

# Utah Title I Schoolwide Planning Template

**School Name:** Lincoln Elementary  
**LEA Name:** Cache County School District  
**Title I Director:** Robin Clement

Signature:

A comprehensive Title I schoolwide program plan must be developed or revised with the meaningful involvement of parents, other members of the community, and individuals who will carry out the implementation of the plan, including teachers, principals, other school leaders, paraprofessionals, the local educational agency (LEA), and to the extent feasible, tribes and tribal organizations present in the school community. If the plan is for a secondary school, students should be involved. If appropriate, specialized instructional support personnel, technical assistance providers, school support staff, and other individuals selected by the school may be involved in the plan development (Section 1114(b)(2)).

	Name	Title	Signature
Title I Planning Team	Audrey McKell	Principal	
	Melanie Jenkins	Title I Facilitator	
	Tracy James	Faculty Member - ELL	
	Mandi Green	Faculty Member - SPED	
	Christy Storrs	Faculty Member & SCC Member	
	Ashley Martin	Parent Representative	
	Richele Gudmunson	Parent Representative	
	Daneal Schmidt	Parent Representative	
	Shonie Arave	Community/Business Representative	

I certify that the development of this Title I Schoolwide Program Plan included the meaningful involvement of the individuals listed above:

LEA Title I Director	Robin Clement	Signature:
Principal	Audrey McKell	Signature:

## Component One: Comprehensive Needs Assessment 1114(b)(6)

Schools implementing a schoolwide Title I program must conduct a comprehensive needs assessment of the entire school. The needs assessment takes into account information on the academic achievement of students in relation to the State's challenging academic standards, particularly the needs of children who are failing, or are at-risk of failing, to meet the academic standards and any other factors as determined by the local educational agency. The comprehensive needs assessment is a systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school that affect student performance. The key is identifying student needs through a variety of information-gathering techniques. Thus collecting and analyzing student data in relation to challenging State academic standards. The needs assessment also sheds light on the needs of the entire school program. All students benefit from the interventions and services made possible through a Title I schoolwide program; however, schools should place emphasis on implementing strategies that help learners struggling to meet state academic standards. In its needs assessment, schools must describe students' demographics, levels of achievement, family engagement, school culture and climate, and staffing. A data analysis summary must be included, which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students. A needs assessment includes measureable outcomes, and documents how the school uses data to reach outcomes. This documentation must include a detailed analysis of disaggregated student groups. LEAs must also examine student, teacher, and school community strengths and needs. Needs assessments include both the LEA's and the school's priorities.

Enrollment:	463		
Economically Disadvantaged:	200	47.96%	
SEM Students:	20	4%	

Demographic data	Hispanic		97	21%				
	Multi-Racial		10	2%				
	Asian		7	.02%				
	American Indian:		0	0%				
	Pacific Islander:		0	0%				
Student achievement trends, including both proficiency and growth in core academic subjects:	<a href="#">2020-2021 Acadience Reading Status</a>	<a href="#">RISE Data 2021</a>	<a href="#">2020-21 Go Math Chapter Test Data</a>					
Data analysis summary (measureable outcomes and how the school uses data to reach outcomes)	<p>A Comprehensive Needs Assessment will include review of data from the following: Spring 2021 Math and Reading RISE scores for grades 3rd-6th grade, also listed by sub group for both proficiency and growth (as available from State), Acadience Benchmark and Progress Monitoring data grades K-5th, District and School Cross-year DIBELS/Acadience data, and WIDA data. Additionally, we collect and review regularly curriculum based data [e.g. Go Math Chapter assessments, Into Reading weekly and modual assessments, Reading Mastery assessments, Corrective Reading Assessments, Reading for All Learners assessments, and Core Phonics assessment.</p>							
	<p>This data will then be reviewed regularly by individual teachers and school teams. These could include grade level and school level PLC team meetings, Individual Literacy Plan (ILP) meetings with Principal and Literacy facilitator, as well as during Teacher Assistance and Guidance Team (TAG) meetings or Individual Education Plan (IEP) meetings. Our Assessment Capable Learners (ACL) and Targeted Support and School Improvement (TSI) teams will also monitor the growth and progress of our most at risk students (our SWD and ELL populations).</p>							
Detailed analysis of disaggregated student groups	<p>Lincoln was designated by the State for Targeted Support and School Improvement (TSI) based on ELL and SWD student growth scores on the 2017-18 SAGE scores.</p>							

School culture and climate	The climate and culture at Lincoln Elementary is warm, open, positive and friendly. We often hear remarks from our visitors that there is just “something different” about Lincoln or that they simply love coming here. School academic assistance is offered both before and after school through our REACH program. Many of our students are involved in different clubs such as Lincoln Leaders, Great American Club, Drama Club, and Bell Choir. For the past two years we have been teaching Growth Mindset strategies as a whole school and in classrooms. This year our school theme is "Kindness." Our monthly kindness lessons are CASEL approved, evidenced based, engaging and relatable. We have a wonderfully supportive PTA that provides many wonderful activities that promote the school as a community hub for all families to enjoy. We provide extra programs to reach out and educate parents with our Back to School Night, Spanish Connection Nights, and Literacy Night. Each year we host a school play and a school science fair. Parents are kept informed by using the school website, reading the monthly PTA newsletter, and accessing their students scores through Powerschool. Our safety plan is current and all staff members have been trained on how to implement it. Our teachers actively work in professional learning communities (PLCs) to pace their classrooms together, plan their lessons, decide on the most effective assessments, and analyze data across the grade level to make constant improvements. We are proud of the work that is being done at Lincoln and we enjoy the healthy, positive culture of our school. We know it is the efforts being made on all fronts that contribute to that “there’s something different” feeling that you get when you walk in
Staffing (teacher and paraprofessional qualification):	All our teachers are highly qualified.
Course-taking patterns (secondary):	N/A
Course-taking patterns (secondary):	N/A
College entrance testing:	N/A

**Component Two: Schoolwide Reform Strategies 1114(b)(7)(A)(i)-(ii)**

Schoolwide Title I programs must have a schoolwide focus. Schoolwide programs should focus on supporting all students within the school, including each disaggregated student group, in meeting the challenging state academic standards. ESSA includes a focus on a well-rounded education. There are several ways to ensure the plan addresses a schoolwide focus:

- Targeting a range of subjects, including literacy, science, and mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

ESSA requires the implementation of evidence-based activities, strategies, or interventions (Section 8101 (21)(A)). Identify and describe the evidence-based schoolwide reform goals and strategies, directly aligned with the school's comprehensive needs assessment, that provide opportunities for all students to meet the State's proficient or advanced levels of academic achievement. Provide information on how the selected evidence-based strategies will increase student achievement in underperforming disaggregated student groups. Describe how the reform strategies will be evaluated for effectiveness. Outline staffing plans, professional development strategies, and intended measureable outcomes. The plan must show how you will increase the quality and quantity of learning. This includes detailing specific programs and activities that meet the evidence requirements under the ESSA. The following guidance document from the U. S. Department of Education provides information about the levels of research evidence required:

Results of Needs Assessment	Schoolwide Reform	Description
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<p>RISE Summative Assessment: 50% of Lincoln students in grades 3-6 demonstrated proficiency based on the RISE ELA Spring 2020 Assessment. 41% of Lincoln students in grades 3-6 demonstrated proficiency based on the RISE Math Spring 2020 Assessment. 55% of Lincoln students in grades 3-6 demonstrated proficiency based on the RISE Science Spring 2020 Assessment.</p>	<p>Evidence-based strategies (detailing specific programs and activities that meet the evidence requirements under the ESSA):</p>	<p>We will reach our goal by providing quality Tier I instruction. Using testing data drovided through Acadience Benchmark, progress monitoring, and classroom assessments, students (including ELL and SWD) who have not made adequate progress toward the goal will receive additional systematic reading instruction through the use of evidence-based reading programs in small groups for 30-45 minutes daily. Special Education and ELL suport and instruction will also be provided to ensure student learning of Utah Core standards. Teachers will meet regularly in grade level PLC teams to review student assessment (formative and summative) data and adjust instructional groups as needed. Curriculum and materials used in all programs will be evidence-based programs vetted at the district level by our literacy team.</p>
<p>Acadience Benchmark Assessments: 63% of Lincoln Elementary students in grades K-5 demonstrated proficiency based on the Acadience Begining-of-Year (BOY) Benchmark Composite score in Fall 2020. 65% of Lincoln Elementary students in grades K-5 demonstrated proficiency based on the Acadience Middle-of-Year (MOY) Benchmark Composite score in Winter 2020. 65% of Lincoln Elementary students in grades K-5 demonstrated proficiency based on the Acadience End-of-Year (EOY) Benchmark Composite score in Spring 2021.</p>	<p>Expected impact in underperforming disaggregated student groups:</p>	<p>Teachers will have an intentional focus on our ELL (English Language Learners) and SWD (Students With Disabilities). Student will have increased opportunities to engage and participate in classroom instruction with the goal to raise ELL and SWD MGP (Median Growth Percentile) as measured by the 2022 RISE Assessment.</p>
<p>Percentage of Lincoln Elementary students in grades K-5 achieved typical or above</p>	<p>Realigning curriculum horizontally and vertically from grade to grade.</p>	<p>Beginning in Kindergarten, students receive systematic and explicit phonics instruction using Saxon Phonics. Phonics instruction in Saxon is scaffolded and includes incremental review as students progress through the program in First grade and Second grade. Additionally, we use the Core Phonics assessment Kindergarten through Second grade to assess student learning of basic grade level phonics skills. Beginning in Second grade students receive additional reading instruction using Houghton-Mifflin Into Reading which continues in to sixth grade. This includes systematic, explicit instruction for comprehension skills, vocabulary, and spelling which are targeted through informational and narrative text. As students move into fourth, fifth, and sixth grades, rigorous instruction is elevated through more complex informational text, close reading, comprehension strategies, and writing about learning. Teachers meet regularly in grade level PLC and faculty PLC teams to review curriculum and student learning data for coordination between grade level teachers and articulation between grade levels. Additionally, teachers follow the district recommended pacing guide for instructional planning.</p>
<p>Percentage of Lincoln Elementary students in grades K-5 achieved typical or above</p>	<p>How reform strategies will be evaluated for effectiveness:</p>	<p>The Acadience assessment will be administered to determine levels of proficiency. These students will also be monitored through Acadience progress monitoring assessments. Additionally, we will use HMH Growth Measure as a supplement to our Tier I instruction to measure reading comprehension.</p>
		<p>Lincoln takes steps to ensure a highly qualified faculty and staff. Teachers new to the school and district are provided professional development with the district instructional coaches. Instructional</p>

<p>typical growth based on the Acadience Pathways of Progress EOY Benchmark Composite score Spring 2020:</p> <ul style="list-style-type: none"> <li>Kindergarten - 77%</li> <li>1st Grade - 70%</li> <li>2nd Grade - 78%</li> <li>3rd Grade - 84%</li> <li>4th Grade - 78%</li> <li>5th Grade - 62%</li> </ul>	<p>Staffing plans and professional development strategies:</p>	<p>coaches complete observations and work with teachers to set goals, reflect, and improve instructional practices focusing on the Big 5. New teachers are also given PD on all district Tier 1 and Tier 2 curriculum. We will implement quality Tier I LA instruction aligned with Utah Core Standards. This will be done over multiple professional development days through teacher collaboration. In addition to these PD opportunities, we will have a faculty-wide book study using the book Learning by Doing, which offers detailed, comprehensive, and logical strategies for teachers to use in their professional learning communities. Teachers will have the opportunity to get paid at their hourly rate for concentrated PLC time (up to 4 hours a month) to systematically analyze data, create common goal and intended outcomes for their students, and plan for evidence-based, scaffolded instruction. Lincoln's teachers will also have the opportunity to be paid for attending our district's Title I PD on June 6th and 7th. This PD will focus on establishing effective learning intentions and clear expectations as well as best practices with incorporating technology into content instruction.</p>
	<p>Intended measurable outcomes:</p>	<p>The percentage of students grades K-5 scoring at benchmark or higher on the Acadience Reading Composite score will increase from BOY to EOY by the following percentages:          Kindergarten will increase by 33%          First grade will increase by 8%          Second grade will increase by 3%          Third grade will increase by 5%          Fourth grade will increase by 5%          Fifth grade will increase by 5%          Currently less than 65% of 6th grade students are at grade level on LEXILE assessments. The goal is to increase that to 75% of 6 students scoring on-level or above on the HMH Reading Growth Measure Test.</p>
<p><b>RISE Summative Assessment:</b>  <b>48% of Lincoln Elementary students in 3rd grade demonstrated proficiency of the RISE Summative Math test in Spring 2020.</b>  <b>52% of Lincoln Elementary students in 4th grade demonstrated proficiency of the RISE Summative Math test in Spring 2020.</b>  <b>49% of Lincoln Elementary students in 5th grade demonstrated proficiency of the RISE Summative Math test in Spring 2020.</b>  <b>53% of Lincoln Elementary students in</b></p>	<p>Evidence-based strategies (detailing specific programs and activities that meet the evidence requirements under the ESSA):</p> <p>Expected impact in underperforming disaggregated student groups:</p> <p>Realigning curriculum horizontally and vertically from grade to grade.</p>	<p>Go Math is the district wide evidence-based program used in all classrooms K-6 to teach mathematics. Teachers will use this program and teach it with fidelity, pacing with their team to ensure all students receive coverage of the Core Curriculum. Accurate records of Go Math chapter assessment data will be maintained and discussed at grade level PLCs and submitted to the principal to report progress toward our goal.</p> <p>Lincoln Elementary will raise ELL (English Language Learners) and SWD (Students With Disabilities) MGP (Median Growth Percentile) as measured by the 2022 RISE Assessment.</p> <p>For mathematics, kindergarten focuses on number sense. There is an emphasis on writing numbers 1-20, to read and write the number words 1-10, and to be proficient in basic addition facts up to the sum of 10. These skills build a foundation for students to build upon as the Go Math curriculum increases in complexity going up the grade levels. School teams will implement district pacing guidelines to be used for planning instruction and grade levels will stay together in their pacing.</p>

<p><b>55% of Lincoln Elementary students in 6th grade demonstrated proficiency of the RISE Summative Math test in Spring 2020.</b></p> <p><b>Go Math Unit Assessments:</b>  <b>In 2020-2021, Lincoln Elementary students in 1st-6th grade struggled to demonstrated proficiency with a score of 75% or higher on each Go Math chapter assessments.</b></p>	<p>How reform strategies will be evaluated for effectiveness:</p>	<p>The chapter math assessments embedded in the Go Math program will be used to assess student learning. Accurate records will be maintained by teachers, discussed at grade level PLCs, and submitted to the principal to report progress toward our goal.</p>
	<p>Staffing plans and professional development strategies:</p>	<p>Additional aide support will be provided for math intervention throughout the day to work with students who need additional help in the current concept or to work on essential standards they are missing from previous math curriculum. Teachers will learn and implement best practices for instruction and student engagement. Teachers will receive the technology needed to utilize Dosari, enabling them to move throughout the classroom while still manipulating and modeling curriculum on the board. In addition, teachers will receive the opportunity to observe and discuss each others instruction as needed, in order to promote best instructional practices.</p>
	<p>Intended measurable outcomes:</p>	<p>Lincoln Elementary will increase the percentage of students scoring at proficiency on or higher on the Go Math chapter assessments. Specifically, in grades K - 6, 80% or more of our students will score 75% or higher on Go Math Chapter Assessments.</p>
<p><b>RISE 2021 Assessment for ELA:</b>  Proficiency for all Students: 50.4%</p>	<p>Evidence-based strategies (detailing specific programs and activities that meet the evidence requirements under the ESSA):</p>	<p>Instruction and intervention in all subjects will be monitored and adjusted according to their progress. Accurate records will be maintained by our EL Team, discussed at grade level PLCs, and submitted to the principal. Translation services will be provided for teachers to have messages relayed to parents about their student's progress increase communication and home support. We will implement a Spanish Connection parent night, in the fall and in the spring, specifically for our Spanish speaking families to encourage parental engagement. All curriculum and materials used in the regular classroom, the ELL room, and in Tier II groups will be evidence-based programs vetted at the district level by our ELL and literacy teams. Additionally, we have reformed the schoolwide schedule to ensure ELL students are not missing content when being serviced in a pull out program and receiving extra push in support to ensure they continue to receive instruction in the Tier I environment.</p>
	<p>Expected impact in underperforming disaggregated student groups:</p>	<p>Lincoln Elementary will raise ELL (English Language Learners) and SWD (Students With Disabilities) MGP (Median Growth Percentile) as measured by the 2022 RISE Assessment.</p>

<p>Proficiency for all Students: 50.4%  Proficiency for ELLs: 17.0%  Proficiency for SWD: 23.1%</p> <p><b>RISE 2021 Assessment for Math:</b>  Proficiency for all Students: 41.4%  Proficiency for ELLs: 4.3%  Proficiency for SWD: 22.0%</p>	<p>Realigning curriculum horizontally and vertically from grade to grade.</p>	<p>District wide curriculum will be used for ELA and Math instruction. Curriculum pacing guides will be used to plan instruction. Shared data files will be used to record assessment date and used to review student learning and lesson progress. Teachers will meet regularly in grade level and faculty PLC team meetings to plan and adjust instruction for student learning. ELL teachers will coordinate language instruction in small groups with classroom teachers to support classroom learning along with language acquisition.</p>
<p><b>RISE 2021 Assessment for Science:</b>  Proficiency for all Students: 55.3%  Proficiency for ELLs: 27.3%  Proficiency for SWD: 22.9%</p> <p>Due to lack of EOY Testing in 2019, Growth scores are not available.</p>	<p>How reform strategies will be evaluated for effectiveness:</p>	<p>We will be utilizing multiple tools to assess student progress on a weekly and monthly basis. Accurate records will be maintained by teachers, discussed at grade level PLCs, and submitted to the principal to report progress toward our goal. They are as follows:</p> <ul style="list-style-type: none"> <li>Acadience bi-weekly progress monitoring</li> <li>HMH Growth Measure testing three times per year</li> <li>Acadience benchmark testing three times per year</li> <li>Literacy program weekly tests</li> <li>Language for Learning Assessments</li> <li>ERI/Saxon weekly assessments</li> <li>Go Math Chapter Assessments</li> <li>iReady assessments three times per year</li> </ul>
	<p>Staffing plans and professional development strategies:</p>	<p>Teachers will receive ongoing support and feedback on the implementation of student engagement strategies directed specifically at supporting ELL students. Teachers will continue with monthly trainings throughout the year to utilize research-based best ELL practices. Our ACL and TSI teams will lead out monthly PD and discussions on specific intervention strategies teachers can use with their most at-risk students. Additional aide support will be provided for ELL students throughout the day to work with the ELL team and teachers on targeted areas for improvement</p>
	<p>Intended measurable outcomes:</p>	<p>In an effort to move out of TSI (Targeted Support and Improvement) designation, Lincoln Elementary will raise ELL (English Language Learners) and SWD (Students With Disabilities) MGP (Median Growth Percentile) as measured by the 2022 RISE Assessment.</p>

**Component Three: Activities to Ensure Mastery 1114(b)(7)(iii)**

A schoolwide plan upgrades the entire school program. At the same time, it must address how students who have not met standards in certain areas will receive effective and timely assistance. Schoolwide plans must include evidence-based strategies to support students who fall behind on key skills or are in danger of dropping out. Schools may choose to meet non-academic needs in addition to the academic needs of these students. This provides schools with significant flexibility in improving student achievement with strategies, including: Counseling, School-based mental health support, Specialized instructional support services, Mentoring, College and career readiness (e.g., AP, IB, dual or concurrent enrollment), Tiered behavioral support, Early intervening services coordinated with services under IDEA, Preschool transition support to elementary school, Professional learning opportunities for teachers, paraprofessionals, and staff to improve instruction, Professional learning opportunities for teachers, paraprofessionals, and staff on use of data, Intensive academic support for students, Recruitment and retention of effective teachers

Lincoln Elementary School will conduct a student well-being screener in grades K-6 for fall, winter, and spring to

<p>Counseling and school-based mental health support:</p>	<p>assist with identifying students who may benefit from behavioral or social/emotional support. For the first time ever, we will employ a full-time school counselor to work with students throughout the school. Our school counselor will teach classroom lessons every month. These are lessons will promote Growth Mindset and other strategies that deal with relationship building and coping with anxiety. Small groups focus on areas that may help students that need a smaller setting &amp; more focused learning. The Bear River Mental Health Therapist works with referred students and then directs them to other community resources or connects them to the main Bear River office. Other resources include community health clinics, The Family Place, Project AWARE, and The Good Behavior Game.</p>
<p>Tiered behavioral support:</p>	<p>Our district employs a multi-tiered system of behavioral support. We use Teacher Assistance and Guidance (TAG) Teams to aligning support structures within a school and the utilize the expertise of team members to support the behavioral needs of individual students. Our Tier II and Tier III district teams design and implement functional assessments of behavior and behavior intervention plans for students with emotional or behavior problems. Lincoln Elementary has established schoolwide behavior expectations for all common areas in the school -- hallways, playground, arrival/dismissal, cafeteria, bathrooms, assemblies--we teach these expectations to all students at the beginning of the school year. Students are then recognized and rewarded with "Legendary Leopard" tickets for appropriate behavior.</p>
<p>Transition support (preschool to kindergarten, elementary to middle school):</p>	<p>Each year we start our transition efforts for our preschool students with our Time Together workshops for parents. These workshops target incoming kindergartners to help their parents know what skills they need to have by August to be successful. We provide babysitting and refreshments at these events. We are going to hold these workshops after Kindergarten Registration this year in hopes of getting more participation. Additionally, each spring we invite district-supported, Head Start, and private preschools to Lincoln for an orientation that includes a guided tour, meeting new teachers, and meeting the principal. Information is provided regarding curriculum, kindergarten registration, and assessments.</p> <p>For our 6th grade students transitioning out of Lincoln attend an orientation at the middle school in the spring. This visit includes a tour, a review of registration information, a visit with counselors, and they meet some faculty and staff. In the spring we make sure all IEP students have a transition IEP meeting with teams from both schools, their current teacher, and their parents to discuss their needs moving into the middle school environment. Finally, sixth grade teachers meet with a middle school transition team to discuss the needs of at-risk students in May in all areas to give recommendations as to best help those students still struggling, but not under an IEP or 504 umbrella.</p>
<p>Professional development for staff:</p>	<p>Our staff is fortunate to work in a district where there are many professional development opportunities provided as well as encouraged at the district and school level. Some of those opportunities are as follows:  New teachers are taken through a two year teacher induction program taught by our instructional coaches. Coaches provide training, goal-setting, observations, and feedback to all new and new to the district classroom teachers.</p> <p>The district holds two professional development days a year where teachers learn about our research based curriculum and how to utilize it most effectively.</p> <p>Our staff is regularly trained by law enforcement and the district on how to be safe and bring school safety plans up to speed. The district provides many avenues of online training for our teachers with our Bridge system. This allows teachers to continually learn and hone their skills particularly with technology based programs.</p>



Intensive academic support to students:	<p>Concentrated effort is being made on a daily basis to help all students, but in particular there is an extra focus being made on our most at-risk students. The following systems are in place in an effort to catch these students and bring them up to benchmark in all areas at all grade levels:</p> <p>We employ a multi-tiered system of instruction in both literacy and math. In literacy we have research based programs being utilized in all areas from our Tier I programs to the instructional programs being used in our small groups during Tier II instruction. All students work at their level and in the program and group size they need to be most successful during Tier II. These groups are closely monitored and adjusted often as students progress or are not showing the progress we expect.</p> <p>We have targeted math this year as an area in need of direct help and have provided two math aides to help each grade level during their math time to meet the needs of students not understanding the daily lessons.</p> <p>For ELLs, we have hired three additional aides to push into the Tier I reading time so that our ELL students might have more support understanding the daily lesson.</p> <p>We are fortunate to have an after school program that provides forty five minutes of tutoring each day along with an extended program rich with STEM and related academic activities. This program is critical in helping our at-risk students complete their homework and get the additional individual reading support that they need.</p> <p>Students being served with these extra academic supports that still continue to struggle are taken through a process where all of their supports are analyzed and if they are still not able to make progress they will be referred for testing for possible Tier III support.</p>
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**Component Four: Coordination and Integration 1114(b)(7)(B)**

The schoolwide Title I plan should indicate how federal, state, and local services are leveraged to improve outcomes. The plan must show how the LEA and school coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated or braided, as well as how the funds will be used to meet the specific intents and purposes of each specific program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other state and federal education programs. Schools must name the specific state, local, and other federal programs that they will leverage under the plan. If the school is in improvement under State Turnaround or Title I, ensure the plan addresses school improvement efforts and any additional school improvement funds received.

Outline the ways in which funds are going to be consolidated or braided	Funds will be coordinated and integrated to support the schoolwide plan from the federal, state, and local services and programs listed below.
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Program Funding Source	Allocation	Describe how funding, staff, and strategies will support the schoolwide plan
Enhancement of At-Risk Students (EARS)	\$37, 308	We use the entire allotment of EARS funds for paraprofessionals to assist in our Tier II literacy program.
Local Funds	\$5,000.00	We have an annual Cache Valley Direct Fundraiser that brings in about \$5,000 per year for teachers to use in their classrooms.
District Funds (combined aide & supplies)	\$110,818.00	These funds are used primarily for paraprofessional salaries to provide small group targeted reading and math instruction as well as student Progress monitoring.
Grants	Varies	Our teachers have many opportunities to apply for grants inside and outside of our district and this number is constantly fluctuating. Most of their grant money is spent on books, mathematics manipulatives and technology for their classrooms.
Kindergarten Supplemental Enrichment Program (KSEP)	\$0.00	NA

Title I	\$116,050.00	These funds are used primarily for paraprofessional salaries to provide small group targeted reading and math instruction as well as student Progress monitoring. Additionally some of the funds are used to purchase curriculum materials--workbooks and supplies--to support reading intervention. This money is also used for Teacher/Staff professional development. Parent/Family engagement activities such as One Book One School, Literacy night, and Home to School Connection are also covered partially with these funds.	
Trustlands	\$61,001.00	Our Trustlands fund this year were used to provide extra aide support in math and ESL, additional Chromebooks across multiple grade levels, teacher computers, our Scholastic Reading Inventory license, and new library books to aide students reading.	
TSSA	\$53,647.00	TSSA funds were used this year to provide extra aides in math, our ELL program, and our Tier II reading paras. These funds also helped pay for some of our teachers to become ELL endorsed. Additionally, we used a portion of these funds to get a full-time school counselor.	
Early Literacy Program	\$7,828.00	Paraprofessionals	
Early Intervention	\$29,563.00	One half-day kindergarten teacher	
Schools Identified for Improvement	Does the plan include school improvement funds?	Cache County School District do not receive any school improvement funds.	
	How are the Title I schoolwide funds being leveraged to support school improvement efforts?	N/A	