North Park Schoolwide Title I Plan 2024-25

Any school that operates a Title I Schoolwide Program must, with the input of stakeholders, conduct a comprehensive need assessment (CNA) and, based on the analyses of the CNA, develop a schoolwide plan. This template or a separate Title I Plan is not required if a school's improvement plan contains all required components of the Elementary and Secondary Education Act (ESEA).
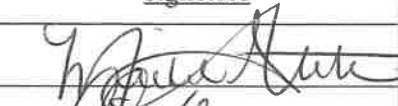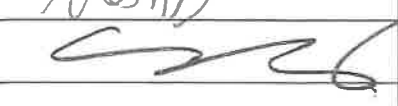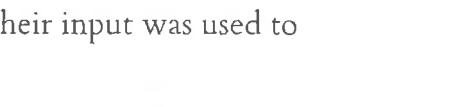
School/LEA Information
School Name: North Park Elementary
LEA Name: Weber School District
Plan for the School Year: 2024-25

A: Stakeholder Planning Team – ESEA Se. 114(b)(2)
1. List the stakeholders who developed, and will help implement and evaluate, the Schoolwide Program.

Title 1 Schoolwide Planning Team	Name	Signature
Principal	Michel Strate	
LEA Title One Director	Dave Hales	
Title 1 Teacher Leader	Bradley Spencer	
Faculty Member	Carem Fuentes	
Parent	Margaret Airhart	
Parent	Cynthia Valenzuela	

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

In the spring and fall of 2024, data was shared with the North Park Community Council to be evaluated for areas of concern and to receive input from these stakeholders. The academic areas of reading, writing, math, technology, and fine arts were covered as well as discussion of how behavior affects academics. Review of the information showed that there was a need for additional intervention in the area of reading and literacy, mathematics, behavior support, and social/emotional learning.

These areas of concern were discussed in the PTA board meeting and also in the District Title I Parent Night. Leadership team members and community members were asked to review the given information, get feedback from their respective teams and community members to create a unified plan for the coming school year.

B: Comprehensive Needs Assessment (CNA) – ESEA Sec. 1114(b)(6)

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes.
1. List all sources of data collected and analyzed (i.e., longitudinal student academic and nonacademic achievement, curriculum and instruction, professional learning opportunities, school climate and culture, family and community engagement, etc.)

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

RISE Proficiency

Percent of Students Proficient RISE Results NORTH PARK SCHOOL 2021–2022, 2022–2023, and 2023–2024													
ELA	2021–2022	2022–2023	2023–2024		**Math**	2021–2022	2022–2023	2023–2024		**Science**	2021–2022	2022–2023	2023–2024
Grade	% Proficient			Grade	% Proficient			Grade	% Proficient		
Grade 3	20	39	36		Grade 3	22	38	41		Grade 3	n/a	n/a	n/a
Grade 4	34	35	31		Grade 4	37	44	44		Grade 4	41	47	39
Grade 5	25	44	46		Grade 5	25	36	43		Grade 5	28	41	46
Grade 6	47	35	42		Grade 6	36	29	32		Grade 6	51	56	49
School	32	38	39		School	30	37	40		School	40	48	45

Panorama Student Climate & Well-Being Survey

	Spring 2023				Spring 2024			
Category	Grade Level	Percentage	National Percentile	Change since Spring 2022	Grade Level	Percentage	National Percentile	Change since Spring of 2023
Teacher-Student Relationships	3–5	74%	60th–79th percentile	–1	3–6	64%	40th–59th percentile	–10
	6	64%	80–99th percentile	–13				
Sense of Belonging	3–5	58%	60–79th percentile	–5	3–6	57%	40–59th percentile	–1
	6	48%	40–59th percentile	–4				

Self Management	3-5	70%	20th-39th percentile	+4	3-6	68%	20th-39th percentile	-2
	6	69%	20th-39th percentile	+3				
Social Awareness	3-5	67%	40th-59th percentile	-1	3-6	67%	40th-59th percentile	0
	6	60%	40th-59th percentile	-4				
Grit	3-5	57%	20-39th percentile	+2	3-6	55%	20-39th percentile	-2
	6	48%	0-19th percentile	+1				
Emotion Regulation	3-5	45%	20th-39th percentile	+2	3-6	43%	20th-39th percentile	-2
	6	39%	0-19th percentile	0				

MRA Spring Scores

Leadership	2022	2023	2024	Culture	2022	2023	2024	Academics	2022	2023	2024
Family & Community Engagement	66	69	73	Supportive Student Environment	77	74	75	Empowering Teachers	78	78	78
Staff Leadership	69	71	77	Supportive Staff Environment	76	79	81	Empowered Learners	75	76	76
Student Leadership	75	76	76					Goal Achievement	76	74	75

mCLASS: DIBELS Next Composite Reading Scores

Grade	Time of Year	BOY	EOY	Growth	2022-2023 Growth	2021-2022 Growth
K	% of Student On or Above Benchmark	43%	80%	+37%	33%	+32%
1	% of Student On or Above Benchmark	51%	57%	+6%	-10%	-4%
2	% of Student On or Above Benchmark	54%	57%	+3%	+6%	+7%
3	% of Student On or Above Benchmark	61%	58%	-3%	-3%	-5%
4	% of Student On or Above	64%	68%	+4%	+11%	+1%

	Benchmark					
5	% of Student On or Above Benchmark	56%	74%	+18%	+11%	+12%
6	% of Student On or Above Benchmark	72%	78%	+6%	+5%	0%

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

Priority 1: Reading and Literacy Improvement
Priority 2: Mathematics Improvement

C. Develop a Comprehensive Schoolwide Plan – ESEA Sec. 1114(b)(7) A Schoolwide Plan consists of strategies the school will use to upgrade the entire educational program and improve the outcomes for the lowest-achieving students.

1. For each of the prioritized needs (from CNA), identify specific strategies the school will implement. Detail the who, what, how, and when of strategy implementation. Strategies should be evidence based (ESEA Sec. 8101(21)(A)).

Priority 1:

SMART Goal	Goal 1 - From beginning to end of year 2024-2025, 66% of k-6 grade students will achieve typical or above average progress according to the pathways of progress on the year end Acadience reading assessment.
Strategy	Targeted reading interventions for students
Who	All teachers, instructional coach, and reading aides.
What	Using Acadience reading testing, 95% Group Materials
How	Walk to Intervention materials purchased for grade level teams. Students will be placed in small groups based on their Acadience scores. There will be approximately 5-9 groups per grade level. Intervention materials will include 95% Group, Stephanie Harvey reading strategies, novels, Six-Minute Solutions, Read Naturally, Scholastic News and Lexia
When	Starting the first week of October after all students have been tested on Acadience Reading an additional test 95% Group Phonics Screener Inventory given to at-risk students. Testing will continue throughout the school year on a three week cycle, as well as monthly progress monitoring.

Priority 2:

SMART Goal	Goal 2- From beginning to end of year 2024-2025, 60% of k-6 grade students will achieve typical or above progress according to the pathways of progress on the year end Acadience math assessment.
Strategy	Targeted math interventions for students
Who	All teachers, instructional coach, and math aides.
What	Using Acadience math testing and math essential learning targets for each grade
How	Students will be placed in small groups based on their Acadience scores. There will be approximately 5-9 groups per grade level. Students will rework ELT's in intervention groups to assess gaps and develop skills in areas that need improvement. Intervention materials will include math manipulatives,
When	Starting the first week of October after all students have been tested on Acadience Math. Testing will continue throughout the school year on a three week cycle, as well as monthly progress monitoring.

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

North Park Elementary will use several methods to continue to communicate information to the stakeholders and keep them aware of the School-wide program. One of these methods has been adopted by the entire district and teachers have been trained on the use of Remind. This is a quick and effective way to get information out to all families. Remind also has a translation tool that converts messages to students' home languages. We also use emails to go out to large numbers as well as individual communication. Phone calls are used when appropriate, and flyers are sent in both English and Spanish. North Park also has an active website that is updated and kept current on a regular basis.

3. Summarize parent and family engagement strategies that will be implemented to improve student learning, e.g., literacy training, using technology, etc. (ESEA 1118(e)(2))

Two family engagement nights are planned for the school year 24-25. The first night in the fall will have a focus on our Leader in Me program as well as a literacy component. The second night in the spring will have a STEAM focus as well as a literacy component and utilize Leader in Me concepts such as student leadership roles.

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
District Kinder Assessment	Two times a year.	ERI - Early Reading Intervention
PSI 1-6	Every three weeks.	95% Group coaches and school.
Acadience Math and Reading	Three times a year plus frequent progress monitoring based on the student's proficiency level.	Acadience testing and faculty and staff members.
Tiger Tracker Data	Daily & monthly	School developed trackers and spreadsheets, classroom teachers & title 1 teacher leader. Materials needed for celebrations
Tiger PAWS, CPS, and 2x10 Data	Daily, weekly, monthly, & quarterly	Title 1 teacher leader, teachers, & behavior aide. Materials for Tiger store and Graduation
Mindfulness Survey	Quarterly	School specific survey, school counselor, classroom teachers, and students

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: Materials for Walk to Intervention. 95% Group materials for interventions, Scholastic News subscriptions, IXL licenses, DreamBox licenses,	Title I, Part A TSSA Trust Land	$12,000 $4,000 $2,000	TSSA and Trustlands Walk to Intervention books and 95% Group materials.
Strategy: Purchase Inner Explorer Licenses. Maintain sensory room. Tier 1 & 2 School-wide behavior plan supplies, Leader in Me materials, and Tier 1 support for teachers.	Title I, Part A Trustlands TSSA	$8,000 $1,000 $3,000	TSSA and Trustlands
Strategy: Family Engagement Activities	Title 1, Part A	$5,000	Community Support

Please list any of the following if they apply:

*Additional Programs/Funding Streams: Title I, Part C, Education of Migratory Children; Title I, Part D, Programs for Children and Youth Who are Neglected, Delinquent, At-Risk; Title II, High Quality Teachers and Principals; Title III, Language Instruction for Limited English Proficient and Immigrant Students; Title VI, Indian Education; Title VII, Part B, McKinney-Vento, Education for Homeless Children and Youths; IDEA, Part B, Assistance for Children with Disabilities; Carl D. Perkins, Vocational and Technical Education (CTE); Title I, Family Engagement; Title I, Sec. 1003(a) and (g), School Improvement; State School Turnaround; Utah Trust Lands; State Enhancement for At-Risk Students (EARS); etc.

**Additional Equity Resources: teacher quality, school leadership quality, academic rigor, instructional time and attention, early learning/interventions, whole child approaches, diverse and inclusive school approaches, family academic engagement, etc.

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

All teachers and instructional paraprofessionals must meet State certification and licensure requirements.
Documentation for school staff demonstrates the following:

☑	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 instructional paraprofessionals are highly qualified, i.e., a high school graduation/GED and one of the following: an associate degree (or higher); at least 48 semester hours at an accredited college or university, or a score of 460 or higher on the ParaPro Assessment.

WE, THE UNDERSIGNED, HEREBY CERTIFY that to the best of our knowledge we have complied with all the components in our Title I Schoolwide Program and have developed our plan based on needs and strengths identified through a comprehensive analysis of current academic and nonacademic data. We have built into our plan a process for evaluating whether the evidence-based strategies are resulting in improved student outcomes.

Position	Name	Signature	Date
LEA Title 1 Director	Dave Hales		10/3/2024
Principal	Michel Strate		10/2/24