



Taylor Elementary Title I Schoolwide Program Plan

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: **Taylor Elementary**

LEA Name: **Nebo School District**

Plan for the School Year: **2022-2023**

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	Billi Robbins	<i>Billi Robbins</i>
LEA Title I Director	Alicia Rudd	
Faculty Member	Kennedy Lopez	<i>Kennedy Lopez</i>
Faculty Member	Marianne Lowe	<i>Marianne Lowe</i>
Parent, non-school employee	Victor Gonzalez	<i>Victor Gonzalez</i>
Parent, non-school employee	Laura Donohoo	<i>Laura M. Donohoo</i>
Parent, non-school employee	Melanie Wilson	<i>Melanie Wilson</i>
Parent, non-school employee	Kassidy Rindlisbacher	<i>Kassidy Rindlisbacher</i>

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

Members of our School Community Council consist of parents, teachers and PTO. As part of this council, members reviewed the needs of Taylor Elementary. They helped identify and plan for our areas of needs and strategies to address these needs. These stakeholders will help review data throughout the year to ensure that needs are being met.

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.

- 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.)

RISE 2021-2022 Scores (State Mandated)

Each year, 3rd-5th graders participate in statewide RISE assessments, assessing student understanding of the curriculum. The following chart shows a school wide proficiency percentage for all grades combined along with a breakdown of each grade level participating in the RISE assessment.

<u>3rd-5th Grade Language Arts</u>	<u>3rd-5th Grade Math</u>
Nebo: 43%	Nebo: 47%
Taylor: 33%	Taylor: 46%

ACADIENCE Reading K-5 (State mandated 1-3):

Below you will find a chart showing the 2021-2022 summary of student's proficient at the school and district for the Beginning, Middle and End assessment Reading Acadience. (Information provided from school district Data Drive)

	BOY	MOY	EOY
Taylor School Grades K-5	44%	46%	53%
Nebo School District	58%	61%	64%

ACADIENCE Math 1-3 (State mandated):

Below you will find a chart showing the 2021-2022 summary of student's proficient at the school and district for the Beginning, Middle and End assessment Math Acadience. (Information provided from school district Data Drive)

	BOY	MOY	EOY
Taylor School Grades 1-3	31%	35%	41%
Nebo School District	45%	47%	48%

2022-2023 Beginning of Year Reading Acadience Results(State mandated):

Taylor School Grades K-5	Beginning of Year Proficient 45%
Taylor School Kindergarten	Beginning of Year Proficient 48%
Taylor School First Grade	Beginning of Year Proficient 37%

- 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.**

Based on K-5 Acadience Reading Assessment data from 2021-2022, our proficiency levels were behind the district average by 13%. We are currently starting this year at 45% proficient in reading. Also, using RISE math data from the 2021-2022 school year, our 3rd-5th grade math proficiency was at 46%, which is 1% below the district average, and our RISE Language arts data shows Taylor at 33%, which is 10% behind the district average. Our at risk group of students have been identified as our kindergarteners and first graders. Using 2022-2023 Acadience Reading assessment, our kindergarten is starting at 48% proficient and 1st grade at 37% proficient. There is great need for early literacy intervention with our kindergarten and 1st graders.

- Prioritize the school's top needs as evidenced by the CNA.
- Priority 1: Reading K-5:** The percent of students proficient in grades K-5 Acadience Reading Assessment will increase from 45% at the beginning of year assessment to 48% at the end of year assessment.

- **Priority 2: Math 3-5:** The percent of students grades 3-5 making one year of growth in Math on the RISE End Of Year Assessment will improve from 46% to 49%.
- **Priority 3: Reading K-1:** The percent of students proficient in Kindergarten and 1st grade will increase by the end of this school year.

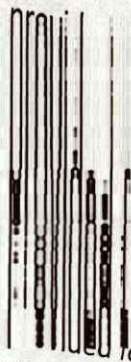
C. Develop a Comprehensive Schoolwide Plan – ESEA Sec. 1114(b)(7)

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
Priority 1: Reading K-5	<p>Strategy(ies):</p> <p><i>Who, what, how, when:</i></p> <ol style="list-style-type: none"> 1. Teachers will improve Tier One literacy instruction based on Nebo's approved literacy block and through staff development, administrative observation, team collaboration, personal study and by analyzing literacy data. 2. Technicians/teachers will be hired to provide early interventions to students with ESSER, STEPS and SIPPS. 3. Technicians will receive training from the University of Utah reading program. 4. Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data meetings or participate in focused observations or lesson studies. 5. Registration fees and substitute costs will be provided for teachers to attend literacy conferences. Stipends will be paid to teachers that conduct school level staff development.

	<ol style="list-style-type: none"> 6. The number of books in the leveled library and take-home library will be increased to include decodable books, as well as high interest low readability books 7. Students reading below expected benchmark levels will receive additional instructional support. 8. Reading time outside school will be encouraged and monitored using a School Wide Incentive Program 9. Teachers will benchmark students reading progress in grades K-5 three times each year using the Acadience Benchmark Assessments. 10. Teachers and the School Intervention team will use data to identify students who are at risk, at grade level, or above grade level to drive instruction and meet student needs. 11. Teachers will collaborate as a team as well as instructional coach on best practice for the improvement of reading instruction for individual struggling students. 12. ACADIENCE Progress Monitoring will be conducted by teachers to any student below grade level. Data will be used to drive instruction.
<p>Priority 2: Math 4-5</p>	<p>Strategy(ies):</p> <p><i>Who, what, how, when:</i></p> <ol style="list-style-type: none"> 1. Teachers will instruct using the Utah State Core Standards in mathematics and district approved materials. 2. Substitutes will be funded to provide time for teacher teams to plan and create a math scope and sequence/curriculum map and relating common assessments. Substitutes may be funded to allow teachers to participate 3 times a year in a data meeting with their grade level and the school data team. Additionally, teachers will meet weekly during collaboration time to discuss student data. 3. Technology (iPads and/or Chromebooks) may be purchased to enhance student understanding in mathematics. 4. Mathematics materials will be purchased for hands-on learning and additional practice. 5. Teachers and administration will be encouraged to participate in conferences, staff development, workshops, and other math training to strengthen their mathematical practice. Stipends will be provided for teachers who conduct staff developments. 6. Focused observations will be provided for teachers in mathematics instruction with classroom substitutes



- for teams to meet and discuss instructional practice.
7. Teachers and School Intervention Team will use data to identify students who are at risk, at grade level, or above grade level to drive instruction and meet student needs.
 8. Math technicians/teachers hired to assist students in Tier II Math Interventions.

Strategy(ies):

Who, what, how, when:

1. Kindergarten/1st grade teachers will improve Tier One literacy instruction based on Nebo's approved literacy block and through staff development, administrative observation, team collaboration, personal study and by analyzing literacy data.
2. Technicians will be hired to provide early interventions to students.
3. Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data meetings or participate in focused observations or lesson studies.
4. Registration fees and substitute costs will be provided for teachers to attend literacy conferences. Stipends will be paid to teachers that conduct school level staff development.
5. The number of books in the leveled library and take-home library will be increased to include decodable books.
6. Students reading below expected benchmark levels will receive additional instructional support.
7. Reading time outside school will be encouraged and monitored using a School Wide Incentive Program
8. Teachers will benchmark students' reading progress in Kindergarten and 1st grade using Acadience Benchmark Assessments. Teachers will also use Acadience Progress Monitoring throughout the year to monitor student progress.
9. Teachers and the School Intervention team will use data to identify students who are at risk, at grade level, or above grade level to drive instruction and meet student needs.
10. Kindergarten and 1st grade teachers will use Heggerty as a Tier I instructional tool.

Priority 3: Reading
K-1

	<p>provided for teams to meet and discuss instructional practice.</p> <ol style="list-style-type: none"> Teachers and School Intervention Team will use data to identify students who are at risk, at grade level, or above grade level to drive instruction and meet student needs. Math technicians/teachers hired to assist students in Tier II Math Interventions.
<p>Priority 3: Reading K-1</p>	<p>Strategy(ies):</p> <p><i>Who, what, how, when:</i></p> <ol style="list-style-type: none"> Kindergarten/1st grade teachers will improve Tier One literacy instruction based on Nebo's approved literacy block and through staff development, administrative observation, team collaboration, personal study and by analyzing literacy data. Technicians will be hired to provide early interventions to students. Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data meetings or participate in focused observations or lesson studies. Registration fees and substitute costs will be provided for teachers to attend literacy conferences. Stipends will be paid to teachers that conduct school level staff development. The number of books in the leveled library and take-home library will be increased to include decodable books. Students reading below expected benchmark levels will receive additional instructional support. Reading time outside school will be encouraged and monitored using a School Wide Incentive Program Teachers will benchmark students' reading progress in Kindergarten and 1st grade using Acadience Benchmark Assessments. Teachers will also use Acadience Progress Monitoring throughout the year to monitor student progress. Teachers and the School Intervention team will use data to identify students who are at risk, at grade level, or above grade level to drive instruction and meet student needs. Kindergarten and 1st grade teachers will use Heggerty as a Tier I instructional tool.

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

This plan will be developed and approved through the School Community Council, which consists of the school administrator, teachers/Staff, Parent Teacher Organization, and parents/guardians. Once the plan is revised and approved, this plan will be available in the office for anybody to view. Also, all families will receive an overview report of this Title I plan in paper copy, available online on the school's website, emailed home to parents/guardians and discussed at Title I Parent night.

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))

Parents and families will have 3 times they will be able to come to Parent Teacher Conferences with their student's teacher to review student growth and progress toward learning goals. This year Taylor will have Literacy and Math Parent Engagement activities. Parents and families will be able to come to the school, visit with teachers and get help in math and literacy so that they can feel empowered to do it at home with their own students. Parents and families will have other opportunities to come to the school and read with their students and enjoy a treat.

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
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Acadience Reading Assessments K-5	3 Times a Year, BOY, MOY, EOY	Technicians compete assessments with students individually 3 times a year.
Acadience Reading Progress Monitoring K-5	Weekly/BiWeekly	Teachers will progress monitor all non proficient students weekly.
Acadience Math Assessments K-3	3 Times a Year, BOY, MOY, EOY	Teachers will assign each benchmark and use data to drive instruction and interventions.

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.

Program	Amount Available	How the Intents and Purposes of the Program will be Met
State Education Funding	\$1,128,183	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>State education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p>
Title I, Part A	\$190,227	To provide all children a significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title III	\$19,466	<p>To ensure that students who are English learners, including immigrant children and youth, and refugees develop English proficiency and meet the same academic content and achievement standards that other students are expected to meet.</p> <p>Funds are used to implement language instruction education programs designed to help English learners achieve these standards.</p>

Trust Lands	\$51,500	Funds are used to address specific needs at the school with the input of the School Community Council.
Total	\$1,389,376	

***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

LEA Title I Director (if different)