

Washington Terrace Schoolwide Title I Plan 2024-25

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

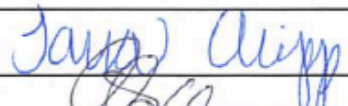
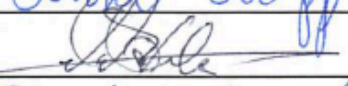
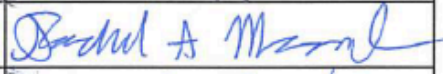
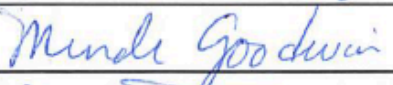

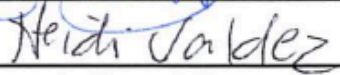
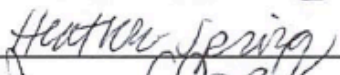


School Name: Washington Terrace Elementary

LEA Name: Weber School District

Plan for the School Year: 2024-25

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

- List the stakeholders who developed, and will help implement and evaluate, the Schoolwide Program.

<u>Title I Schoolwide Planning Team</u>	<u>Name</u>	<u>Signature</u>
Principal	Tana Chipp	
LEA Title One Director	Dave Hales	
Title I Teacher Leader	Rachel Marchand	
Faculty Member	Mindi Goodwin	
Faculty Member	Jessica DeBoer	
Parent Heidi Valdez	Heidi Valdez	
Parent Heidi	Heather Spring	
Parent	Jenae Clegg	
Paraprofessional/Parent	Shalayna Sanders	

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

In the Fall and Spring of 2023 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. Data was again brought before the Community Council in the Fall of 2024, where it was identified that although there were small areas of improvement, there was still a need to improve

(especially in the area of reading and literacy). We are also currently working to lift the school out of TSI in two areas; students with disabilities and economically disadvantaged.

For the 2024-2025 school year the faculty will continue LETRS in the classrooms and those who have not been trained, or have not yet finished training, will either begin, or continue the training. LETRS is a continuing process, therefore it was decided that teachers will continue working on completing the science of reading training through LETRS and to continue to improve our Reading goal. Additionally, we have implemented small group Tier 2 instruction throughout the entire school with 95% groups.

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.)

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

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

RISE scores from 2023-2024 for grades 3rd-6th.

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

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

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

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

Year: 2023–2024 Number of students serviced = 80

Year: 2024–2025 Number of students serviced = 74

Number of Tier 3 behavior Intervention Students

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 = 15 end of year

Year: 2023–2024 Number of students serviced = 11 end of year

Year: 2024–2025 Number of students serviced = 3 BOY

504s

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

Year: 2023–2024 Number of students serviced = 17

Year: 2024–2025 Number of students serviced = 20

ELL

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

Year: 2023–2024 Number of students serviced = 70

Year: 2024–2025 Number of students serviced = 75

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

Priority 1: Reading and Literacy Improvement

Priority 2: Positive Behavior Support

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 1:

SMART Goal	By May 23, 2025 66% of all students will achieve typical or above growth on the end of year Acadience Reading Assessment according to the Acadience Pathways of Progress.
Strategy	We will continue to have remaining staff trained in LETRS and have all teachers and classroom aides trained to implement 95% Group with fidelity. We will hire additional classroom aide time, and also purchase site licenses for educational programs to support literacy.
Who	All faculty
What	LETRS training and implementation of 95% Group interventions
How	Look at PSI and PASI tests every three weeks, along with the results of Acadience progress monitoring to determine specific skills strategy deficits for Tier 2 intervention groups.
When	Starting September 12th all students will be tested on Acadience Reading and the PSI (1-6) or PASI (K) screener. Testing will continue throughout the school year on a three week cycle, as well as monthly progress monitoring.

Priority 2:

SMART Goal	At the end of each quarter we will compare the collected data on office referrals, Think Time sheets, and positive rewards and they will show a five to one or greater ratio for positives to negatives.
Strategy	We will continue to provide a place for students exhibiting difficult behaviors to go to take time out for a break and earn a reward. We will continue the use of Check in/Check out to motivate and acquire data, implement a school-wide behavior plan with a reductive consequence flowchart and behavior hierarchy, incorporate Leader in Me into our Master Schedule, and provide Tier 1 support for teachers. We will provide a place for reteaching of school wide expectations.
Who	School Behavior Aide, Title I Teacher Leader, School Principal, School Counselor, School Mental Health Specialist, and entire faculty and staff.
What	We will provide alternate break schedules for students who need them. We will support students with increased motivation. We will implement and enforce consistent school-wide rules and procedures. We will provide faculty with a school-wide behavior hierarchy. 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 Teacher Leader

	and Behavior Aide will work together to implement a Check in/Check out system with students identified as needing extra support in student success team meetings. 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	At the end of each quarter we will compare the collected data on office referrals, Minor infraction reports, and positive rewards and they will show a five to one or greater ratio for positives to negatives.

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

Washington Terrace Elementary will work to ensure that staff, families and stakeholders are aware of the Title 1 Schoolwide Program.

We will:

1. Discuss the program in faculty meetings, and other meetings as necessary i.e., PLC meetings, leadership and behavior meetings.
2. Make the program available to view on the school's website.
3. Work with families at the Title 1 Night in October and again in March.
4. Utilize the Remind messaging system to communicate with families
5. Make phone calls and send home flyers when appropriate in both English and Spanish

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))

Two family engagement nights are planned for the school year 24-25. Included will be a math night that will focus on teaching the parents grade-level essential learning targets, and how to help their students as well as having fun while learning. Teachers will show new strategies and how to teach them. We will incorporate some technology while implementing use of 1-to-1 ChromeBooks. We will also intertwine Leader in Me concepts during family nights to show how it helps with student learning.

We will have a second night dedicated to reading. It is going to be held at the Pleasant Valley Branch Library to familiarize families with community resources and get children excited about reading.

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:

Benchmarks	Frequency	Resources
Acadience Reading	Three times yearly (BOY, MOY, EOY) Progress monitoring is ongoing throughout the year based on the student's identified level of performance	<ol style="list-style-type: none"> 1. Acadience testing materials 2. Coach and aides will administer the test 3. Scheduled testing and progress monitoring time
95 % PSI Phonics Screening Inventory	Every student will be assessed BOY. Student's identified as needing Tier 2 academic support will be assessed every three weeks based on the student's identified level of performance	<ol style="list-style-type: none"> 1. 95% testing materials 2. Faculty and staff members will administer 3. Scheduled time
95% PASI Phonemic Awareness Screener	Every student will be assessed BOY. Student's identified as needing Tier 2 academic support will be assessed every three weeks based on the student's identified level of performance	<ol style="list-style-type: none"> 1. 95% testing materials 2. Faculty and staff members will administer 3. Scheduled time
RISE	Annually	<ol style="list-style-type: none"> 1. Faculty and staff members will administer 2. Scheduled time
Bulldog Tickets	Weekly	<ol style="list-style-type: none"> 1. Bulldog Tickets will be recorded on a

		spreadsheet each week by faculty 2. School counselor and Title 1 Teacher Leader will analyze and report data
--	--	---

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.

Schoolwide Program Strategies (From Section C)	Funding Stream/Program	Approximate \$ Amount	Additional Resources
Strategy: Have remaining staff trained in LETRS and 95% Group. Hired additional classroom aide time. Also purchased site license for educational programs	Title I TSSA Trust Land	\$8,000 \$16,00 \$47,460	TSSA and Trustland money used as well for LETRS and 95% Group including additional school personnel. TSSA funds used for technology programs.
Strategy: We will provide alternate break schedules for students who need them. We will support students with increased motivation. We will implement and enforce consistent school-wide rules and procedures. We will provide faculty with a school-wide behavior hierarchy. Provide needed counseling and therapy to those who qualify.	Title I TSSA	\$7,000 \$42,075	Use Title 1 funds for behavior supplies to encourage positive behaviors and increase motivation. TSSA funds used for student advocate and mental health specialist.
Community Engagement Nights	Title 1	\$5,000	Title 1 funds used for food for community and education activities.

Please list any of the following if they apply:

*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.

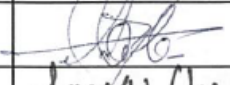
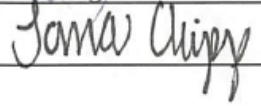
F Staff Qualifications – ESEA Sec. 1111(g)(2)(j)

All teachers and instructional paraprofessionals must meet State certification and licensure requirements.

Documentation for school staff demonstrates the following:

<input checked="" type="checkbox"/>	All teachers are state certified, i.e., have a Professional License, Associate License, or LEASpecific License (Board Rule R277-301) and appear as USOE Qualified in CACTUS.
<input checked="" type="checkbox"/>	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.

Position	Name	Signature	Date
LEA Title 1 Director	Dave Hales		17-Sep-2024
Principal	Tana Chipp		9-17-24