Washington Terrace Schoolwide Title I Plan 2022-2023

Any school that operates a Title I Schoolwide Program must, with the input of stakeholders, conduct a comprehensive need 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: Washington Terrace Elementary

LEA Name: Tana Chipp

 Plan for the School Year: 2022-2023

**A: Stakeholder Planning Team – ESEA Se. 114(b)(2)**

1. List the stakeholders who developed, and will help implement and evaluate, the Schoolwide Program (add extra lines for any additional stakeholders).

(See scanned Signature Page)

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

2A on page 2:

In the Spring and Fall of 2021 data from the RISE and Acadience test results were brought to the Community Council to be evaluated for areas of concern, and to receive input from these stakeholders. Review of the information showed that there was a definite need for additional intervention in the area of Reading and Literacy. This was discussed again in the Fall of 2022 and though there was improvement there was still a need to improve. As LTRS is a continuing process it was decided to continue with LTRS and continue to improve our Reading goal.

Special Education referrals in Reading have gone up over the past few years. Which has caused a concern with the Resource Teachers and General Education Teachers. Our LEA and Reading Specialist met with the first-grade team and asked for input on how to help the students with Reading and Literacy. This meeting resulted in the adoption of LETRS (Language Essentials for Teachers of Reading and Spelling). It was Developed by renowned literacy experts Dr. Louisa Moats and Dr. Carol Tolman.

and 95% Group (small reading group intervention). For the 2022-2023 school year the faculty will continue LTRS in the classrooms and those who have not been trained, or have not yet finished training, will either begin, or continue the training.

These areas of concern were discussed in the PTA board meeting and also in the Title I Review.

Leadership team members and community members were asked to review the given information, get feedback from their respective teams and community members to create a unified plan for the coming school year.

**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.)

1B on page 2:

The data that was used in these assessments were taken from the following areas;

Acadience scores from the past few years for grades 3rd-6th.

RISE scores from 2017-2019 for grades 3rd-6th.

The total percentage of Special Education referrals over the past two years.

Core Phonics data for grades 1st-2nd.

KEEP assessments for Kindergarten.

Behavioral data based on office referrals, positive vs. negative reinforcement, Check in/Check out data, and minor infraction data.

Leader in Me survey that was given to parents, students, and teachers.

Panorama surveys and Grit information.

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

2B page 3:

We have seen an increase of Special Education referrals and students serviced.

Year: 2018-2019 Number of students serviced = 80

Year: 2019-2020 Number of students serviced = 96

Year: 2020-2021 Number of students serviced = 109

Year: 2021-2022 Number of students serviced = 100

Year: 2022-2023 Number of students serviced = 106

Number of Tier 3 behavior Intervention Students

Year: 2018-2019 Number of students serviced = 17 end of year

Year: 2019-2020 Number of students serviced = 17 end of year

Year: 2020-2021 Number of students serviced = 20 end of year

Year: 2021-2022 Number of students serviced = 17 end of year

Year: 2022-2023 Number of students serviced = 10 at the beginning of year

504s

Year: 2018-2019 Number of students serviced = 6

Year: 2019-2020 Number of students serviced = 11

Year: 2020-2021 Number of students serviced = 15

Year: 2021-2022 Number of students serviced = 23

Year: 2022-2023 Number of students serviced = 20

ELL

Year: 2018-2019 Number of students serviced = 54

Year: 2019-2020 Number of students serviced = 62

Year: 2020-2021 Number of students serviced = 58

Year: 2021-2022 Number of students serviced = 58

Year: 2022-2023 Number of students serviced = 65

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

3B page 3:

**Priority 1:** Reading and Literacy Improvement

**Priority 2:** Positive Behavior Support

**Priority 3:** Special Education student 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)).

1C page 4:

**Reading and Literacy:**

Strategy: Have remaining staff trained in LETRS and 95% Group. Hired additional computer aide time and classroom aide time. Also purchase site license for educational programs

Who: All faculty.

What: Units 1-4.

How: On their own and in person trainings by a national trainer.

When: Training began for LETRS in March and training for 95% group began in August 2021 and has continued throughout 2022

Goal: 100% of students will show a four-point growth from the beginning of the year to the end of year on the PAST data.

**Positive Behavior Support:**

Strategy: Have a place for difficult behaviors to go to take time out for a break and earned reward. Use Check in/Check out to motivate and acquire data, School-wide behavior plan, Leader in Me, and Tier 1 support for teachers.

Who: School Behavior Aide, Title I Coordinator, School Principal, School Counselor, School Mental Health Specialist, and entire faculty and staff.

What: We provide breaks for students who need them. Motivate those who have difficult time motivating themselves. Use consistent school-wide rules and procedures. Provide needed counseling and therapy to those who qualify.

How: The School behavior Aide will have a list of students that display difficult behaviors that she will meet with and help these students daily with behavior as well as provide a safe place for them to go as needed. The Title I Coordinator will continue to implement the Check in/Check outs with selected behavior students. Data will be kept to help motivate them as well as provide a safe place for students as needed. The School Counselor will see students that are referred to her to help with social skills, coping skills, and provide a safe place for students as needed. The School Mental Health Specialist will meet with those students who qualify and provide needed skills to help them be successful, and the School Principal will continue to lead the school in the school-wide behavior plan that includes; positive recognition, incentive day activities, school wide rules and procedures, and consistent consequences for both positive and negative behaviors.

When: These plans have been put in place and modified over the past few years and will continue to be used as we have seen a significant decline in office referrals.

Goal: At the end of each quarter we will compare the collected data on office referrals, Think Win-win Time sheets, and positive rewards and the will show a five to one or greater ratio for positives to negatives.

**Special Education:**

Strategy: New SpEd teacher will be be LETRS trained and hired an additional .5 FTE in lower grades.

Who: Special Education Teachers What: LETRS trained and implement strategies How: Look at PAST tests to determine specific skill strategy deficits When: Daily during special education classes starting in September 2022

Goal: At the end of each quarter we will compare the collected data on officer referrals, Think Win-win Time sheets, and positive rewards and the will show a five to one or greater ration for positives to negatives.

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

2C page 4:

Washington Terrace Elementary will use several methods to continue to communicate information to the stakeholders and keep them aware of the School-wide program. One of these methods has been adopted by the entire district and teachers have been trained on the use of Remind. This is a quick and effective way to get information out to all families. We also use emails to go out to large numbers as well as individual communication. Phone calls are used when appropriate, and flyers are sent in both English and Spanish. Washington Terrace also has an active website that is updated and kept current on a regular basis.

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))

3C page 5:

Two family engagement nights are planned for the school year 22-23. Included will be specific LETRS overview for parents, teaching them the science behind Reading. Teachers will show new strategies learned with LETRS while implementing use of 1-to-1 Chrome Books. We will also intertwine Leader in Me concepts during family nights to show how it helps with student learning.

**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.

3D page 5:

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| --- | --- | --- |
| Benchmarks | Frequency | Resources |
| PAST for all grades. | Three times a year. | LETRS Curriculum. |
| PSI and PASI for lower grade. | Every three weeks. | 95% Group coaches and school. |
| Acadience. | Three times a year plus frequent progress monitoring based on the student’s level.  | Acadience testing and faculty and staff members. |

**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.

3E page 6:

|  |  |  |  |
| --- | --- | --- | --- |
| Schoolwide Program Strategies (From Section C) | FundingStream/Program | Approximate $ Amount | Additional Resources |
| Strategy:Have remaining staff trained in LETRS and 95% Group. Hired additional computer aide time and classroom aide time. Also purchased site license for educational programs  | Title I, Part AOther OtherTrust Land  | $233,555.95$9,100.00$49,850.00$46,500.00 | TSSA and ESSER money were used as well for LETRS and 95% Group including additional school personnel. Trust Land funds used for technology.  |
| Strategy:Have a place for difficult behaviors to go to take time out for a break and earned reward. Use Check in/Check out to motivate and acquire data, School-wide behavior plan, Leader in Me, and Tier 1 support for teachers. | Title I, Part AOtherOther | $167,660.68$3,700.00$25,00.00 | TSSA and ESSER money were used for additional school personnel, including a behavior aide.  |
| Strategy:New SpEd teacher will be be LETRS trained and hired an additional .5 FTE in lower grades.  | Title 1, Part A | $9,400.00 |  |

\*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: Tana Chipp

LEA Title I Director (if different): Dave Hales