



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	Katie Amsden	<i>Katie Amsden</i>
LEA Title I Director	David Hales	<i>David Hales</i>
Faculty Member	Angela Snowden	<i>Angela Snowden</i>
Faculty Member	Diane Cooper	<i>Diane Cooper</i>
Faculty Member	Melony Gordon	<i>Melony Gordon</i>
Parent, non-school employee	DJ Frandsen	<i>DJ Frandsen</i>
Parent, non-school employee	Nicole McGarry	<i>Nicole McGarry</i>
Parent, non-school employee	Sharee Brand	<i>Sharee Brand</i>
Community Member, not associated with school	N/A	
Paraprofessional, if applicable	Denise Taylor	<i>Denise Taylor</i>
Tribal member, if applicable	N/A	
Secondary Student, if applicable	N/A	

Burch Creek Schoolwide Title I Plan 2022-23

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School/LEA Information

School Name: Burch Creek Elementary

LEA Name: Katie Amsden

Plan for the School Year: 2022-23

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)

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

2A on page 2:

In the spring of 2022, a parent survey was sent home to gain valuable feedback from student families. In the fall of 2022, RISE test data, Acadience assessment results, parent survey data, and Special Education caseload numbers were brought to and discussed in a faculty meeting and Community Council meeting. Analysis and discussion in both settings determined that a priority be placed on reading and literacy schoolwide.

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 for the CNA were taken from the following areas;

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

RISE scores from the 2021- 2022 year for grades 3rd- 6th.

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

KEEP assessments for Kindergarten.

Panorama Surveys

Parent Survey

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: 2016- 2017 Number of students serviced= 59

Year: 2017- 2018 Number of students serviced= 66

Year: 2018- 2019 Number of students serviced= 91

Year: 2019- 2020 Number of students serviced= 91

Year: 2020- 2021 Number of students serviced= 104

Year: 2021- 2022 Number of students serviced= 117

Year: 2022- 2023 Number of students serviced= 103 beginning of year

504s

Year: 2019- 2020 Number of students serviced= 17

Year: 2020- 2021 Number of students serviced= 14

Year: 2021- 2022 Number of students serviced= 15

Year: 2022- 2023 Number of students serviced= 12 beginning of year

MLL

Year: 2018- 2019 Number of students serviced= 42

Year: 2019- 2020 Number of students serviced= 46

Year: 2020- 2021 Number of students serviced= 51

Year: 2021- 2022 Number of students serviced= 48

Year: 2022- 2023 Number of students serviced= 56

Number of Tier 3 Behavior Students

Year: 2022- 2023 Number of students serviced= 26 beginning of year

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:

Prioritized Need #1: Reading and Literacy

Strategy:

Teachers in grades K- 3rd trained in LETRS.

Who:

All teachers in grades kindergarten through third grade.

What:

Teachers will begin training with units 1- 4

How:

District level in person training

When:

Teachers will begin training in 2022

Goal:

Teachers will implement teaching best practices learned in LETRS to increase Tier I literacy support.

Prioritized Need #2: Positive Behavior Support

Strategy:

Provide a space for students with difficult behaviors for alternate breaks throughout the day and earned rewards. Use check in/check out to support student motivation and data collection for analysis and better student support. Behavior team organized and implemented, Leader in Me, and Tier 1 support for teachers. Sensory boxes identified and utilized in the classrooms.

Who:

Title I Coordinator, Behavior Advocate Aide, School Principal, School Counselor, School Mental Health Specialist, all faculty and staff.

What:

Provide alternate break schedules for students that need the support. Support students with increased motivation. Use consistent school-wide procedures and rules. Provide counseling and therapy services to those who qualify.

How:

The behavior advocate and Title I Coordinator will provide daily alternate scheduled breaks for identified students with difficult behavior. They will provide a safe space for the breaks and support positive behavior.

The Title I Coordinator will check in/check out with identified students and support student motivation through use of trackers and positive adult attention/relationship building. Data will be collected and analyzed for better student support as needed.

The School Counselor will meet with students that are referred to her to support social skills, coping skills, emotional regulation, and provide a safe space for students as needed.

The School Mental Health Specialist will meet with those students who qualify and provide needed skills to help them become successful.

The School Principal will continue to lead the school in the implementation of the school-wide positive behavior plan that includes, Behavior Team, BOLD tickets/positive recognition, incentive day activities, school wide procedures and rules, and consistent consequences for positive and negative behaviors.

When:

These plans were put in place at the beginning of the 2022- 2023 school year

Goal:

At the end of each quarter we will show a 5:1 or greater ratio for positives and negatives comparing the collected data of office referrals and positive rewards.

Prioritized Need #3: Special Education student growth

Strategy:

Special Education Teachers LETRS trained and hired an additional .5FTE

Who:

Special Education Teachers

What:

Teachers will begin training with units 1- 4.

How:

District level in person training

When:

Teachers will begin training in 2022

Goal:

Teachers will implement teaching best practices learned in LETRS to increase Tier III literacy support.

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

Burch Creek Elementary will communicate with staff, families, and other stakeholders in a variety of ways to support awareness of the schoolwide program. The staff will have ongoing conversations about the needs of the school and the schoolwide plan through the Leadership team, Behavior Team, and in faculty meetings. The final schoolwide plan will be shared with staff in a faculty meeting. Burch Creek Elementary will communicate with families to support awareness of the schoolwide program at our Back to School Night, Community Council meetings, Parent/Teacher Conference days, Two Title I Family Engagement nights, and Burch Creek's website. The schoolwide plan is available on the website, which is active and updated

frequently for Stakeholders to view. A printed copy is also available upon request in the office.

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 2022- 2023 school year focusing on STEM and Literacy. Family engagement strategies will include technology training, and Leader in Me concepts with an emphasis on how it supports student learning. We will have a specific LETRS overview, including the research behind its support of student reading. Strategies will be shared with parents in helping their child to read at home.

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 To evaluate program effectiveness	Frequency Monthly, quarterly, annually, etc.	Resources Time, personnel, methods,
Acadience	Three times yearly (BOY, MOY, EOY) Progress monitoring is ongoing throughout the year based on the student's identified level of performance.	<ul style="list-style-type: none"> • Acadience testing materials • Faculty and staff members will administer • Scheduled time
LETRS Phonics Survey	Three times yearly (BOY, MOY, EOY)	<ul style="list-style-type: none"> • LETRS Phonics Survey • Teachers to administer survey • Scheduled time
BOLD tickets/Office referrals	Monthly	<ul style="list-style-type: none"> • Gathered BOLD tickets for month • Office Referrals for month • Faculty/time to count both, 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 1: Teachers in grades K- 3 trained in LETRS. First Grade teachers also trained in 95% Group	District/State Funding	\$6000.00	
Strategy 2: Provide a space for students with difficult behaviors for alternate breaks throughout the day and earned rewards. Use check in/check out to support student motivation and data collection for analysis and better student support. Behavior team organized and implemented, Leader in Me, and Tier 1 support for teachers. Sensory boxes identified and utilized in the classrooms.	WSD Foundation Grant TSSA Plan money Title I check in/check out	\$3,700.00 \$3,700.00 \$1,500	Teacher Legislative money
Strategy 3: Special Education Teachers LETRS trained and hired an additional .5FTE	District Special Education Department	\$2,000.00 \$20,000.00	

*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:

- 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.

- All but two of our 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. The two paraprofessionals are working on completing and passing the ParaPro test and will do so by the end of December 2022.

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: Katie Amsden



LEA Title I Director (if different): David Hales

