Members of this team are elected by their peers.

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.)

Data was gathered from multiple sources to acquire strengths and weaknesses of our school. We used RISE testing scores, along with DIBELs, and Acadience Math scores to assess student achievement. Surveys were given to students, parents, teachers, and staff to assess the learning environment at PES.

Because of the COVID-19 we have found gaps in academic growth the last two years. Reading and math scores currently are being maintained but have not shown the growth that we would like to see in our school.

New technology, additional paraprofessionals, an intervention program, and professional learning opportunities have been implemented.

Panguitch Elementary is a school of 250 students PreK-6th grade. We have a large population of families that fall below the poverty level. Also, many of our students come from difficult circumstances. We are seeing an increase of mental health issues in our school. To help with these issues we will be purchasing "Move This World", social emotional learning curriculum. We are also working closely with our district mental health specialist to bring a therapist into our school for those students that may need extra help in this area.

Parent involvement is average at our school, and we are working towards increasing communication with parents by increasing our presence on social media.

With the use of Title I and other funds we have reduced class sizes and increased paraprofessionals in our school. Reading Composite 2019-2020- 80% at benchmark or above (MOY testing scores. No EOY done due to Covid)

Red(well below benchmark)- 11%

- 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.**

Reading Composite 2019-2020- 80% at benchmark or above (MOY testing scores. No EOY done due to Covid)

Red(well below benchmark)- 11%

Yellow (below benchmark)-9%

Green(benchmark) 28%

Blue((above benchmark)-52%

Reading Composite 2020-2021 MOY - 74%

Red(well below benchmark)- 10%

Yellow (below benchmark)-15%

Green(benchmark) 28%

Blue(above benchmark)-47%

Reading Composite 2021-2022- 74(MOY)

Red(well below benchmark)- 10%

Yellow (below benchmark)-16%

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

Priority 1:	Reading Fluency and Comprehension achievement/growth
Priority 2:	Social Emotional Awareness
Priority 3:	Math achievement growth

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
Reading Fluency and Comprehension	<p>Strategy(ies):</p> <p>This becomes a schoolwide effort for all teachers. The younger grades, (K-6) 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>Panguitch 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>PES 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>PES will provide instructional supplies for paraprofessionals and teachers as needed.</p> <p>Purchasing materials to support this priority.</p> <p><i>Who, what, how, when:</i></p>
Social Emotional Awareness	<p>Strategy(ies):</p> <p>Elementary, together with Garfield County School District will provide materials and curricula for Social an Emotional Learning.</p>
	<p>Strategy(ies):</p> <p>This becomes a schoolwide effort for all teachers. The younger grades, (K-6) teach across the core so this becomes an individual teacher responsibility. They will receive materials this</p>

	<p>year and will use them to supplement current district-wide curriculum to assist with Math instruction. They began at the beginning of this school year.</p> <p>Purchasing materials to support this priority. PES will provide instructional supplies for paraprofessionals and teachers as needed</p> <p><i>Who, what, how, when:</i></p>
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2. Outline a **communication plan** specifying how staff, families, and other stakeholders will be made aware of the Schoolwide Program.

Parents are contacted using a variety of methods. Notes are sent home, emails are mailed by both the teachers and the main office, and teachers use DOJO. We are currently working on updating our school website and creating a new Facebook page that will be attached to Twitter and Instagram.

School plans will be posted on the school website and sent home in letter form to parents.

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 Panguitch 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

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
DiBels	3X per year	
iReady Math	3X per year	
Acadience Math	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**
Strategy: Reading	Title I, Part A	\$ 23,506	**Monies are blended with

<i>fluency and comprehension/ Math Achievement Paraprofessionals</i>	*	\$	other accounts (including SPED, Reading, General, Library, TSSA, and Trustlands
	*	\$	
	*	\$	
	*	\$	
<i>Strategy: Title I paraprofessional</i>	Title I, Part A	\$	****Monies are blended with other accounts (including SPED, Reading, General, Library, TSSA, and Trustlands
	*	\$23,506	
	*	\$	
	*	\$	
	*	\$	
<i>Strategy: Title I paraprofessional</i>	Title I, Part A	\$20,931	****Monies are blended with other accounts (including SPED, Reading, General, Library, TSSA, and Trustlands
	*	\$	
	*	\$	
	*	\$	
	*	\$	

***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:

 x 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**.

X **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
Lisa H. Breinholt

LEA Title I Director (if different)