



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

A. Stakeholder Planning Team – ESEA Sec. 1114(b)(2)

1. 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	Amy Darrington	
LEA Title I Director	Alicia Rudd	
Faculty Member	Mike Johnson	
Faculty Member	Stephanie Galt	
Parent, school employee	Shannon Anderson	

Parent, non-school employee	Bryce Roby	
Parent, non-school employee	Kate Kubina	
Parent, non-school employee	Rosalee Dougal	
Parent, non-school employee	Brooklyn Eden	
Parent, non-school employee	Leslie Williams	
Community Member, not associated with school		

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

Cherry Creek Elementary is a tight-knit school where all stakeholders collaborate and work together for the benefit of the students. School Community Council and PTA provide valuable input for student learning, teacher learning, and school improvement.

Weekly collaboration between grade level teams and administration allows for careful tracking of data to impact changes academically and with character education. Cherry Creek's Title I coordinator has both administrative and intervention coordination responsibilities. This helps to ensure that academic goals and needs are being met as well as behavioral needs. The PTA also plays an important role at Cherry Creek and works hand-in-hand with the school to assure that each student has a great experience in school.

The staff at Cherry Creek Elementary focuses on building trusting and collaborative relationships among teachers, families and community members. Our school communicates with parents in a variety of ways including notes, phone calls, conferences, texts, Zoom, and email. Where possible, information sent home is translated into Spanish. We participate in many activities which involve parent and community members including: Title 1 parent meetings, newsletters, rewards assemblies, leadership day, back to school and open house event, community service and reward activities for achieving goals.

Cherry Creek Elementary is also a Leader in Me Lighthouse School. The theme of leadership can be found throughout the school. Students are taught the 7 Habits from the Franklin Covey leadership model. These habits are integrated into the curriculum and taught to students by their classroom teachers. Additionally, Cherry Creek students are given leadership positions within their classrooms and the school. These positions empower students to share their talents with peers from all grade levels. It also creates a feeling of shared responsibility, pride and leadership within the school, and builds self-confidence in the students. In addition, three

times per year, Cherry Creek students conduct self-led, parent teacher conferences. Students share goals and discuss their progress towards those goals.

Cherry Creek has a schoolwide behavior plan based on PBIS principles. All students can earn Croc Cash to purchase rewards. Along with that students also earn Croc Claws when they are displaying leadership skills and demonstrating one of the 7 Habits. Students that earn a Croc Claws write their name on the Croc Claw and it is displayed in the hallway. The student is also rewarded with a Treasure Tower token. Administration also recognizes these students by sharing the name of the student and the reason for the Croc Claw during morning announcements.

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.)
 - Cherry Creek Elementary utilizes a comprehensive reading and math assessment for the entire student body. It is based on the information targeting the performance of foundational academic standards.
 - For reading we utilize Acadience Reading K-5, iReady Reading K-5, Acadience Math K-3. iReady Math K-5. Informational letters are sent home throughout the year informing parents/guardians of the performance of their child as compared to grade level norms.
 - Students not meeting performance standards in reading receive targeted interventions. The following are the interventions used at Cherry Creek. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words.) It is a multi-level, foundational skills program. We also utilize 95% Group phonological and phonics skills lessons and Sounds Sensible phonological and phonics programs as pull-out interventions.
 - For math data we utilize Acadience Math K-3, and iReady Math k-5
 - State Formative Assessments are administered at year-end 3rd - 5th grade. This data is used to analyze performance of students and to identify areas of strength and weakness in instructional practices.
 - Utah state KEEP assessment is also utilized for entrance and exit examinations of kindergarten students. KEEP entrance data is used to inform beginning of year instruction as well as our all-day

kindergarten placement of students. KEEP exit data is used to inform effectiveness of teaching practices.

- Utah state PEEP assessment is utilized for entrance and exit examination of pre-school students. PEEP entrance data is used to determine eligible placement in pre-school classes. PEEP exit data is used to inform effectiveness of teaching practices.
- **Decisions regarding the use of assessments**-Teachers at Cherry Creek are an integral part of the assessment process. Teachers meet weekly to discuss assessment results, including: Acadience, iReady benchmarks, RISE, common assessments, district assessments, etc. Assessments are used to determine whether or not students are understanding key concepts. Formative and summative assessment scores are entered into the digital grading systems, where parents have access daily to data so they too can be a part of the assessment process and informed on a regular basis of their child's academic performance.

RISE 2022-2023 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. For the coming year our scores will be for 3rd-5th.

3rd Grade Language Arts Proficiency	4th- Grade Language Arts Proficiency	5th Grade Language Arts Proficiency
2022: 47% 2023: 35%	2022: 37% 2023: 23%	2022: 42% 2023: 47%
3rd Grade Math Proficiency	4th Grade Math Proficiency	5th Grade Math Proficiency
2022: 46% 2023: 39%	2022: 48% 2023: 20%	2022: 42% 2023: 51%

Acadience 2022-2023 Scores (State Mandated)

K-5th grade students participate in statewide Acadience assessments, assessing students proficiency with early reading skills. The following chart shows the percentage of students by grade level who made typical or higher progress and the percentage of students showing grade level masters with skills test.

<u>Kinder</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Pathway of Progress: 74%	Pathway of Progress: 71%	Pathway of Progress: 63%	Pathway of Progress: 79%	Pathway of Progress: 78%	Pathway of Progress: 79%
Proficiency: 76%	Proficiency: 76%	Proficiency: 65%	Proficiency: 69%	Proficiency: 69%	Proficiency: 69%

Based on Acadience Reading Assessment data from Beginning of Year 2023 BOY we have identified students who have not reached mastery with grade level skills. These students will all receive Tier II or Tier III interventions. The interventions will be taught by classroom

teachers, special education teachers as well as instructional technicians. Additionally, any students with limited English proficiency will receive ML intervention services to support English language acquisition. Progress monitoring will happen for students as directed by SB0127.

Overall our Acadience reading proficiency shows that 76% of students are on track to be proficient readers, and 74% of students are reaching pathways of progress goals. We have set stretch goals for the 2023-2024 school year for 80% of students to be proficient as measured by Acadience reading, and 77% of our students to meet their pathways or progress goals in Acadience reading.

In reviewing our RISE testing data is keeping pace with Nebo District averages. We have set a school-wide goal specific to increasing proficiency in reading. We will continue building on student engagement practices, opportunities for students to respond, and understanding of vocabulary. We will add to that professional learning for all staff regarding teacher clarity.

	Cherry Creek	Nebo District
ELA	42% Proficiency	43% Proficiency
Math	47%	45%
Science	45%	42%

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.**

At the writing of this plan we have not received disaggregated data from the Utah State Office of Education for Acadience. When the data is provided we will adjust instructional plans as needed. We do have some disaggregated data for RISE showing the performance of Hispanic or Latino population that is lagging behind students identified as White. On RISE, ELA, we have 48.03% of White students proficient or highly proficient and 23.62% approaching proficiency. In contrast, our students who identify as Hispanic or Latino are only 10.2% proficient or highly proficient, and 10.2% are approaching proficiency. In analysis of our Rise data and individual standards we have identified two focus areas. First, reading literature and

information text and second, use of vocabulary. We are focusing PD efforts around teacher and student clarity as it relates to these identified needs.

The previous year we saw tremendous growth in the number of students making one year's worth of growth or more in reading as measured by Acadience. We want to ensure that our English Language Learners are also making typical growth. To help with this Nebo District has adopted Sound Sensible to use with our English Language Learners during ESL pull-out time. This program will help support Tier I instruction happening in the classroom. We are also using data from diagnostic assessments associated with the state wide LETRS training to identify areas of need and target all levels of instruction to specific needs.

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

Priority 1: Reading K-5: Continue our reduction of students with a composite score in Acadience that is below grade level. We have set a school-wide goal to reduce this number by 15%. This is approximately one student per class.

Priority 2: Increase proficiency as a school by 3% on RISE testing for grades 3-5. That will help us be at or above district average in ELA, Math and Science

Priority 3: Increase the number of ELL students reaching reading proficiency as tested by Acadience and RISE. We want all subgroups of students to be showing equal gains.

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)).

<p style="text-align: center;">Priority (From previous section)</p>	<p style="text-align: center;">Evidence-Based Strategies and Implementation Plans</p>
<p style="text-align: center;">1</p>	<p>Strategy(ies): Diagnostic assessments will be administered to below grade level readers to determine specific areas of need. The assessments used are Heggerty, LETRS and PAST.</p> <p><i>Who, what, how, when:</i> All students identified as below grade level readers after administration of Acadience reading screener at BOY and MOY will receive further diagnostics as needed. The data gleaned will be used to inform Tier I instruction as well as levels of support needed for Tier II or Tier III instruction.</p> <ol style="list-style-type: none"> 1. Teachers will continue to improve Tier One literacy instruction based on Nebo’s approved literacy block and through participation in LETRS training, staff development, administrative observation, team collaboration, personal study and by analyzing literacy data. Staff development provided by Principal, Title One Coordinator and Literacy Coach. 2. Technicians will target early reading skills and provide daily instruction based on data and collaboration with Title 1 Coordinator. 3. Technicians will receive training on foundational reading skills and use of approved programs. 4. Substitutes will be hired to provide teacher teams time to collaborate on literacy curriculum maps, attend data meetings and participate in focused observations and/or lesson studies. 5. Registration fees and substitute costs will be provided for teachers to attend professional 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, as well as high interest low readability books 6. Reading time outside school will be encouraged and monitored using a school wide goal and incentives. 7. Reading benchmark assessments in grades K-5 will be administered three times each year using the Acadience Benchmark Assessments. Teachers are then given time for additional diagnostic assessments. A substitute will be provided. 8. Teachers and the School Intervention team will use data to identify students who are at risk, at grade level, or

	<p>above grade level to inform instruction and meet student needs.</p> <ol style="list-style-type: none"> 9. Teachers and administration will collaborate as a team as well as with our instructional coach on best practice for the improvement of reading instruction for individual struggling students. 10. ACADIENCE Progress Monitoring will be conducted as outlined in SB0127. Data will be used to inform instruction.
2	<p>Strategy(ies): High Leverage instructional practices will be used to help teachers and students with lesson delivery and student learning. Students should understand what they are learning and why they are learning it.</p> <p><i>Who, what, how, when:</i> Teachers will receive professional development and observational feedback support for use of high leverage instructional practices. PD will be provided through monthly faculty training and administration will map out observational feedback sessions.</p>
	<p>Strategy(ies): <i>Who, what, how, when:</i></p> <ol style="list-style-type: none"> 1. All 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. Teachers will use Heggerty, Journeys, and Really Great Reading materials as a Tier I instructional to enhance language skills. 3. Where needed Heggerty, Sounds Sensible, SIPPS and other phonological and phonics materials will be used to target language deficits in ML students. 4. Technicians will be hired to provide targeted interventions to students. 5. 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, and Leader In Me Training. 6. The number of books in the leveled library and take-home library will be maintained to include decodable books.

	<ol style="list-style-type: none">7. Increase the number of staff members with their ESL endorsement.8. Provide professional development in SIOP teaching methods.9. Professional development will be provided on cognitive engagement strategies, opportunities for students to respond, and teacher clarify.10. Programs for intervention such as Reflex Math, Amira, and iReady will be used.11. Chromebooks will be purchased for classroom usage of intervention programs and blended learning.12. Students will track learning data, reading and behavioral goals based on their own WIGS (Wildly Important Goals) and the Leader In Me Habits.
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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 presented through the School Community Council, which consists of the school administrator, teachers/staff, and parents/guardians. All families will receive an overview report of this Title I plan available online on the school's website, emailed home to parents/guardians and discussed at Title I Parent night on September 11th, 2023.

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/guardians will receive letters of notification of their child's reading level as compared to grade level expectations at least twice when Acadience benchmarks are administered. Along with that, parents are part of the SEP process and a partner in the goals identified for their child. Our School Community Council meets regularly throughout the year to discuss progress and needs of academics as well as social and emotional learning and needs of students and faculty members alike.

Families will be made aware of the goals and strategies during our annual Family Engagement event. We will be holding that on September 11th. This year Cherry Creek will have a Literacy night to celebrate the school-wide reading goal and also empower families with strategies and resources for students to be successful learners. Parents and families will be able to come to the school, visit with the grades that they have students in and be informed about their child's reading achievement in comparison to grade level norms. In addition to that, Parents and families are invited 3 times to come to Student Educational Planning Conferences with their student's teacher to review student growth and progress toward learning goals and be informed of at-home strategies to use for continuous improvement.

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
Adacience Reading K-5	3 times a year	mClass testing platform Instructional Technicians to administer
Adacience Reading Progress Monitoring	As directed by SB0127	mClass testing platform or paper pencil adacience PM materials
Acadience Math K-3	3 times a year	paper/pencil classroom teachers and technicians
Instructional Rounds Observations	3 times a year	All teachers Partner school
Observational Coaching Feedback	varied	All teachers will receive observational coaching feedback sessions as determined by school administration
District Framework Math Benchmarks	each term.	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.

Schoolwide Program Strategies (from Section C)	Funding Stream/Program*	Approximate \$ Amount	Additional Resources**
Strategy: 1.1, 1.8, 1.9 1.2, 1.3, 1.7 1.4, 1.5, 1.7, 1.8 1.2 1.5	Title I, Trust Lands	\$	*Some technicians are also funded from Trustlands budget and TSSA budget
	Title One	\$109,580	
	Title One, Trust Lands	\$81,315	
	*Trust Lands	\$6,000	
	Title One	\$21,176	
	*Title One	\$4,099	
	2.2, 2.3,2.4 2.3 2.5 2.5 2.5 2.10	Trust Lands	
Title One		\$21,276	
Title One		\$81,315	
Title One		\$21,176	
Title One		\$6,000	
Trustlands		\$1,000	
Trustlands		\$2,966	
Strategy:		Title I, Part A	\$
	*	\$	

	*	\$	
	*	\$	
	*	\$	

***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 LEA-Specific License (Board Rule R277-301) and appear as **USOE Qualified in CACTUS**.

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)