

The Title I, Part A Schoolwide Plan Template Purpose and Directions

Utah Title I Schoolwide Planning Template

Part A: General Information

School Name:

LEA Name:

Title I Schoolwide Planning Team

Name

Signature

Principal

Yajaira Martinez

Assistant Principal

Kirt Davis

Faculty Member

Chanar Conley

Faculty Member

Jennifer Black/Coaches

Faculty Member

Shelly Chamberlain

Faculty Member

Rebecca Dall

Parent Representative

Jenn Richards

Parent Representative

Jordan Minter

District Title 1 Coordinator

Rebecca Gerber

The Schoolwide Title I plan must be developed with the meaningful involvement and input of parents, other members of the community to be served, and teachers and staff who will carry out the plan.

LEA Title I Director

Signature

Date

Lisa Robinson

Title I, Part A Schoolwide Plan Template

Purpose and Directions

Part B: Comprehensive Needs Assessment

ESSA Sec. 1114(b)(6)

Schoolwide project schools must conduct a comprehensive needs assessment of the entire school, based on the information about the performance of students in relation to the State's academic standards (Utah State Core Standards). Quality needs assessments include multiple sources of data. Some to consider are: Longitudinal student academic and nonacademic achievement, professional learning opportunities, school climate and culture data, etc.

List all sources of data collected and analyzed. Summarize main findings including an examination of student, teacher, school and family/community strengths and needs. Findings should include a detailed analysis of all student groups of 10 or more students (i.e., students identified as economically disadvantaged, students with disabilities, students identified as English language learners, and students by major racial and ethnic groups. This analysis should show a direct relationship between the data and the root causes in the Comprehensive Needs Assessment to the priorities identified in the next sections.

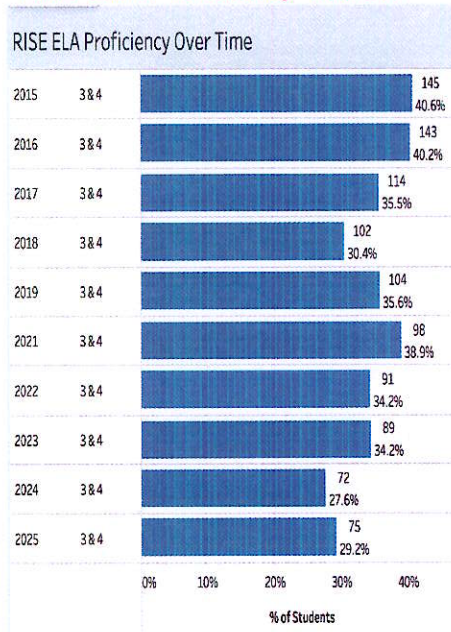
Student Achievement Trends/Opportunities for Growth Comprehensive Need Goal 1: ELA

Table A represents the statewide RISE assessment in grades 3–6. The data is broken down by academic year and shows the percentage of students who were proficient, scoring a 3 or 4 on RISE.

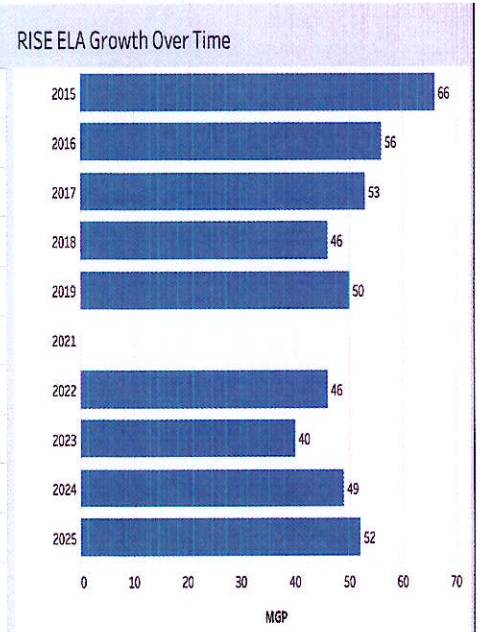
Based on our needs assessment, Terra Linda has an opportunity for improvement in ELA proficiency. We improved by 2% from the 23–24 to the 24–25 school year. Historically, Terra Linda's proficiency rates have hovered in the 30–40% range. Our focus is on improving proficiency so that more students demonstrate proficiency.

Table B shows our RISE growth over the years for grades 4–6 in ELA. The graph demonstrates that our students are making growth compared to their previous personal scores. Growth needs to continue so that we can eventually see proficiency increase.

Rise ELA Proficiency Table A

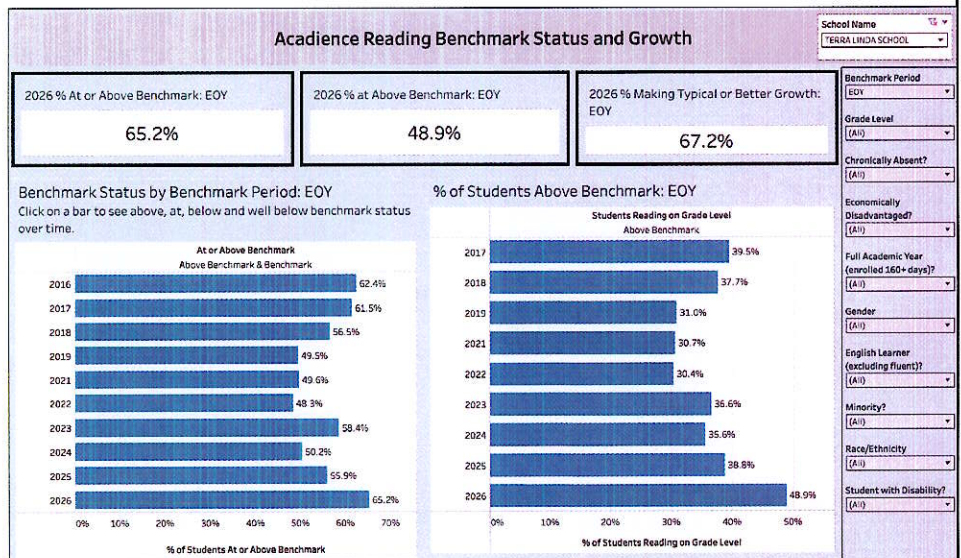


Rise ELA Growth Table B



Student Achievement Trends/Opportunities for Growth

To do well on the ELA RISE assessment, students need to be strong readers. At Terra Linda, we understand the importance of supporting students so that they score at or above grade level on their Acadience reading assessment. The graph to the right shows the percentage of students in grades K-3 reading on grade level at the end of the year over time. We know there is urgency to have students on grade level with reading by the time they leave 3rd grade. As we can see by comparing Table B to Table A, students are showing growth, and because of this, students are also growing in proficiency. Both the Acadience and RISE data will drive our work so that both assessments can be used to support our needs assessment of increasing our ELA scores schoolwide.



Comprehensive Need Goal 2:
Math

The scores on the right represent the statewide RISE Math assessment taken by students in grades 3–6. The data is broken down by academic year and shows the percentage of students who were proficient, meaning they scored a 3 or 4 on RISE.

Based on our needs assessment, Terra Linda has an opportunity for improvement in math proficiency. We improved by 3.3% from the 2023-2024 to the 2024-25 school year.

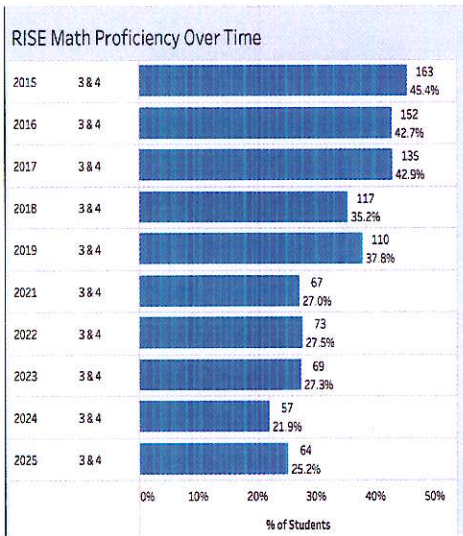
Historically, Terra Linda’s proficiency rates have hovered in the 30’s % range.

We need to focus on improving proficiency so that more students demonstrate proficiency.

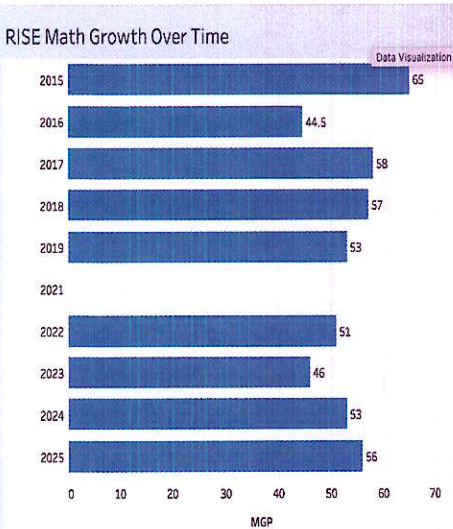
Table B on the right shows our RISE growth over the years for grades 4–6 in math. The graph demonstrates that Terra Linda students are making growth compared to their previous personal scores. However, as determined by our comprehensive needs assessment, growth needs to continue so that we can eventually see proficiency scores increase.

Comprehensive Need Goal 3:

Rise Math Proficiency Table A



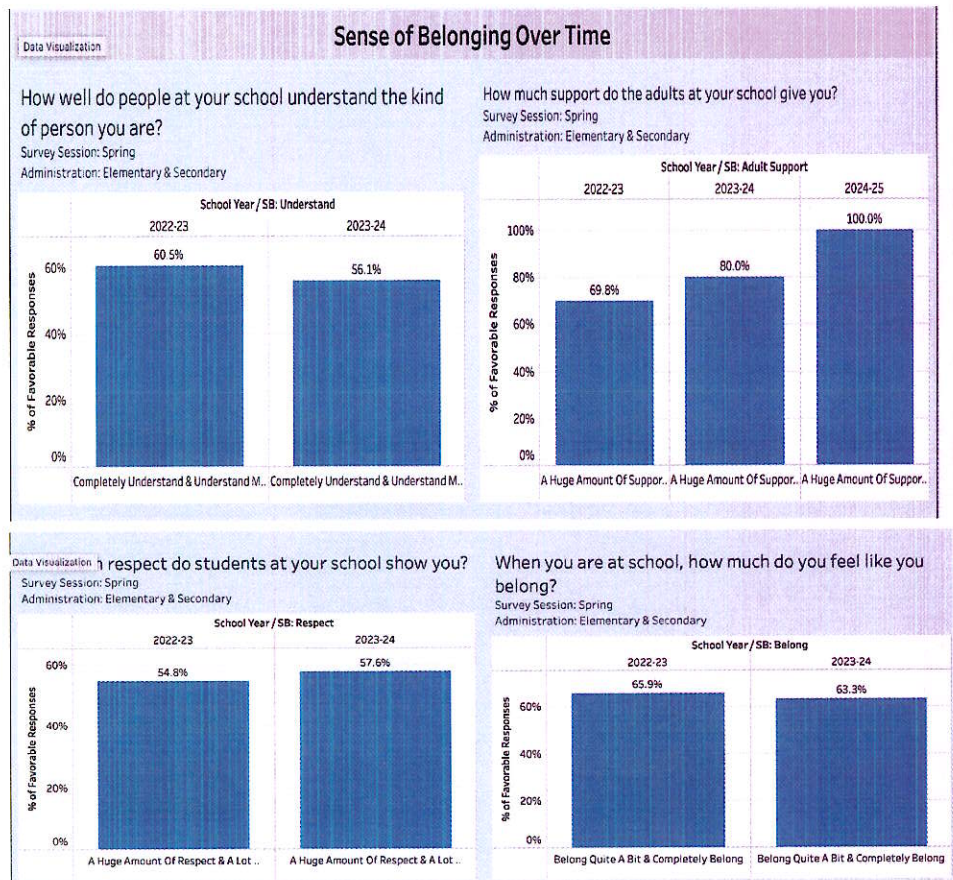
Rise Math Growth Table B



Behavior: Self Belonging Self Efficacy

Student behavior is a result of how students feel at school and their belief that they can learn. Having a sense of belonging, feeling engaged in their learning, and building relationships with the adults who educate them contribute enormously to how students feel they belong and learn.

Based on our school's academic goals, it is important that we focus on student behavior by fostering positive relationships between adults and students, as well as ensuring we are working on engagement so that students are participating and engaging in their learning. When students own their learning and their relationships, it supports positive behavior and lowers behavior issues. At Terra Linda, we know that in order for students to learn, they need to have a positive school experience and self efficacy. Our data shows that we need to continue to focus on supporting positive behavior interventions (PBIS) and building strong teacher-student and student to student relationships to increase a sense of belonging.



Demographic Data Summary

Terra Linda serves approximately 425 students from kindergarten through sixth grade, including three autism support classrooms serving K-6. We also operate a preschool program. Most of our students live within walking distance, though some are bused for walking safety. Students from our autism support classrooms are also transported by bus.

Below you will find a breakdown of the demographics that make up our school.

- 52% of the students are on free and reduced lunch
- 26.32% of the students receive special education services
- 19.14% of students are English Language Learners
- 45.45% of students are Caucasian
- 38.76% of the students are Hispanic/Latino
- 2.15% of the students are African American
- 2.87% of the students are Asian
- 7.18% of the students are Pacific Islander
- 0% of the students are Native American
- 8.37% of the students are homeless

School Climate Data/Opportunities for Growth

School
Terra Linda Elementary

School Climate Question Items

School Year
2022-23

Grade
All

Gender
All

Race/Ethnicity
All

2022-23: Terra Linda Elementary - Most of the time I feel happy at school.

	# of Students	% of Students
Strongly agree	56	25.8%
Agree	132	60.8%
Disagree	22	10.1%
Strongly disagree	7	3.2%

2022-23: Terra Linda Elementary - Students feel safe at my school.

	# of Students	% of Students
Strongly agree	55	25.3%
Agree	144	66.4%
Disagree	12	5.5%
Strongly disagree	6	2.8%

2022-23: Terra Linda Elementary - Students and adults listen to each other at my school.

	# of Students	% of Students
Strongly agree	43	19.8%
Agree	149	69.7%
Disagree	19	8.8%
Strongly disagree	4	1.8%
Did not answer	2	0.9%

2022-23: Terra Linda Elementary - I know what the school expectations and rules are.

	# of Students	% of Students
Strongly agree	118	54.4%
Agree	92	42.4%
Disagree	6	2.8%
Strongly disagree	1	0.5%

2022-23: Terra Linda Elementary - I have a friend(s) I trust at school.

	# of Students	% of Students
Strongly agree	133	61.3%
Agree	67	30.9%
Disagree	13	6.0%
Strongly disagree	4	1.8%

2022-23: Terra Linda Elementary - I have heard students at my school use hurtful language that makes me feel uncomfortable.

	# of Students	% of Students
Strongly agree	60	27.6%
Agree	80	36.9%
Disagree	59	27.2%
Strongly disagree	18	8.3%

2022-23: Terra Linda Elementary - I would stop bullying if I saw it.

	# of Students	% of Students
Strongly agree	94	43.3%
Agree	110	50.7%
Disagree	8	3.7%
Strongly disagree	5	2.3%

2022-23: Terra Linda Elementary - I feel comfortable reporting a problem at my school.

	# of Students	% of Students
Strongly agree	58	26.7%
Agree	116	53.5%
Disagree	27	12.4%
Strongly disagree	15	6.9%
Did not answer	1	0.5%

2022-23: Terra Linda Elementary - Adults at my school care about me.

	# of Students	% of Students
Strongly agree	105	48.4%
Agree	99	45.6%
Disagree	8	3.7%
Strongly disagree	5	2.3%

2022-23: Terra Linda Elementary - All students are welcome at my school.

	# of Students	% of Students
Strongly agree	144	66.4%
Agree	65	30.4%
Disagree	5	2.3%
Strongly disagree	2	0.9%

2022-23: Terra Linda Elementary - Adults in my school treat others respectfully.

	# of Students	% of Students
Strongly agree	110	50.7%
Agree	93	42.9%
Disagree	7	3.2%
Strongly disagree	2	0.9%
Did not answer	5	2.3%

2022-23: Terra Linda Elementary - My school has clear rules for behavior.

	# of Students	% of Students
Strongly agree	121	55.8%
Agree	88	40.6%
Disagree	6	2.8%
Strongly disagree	2	0.9%

2022-23: Terra Linda Elementary - Students are recognized for good behavior.

	# of Students	% of Students
Strongly agree	66	30.4%
Agree	123	56.7%
Disagree	24	11.1%
Strongly disagree	2	0.9%
Did not answer	2	0.9%

2022-23: Terra Linda Elementary - At my school there are lessons about getting along with others.

	# of Students	% of Students
Strongly agree	83	38.2%
Agree	113	52.1%
Disagree	17	7.8%
Strongly disagree	4	1.8%

2022-23: Terra Linda Elementary - Adults in my school help me when there's a problem.

	# of Students	% of Students
Strongly agree	99	45.6%
Agree	98	45.2%
Disagree	15	6.9%
Strongly disagree	5	2.3%

2022-23: Terra Linda Elementary - I know how to report a problem at my school.

	# of Students	% of Students
Strongly agree	93	42.9%
Agree	105	48.8%
Disagree	12	5.5%
Strongly disagree	5	2.3%
Did not answer	1	0.5%

Teacher qualifications:

Grade Level	Teacher Name	License Area	ESL	Endorsements
Kinder	S. Southworth	Ele K-8th		
Kinder	R. Bangerter	Ele K-8th		
First	A. Carlsen	Ele K-8th		
First	C. Wasden			
Second	S. Owen	Ele K-8th		
Second	S. Witt	Ele K-8th		
Second	S. Dalley	Ele K-8th		
Third	G. Jones	Ele K-8th		
Third	B. Nelson	Ele K-8th		
Fourth	A. Nelson	Ele K-8th		
Fourth	J. Murphy	Ele K-8th		
Fourth	B. Fellman	Ele K-8th		
Fifth	B. Smith	Ele K-8th		
Fifth	B. Allred	Ele K-8th		
Fifth	J. Lopez	Ele K-8th		
Sixth	K. Gunderson	Ele K-8th		
Sixth	J. Barnson	Ele K-8th		
Sixth	D. Smith	Ele K-8th	Yes	

Instructional practices:

Terra Linda understands the need to support student growth to ultimately increase our proficiency. Our focus is to support teacher instruction by having more rigorous lessons that include well-planned lessons designed to support students. These lessons allow students to know the learning goal, understand what proficiency looks like, and

	provide them with engaging instruction, feedback, and background knowledge. Our faculty participates in PLCs to enhance collaboration and develop data-driven lessons for Tier 1 and Tier 2 instruction. Our staff also participates in professional development, including bite-sized PD, to enhance their own teaching skills. Teachers also participate in coaching cycles and observations, after which they debrief and identify areas for improvement with the support of our coaches. In addition to using district-approved curriculum, our teachers participate in PLCs to focus on Tier 2 instruction. Tier 2 will focus on reteaching prior missing skills and/or supporting students with understanding grade-level material. Tier 2 instruction will happen daily Monday through Friday with the support of a Tier 2 block, as well as having highly qualified staff supporting students with Tier 2 instruction in ELA and math.
Other data determined by the school:	In addition to reviewing statewide assessment data such as RISE and Acadience, our teachers also analyze reading quarterly goals for grades K–6. We participate in examining Walk to Read data to regroup students based on their specific needs. We also review our RISE Benchmark goals in math, ELA, and science, as well as progress monitoring data that teachers collect through Acadience. During PLCs, we examine curriculum end-of-unit assessments to monitor student performance. Our next step is to be more intentional with all the data we are collecting. We will use this data to drive our Tier 2 interventions, ensuring that our instructional decisions are informed by multiple sources of information and targeted to meet student needs.

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

Priority 1	ELA: We will focus on improving reading proficiency by strengthening foundational literacy skills and increasing the percentage of students scoring at or above grade level.
Priority 2	Math: We will work to improve math proficiency through rigorous instruction, targeted interventions, and a focus on building strong foundational skills.
Priority 3	Behavior/Self Belonging: We will prioritize fostering positive relationships and a sense of belonging to support positive behavior and create a safe, engaging school environment where all students feel valued.

Part C: Develop a Comprehensive Schoolwide Plan

1. Schoolwide Reform Goals and Strategies Form

A Schoolwide Plan consists of strategies the school will use to upgrade the entire educational program and improve outcomes for the lowest achieving students.

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

Priority Area 1 Literacy Goal

SMART Goal	ELA SMART Goal: By the end of the 2028-29 school year, Terra Linda Elementary will achieve the following: ● Increase RISE ELA Proficiency by a total of 3%. ● Increase RISE ELA Growth by a total of 6%. ● Increase the percentage of students reading at or above grade level on Acadience from 65% to 70%. ● Increasing RISE Proficiency by 1% each academic year. ● Increasing RISE Growth by 2% each academic year ● Increasing Acadience by 1.67% each year
Strategies	1. Provide weekly PLC time. During this time teachers will have the opportunity to analyze their CFA, Walk to read, UFLI quizzes and Rise Benchmark data. They will collaborate using the four essential plc questions with a focus on how to respond when a student is not showing proficiency or growth. Teachers will collaborate in planning lessons that meet grade level standards, differentiate lessons and work on interventions to support the needs of students. 2. Provide PD through guest speakers to support collaboration during PLC. 3. Collaborate with coaches, and our resource teachers to support teachers in creating interventions for our students. 4. Use 95% as our curriculum during WTR. Assistants will use 95% lessons to instruct in small groups and support missing. Focusing on the first strand of the literacy rope, including fluency, blending, decoding, and phonics. 5. Provide instruction during the WTR block that focuses on the second half of the literacy rope. Teachers will provide interventions that focus on fluency, comprehension, and vocabulary.

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| | <ol style="list-style-type: none">6. Participate in two coaching cycles a year. Teachers will choose two areas they would like to improve on and collaborate from coaches and their peers. Use coaching cycles and observations to strengthen rigorous literacy instruction with clear learning goals and proficiency criteria.7. Provide a 40 min Tier 2 intervention block into the master schedule to focus on reteaching missing foundational literacy skills and supporting grade-level skills.8. Incorporate background knowledge and engaging texts to support comprehension and student engagement into their tier 1 lessons.9. Monitor progress through Acadience progress monitoring and end-of-unit assessments to adjust instruction based on BOY, MOY, and quarterly reading goals10. Monitor progress using RISE ELA Benchmarks. Provide teachers with time to dive into the data and create interventions. Follow the testing calendar and data dive calendar to assure teachers are giving the benchmark and diving into the data.11. Provide teachers opportunity to continue to learn by providing them with PD that enhances their ELA W&W instruction, UFLI instruction, Tier 2 ELA interventions, and Walk to Read Groups. PD will be provided by peers, coaches, district or outside personnel.12. Plan lessons that align directly to our power standards, using district-wide proficiency scales to understand where our students should be and what they need to reach proficiency, while utilizing district curriculum.13. Provide teachers with a master calendar that allows for a variety of teaching styles — for example, whole group and small group instruction — to support all of our students and their individual needs, including English learners and students with IEPs.14. Provide enrichment and RTI in small group settings during Walk to Read.15. Provide supplemental materials, software, technology, and professional development text books as needed to support teachers and their instructional needs.16. Hire additional teachers and assistants to support class size. Doing this will allow for engagement, rigorous lessons during tier 1 instruction and make it possible for teachers to conduct small group instruction.17. Hire a coach to support the workload of teachers and their professional development needs, address school needs, and support administration with PLCs and school goals.18. Provide substitutes to support teachers attending professional development, as well as to allow teachers |
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	time to create common grade-level scopes and sequences for the year and develop common lesson objectives to guide Tier 1 and Tier 2 instruction. 19. Provide teachers with stipends for work done outside their contract hours to support student growth, self growth. 20. Support our LEAP program with student certificates, data recording sheets to record their growth and data. Support our LEAP committee by providing them with supplemental resources that support fluency. Allow them time to collaborate and look at student data either by providing substitutes, assistants, and or paying them a stipend for outside contract work.
Evidence-Based Research Support	1. Tiered Instruction & Response to Intervention (RTI) ● Citation: National Center on Intensive Intervention. (2023). <i>Essential Components of RTI/MTSS</i>. U.S. Department of Education. 2. Data-Driven Instruction ● Citation: Data Quality Campaign. (2022). <i>Show Me the Data: Using Data to Improve Student Outcomes</i>. 3. Coaching & Professional Learning Communities ● Citation: Learning Forward. (2022). <i>Standards for Professional Learning</i>; University of Chicago Consortium on School Research. (2021). <i>Organizing for Learning</i>. 4. Foundational Literacy Skills (UFLI) ● Citation: National Reading Panel. (2000). <i>Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction</i>. NICHD. 5. High-Quality Curriculum (Wit & Wisdom) ● Citation: EdReports. (2023). <i>Wit & Wisdom Review Report</i>. 6. Small Group Instruction ● Citation: What Works Clearinghouse. (2021). <i>Small Group Instruction Practice Guide</i>. Institute of Education Sciences. 7. Progress Monitoring ● Citation: National Center on Intensive Intervention. (2022). <i>Progress Monitoring Toolkit</i>. U.S. Department of Education.

Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	ELA Expected Impact: Success will be measured annually by an increase in RISE ELA proficiency and growth scores, as well as an increase in the percentage of students reading at or above grade level on Acadience assessments. These data points will be reviewed at the end of each school year to determine progress toward our 3% improvement targets. How: Use RISE and Acadience Benchmarks, Progress Monitoring data/Quarterly goals data, as well as using data from daily Wit and Wisdom and UFLI exit tickets. Support students by providing them with lessons that have rigor and high expectations to meet level 3 mastery on their grade-level scales, as well as improve how we determine what Tier 2 interventions to implement for students not showing mastery. Providing teachers the opportunity to collaborate in PLCs. Working alongside a coach will also impact collaboration among teachers and increase their own learning to become better educators.
Professional Development to Support Strategies	1. Support from coaches during PLC time to better understand curriculum, planning, and data, as well as assistance in creating Tier 2 interventions based on data. 2. PLC planning and data dives will be provided during PLC time. 3. Bite-sized professional development during faculty meetings and district PD days. 4. Coaches and principals will collaborate to support teacher instruction. 5. District-wide classes and professional development opportunities for teachers. 6. Support with collecting data at the beginning of the year.
Timeline	• Weekly PLCs to support lesson planning, data dives, and provide professional development and support to teachers. At least one PLC per week will be dedicated to ELA. • At least one faculty meeting per month will include professional development. • Three district professional development opportunities. • District PD offered throughout the year for teachers.
Responsible Parties	Yajaira Martinez (principal), Kirt Davis (AP), Shelly Lloyd (coach) Jenn Black (coach) Kathyne Clark/Shelly Chamberlain (SPED). District ELA team.
Evaluation Process Articulate Benchmarks, Frequency and Resources	• Administration will use the JPAS formal observation tool to evaluate teachers. Informal observations by administrators and coaches will occur throughout the year. Teachers will each participate in coaching cycles.

(How will the school monitor the implementation of the strategies and action steps associated with this goal?)	● RISE ELA Benchmarks, Acadience progress monitoring for quarterly goals, and beginning-of-year and middle-of-year Acadience data will be collected. PLCs will be provided to participate in data dives. ● Teachers will analyze and participate in discussions during PLCs to discuss data collected from Wit & Wisdom, Walk to Read, and UFLI. ● Teachers will utilize district-wide proficiency scales to analyze student performance and intervene during Tier 2 instruction.
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Priority Area 2 Math

SMART Goal	Math SMART Goal: By the end of the 2028-2029 school year, Terra Linda will achieve the following; ● Increase RISE math proficiency by 3% by the end of the third academic year. ● Increase RISE math growth by 6%. By the end of the third academic year. ● Increase RISE math proficiency by 1% each academic year. ● Increase RISE math growth by 2% each academic year.
Strategies	1. Provide a master schedule that allows teachers to collaborate at least 3 times a week and prepare lessons that include grade level standards, academic language and activate background knowledge. Doing so will support tier 1 math engagement. 2. Provide PLC time to collaborate. This time will be used to create common assessments, engage in data dives, and support tier 2 instruction. All while students engage in rotations provided by highly qualified teachers and assistants. 3. Provide support from coaches, resources and our math interventionist during PLC collaboration. Allowing each team to visit plc's once a month. 4. Build a deeper understanding of our Open Up curriculum by continuing to work alongside our coach and our math interventionist. 5. Allow our district math department to collaborate with teachers. During this time substitutes will be paid for so that teachers can work on their pacing maps and math tier 1 instruction. 6. Implement daily Tier 2 math intervention for math. Teachers will engage in small group reteach.

	7. Provide students with small group support by hiring a math interventionist that will reteach missed math skills from previous grades. Allowing teachers to also meet with differentiated groups based on missing math skills. 8. Use coaching cycles and observations to enhance rigorous math instruction with clear learning targets and proficiency expectations. Teachers will debrief with coaches and create an action plan. 9. Provide targeted support for foundational math skills to build student confidence and fluency through whole group and small group instruction. Provide students with goal setting data books and certificates that will encourage math fluency. 10. Analyze RISE benchmark data and curriculum end-of-unit assessments to identify and address learning gaps. Provide teachers with time to dive into the data and create interventions during plc or paid subs to provide teachers with additional time to collaborate. 11. Incorporate engaging, problem-solving activities that promote mathematical thinking and real-world application into their math units. 12. Provide supplemental materials, programs and technology, software as needed for student instruction and PD. As well as to collect data and create interventions. 13. Hire a math interventionist.
Evidence-Based Research Support	Evidence-Based Research Supporting SMART Goal 2: Math 1. Tiered Math Instruction & Intervention ● Citation: Institute of Education Sciences. (2022). <i>Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades</i>. What Works Clearinghouse. 2. Data-Driven Math Instruction ● Citation: RAND Corporation. (2021). <i>Data-Driven Instruction in Mathematics</i>. 3. Coaching in Mathematics ● Citation: National Council of Teachers of Mathematics. (2020). <i>Principles to Actions: Ensuring Mathematical Success for All</i>. 4. High-Quality Math Curriculum (Open Up Resources) ● Citation: EdReports. (2023). <i>Open Up Resources Review Report</i>. 5. Formative Assessment in Math ● Citation: National Council of Teachers of Mathematics. (2021). <i>Using Formative Assessment in Mathematics</i>. 6. Small Group Math Intervention ● Citation: What Works Clearinghouse. (2022). <i>Assisting Students Struggling with Mathematics</i>. Institute of Education Sciences.

Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	Teachers will be impacted by having support from professional development and coaches, as well as our math interventionist and district math specialists, to increase their understanding of the new math curriculum. This will impact the way they create lessons, support student engagement, and use data to drive their instruction and interventions. Teachers will track student performance by collecting daily cool-down formative assessments, RISE Math benchmark data, and formative unit assessments. Teachers will use data to inform their instruction, as well as to guide the interventions our math interventionist offers to students. Success will be measured annually by an increase in RISE math proficiency and growth scores. These results will be analyzed at the end of each school year to evaluate progress toward our 3% improvement targets and to inform instructional adjustments for the following year.
Professional Development to Support Strategies	1. Grade-level math professional development will be offered during PLCs, coaching cycles, peer observations, and bite-sized professional development. 2. Common planning time will be provided weekly during PLCs. 3. Coaches, the math interventionist, and administrators will conduct non-evaluative observations to support teacher growth. 4. Grade levels can request district math support. 5. Qualified presenters will be hired or invited as needed. 6. At least once a month, our math interventionist will visit plc's to support teachers and discuss student data.
Timeline	• Weekly PLCs, with at least one PLC per week focused on math. • Bite-sized professional development during faculty meetings throughout the year, with some sessions focused on math. • Quarterly data dives based on end-of-unit math assessments and RISE math benchmarks. • Coaching cycles based on math.
Responsible Parties	Yajaira Martinez (principal), Kirt Davis (AP), Shelly Lloyd (coach) Rebecca Dall, Teachers, District Math Team. Kathyne Clark/Shelly Chamberlain (SPED).
Evaluation Process Articulate Benchmarks, Frequency and Resources (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	• Formal teacher observations will be conducted by administration using JPAS. • Informal observations will be conducted by administrators, coaches, and our math interventionist to provide teachers with support with Open Up. • Data will be analyzed using student proficiency results from formative and summative assessments. Tier 1 instruction and RTI groups will be created using the formative data collected from Open Up unit assessments and RISE math benchmarks.

Priority Area 3
Student Self Belonging and Self Efficacy (students and staff)

SMART Goal	Self Belonging SMART Goal: By the end of the 2028–269 school year, Terra Linda will achieve the following; ● Increase positive responses on the Panorama self-belonging questionnaire by 5%, as measured by student survey results by the third year. ● We will reduce office referrals by 6% by the third year. ● Improve student attendance by 3%. Collaboration and team unity will improve. ● Increase self belonging by 1.7% each academic year. ● Decrease office referrals by 2% each academic year. ● Increase attendance by 1% each academic year.
Strategies	1. Self Belonging: ● Teachers will continue to stand by the door as students arrive and welcome them back to school. ● The office will greet students when they arrive and support their needs with a caring and welcoming environment. ● Teachers will not reprimand a student for being late, instead will welcome them to school. ● TeacherImplement daily check-ins and morning meetings where students share successes, challenges, and goals. ● Create opportunities for one-on-one conversations between students and trusted adults. ● Full time counselors and psychologists will continue to build student relationships and provide them with support based on their social and emotional needs. ● Provide parents with a welcoming and accepting environment. By creating relationships, communicating through parent square, newsletters. Inviting our community to our parent engagement activities. ● Encourage parents to volunteer and support their students academically. ● Provide a McKinney Vento Liaison that will support parents with resources. ● The MTSS team will continue to collaborate and attend PD to support our school wide PAWS behavior system and implement learned strategies. Providing a safe and positive environment for students to learn. ● Provide a school wellness room. ● Provide a behavior assistant to support by using restorative practice to support behavioral needs.

- Recognize student growth and their super powers so that they can recognize their own potential.

2. Student Voice and Choice

- Provide students with choices in learning activities
- Create student leadership roles and classroom jobs that contribute to the classroom community. Pay for conferences students can attend to learn more about leadership roles.
- Involve students in creating classroom norms and behavior expectations

3. Recognition

- Implement specific, public praise that highlights effort, growth, and positive character traits
- Use "PAWS" systems to acknowledge positive behaviors consistently
- Celebrate individual and group successes through classroom celebrations and school-wide recognition
- Celebrate teacher successes

4. Collaboration

- Implement peer tutoring and buddy systems that build connections between students
- Create team-building activities that develop trust and communication skills during SEW lessons.
- Provide opportunities for peer interaction between our gen ed students and ASC students.
- Engage teachers in team building activities throughout the year. By providing them with PD about unity, collaboration, communication and working as a team. Allowing time to have monthly morales.
- Having built in celebration points through the year to celebrate student, teacher, team and school accomplishments. 2 already incorporated "brag time" in our yearly faculty meetings.

5. Goal-Setting and Self-Reflection

- Teach students to set personal academic and behavioral goals through conversation and behavior trackers.
- Have a morning and afternoon check in with our behavior assistant to self reflect on their day.
- Use Data books where students track progress and identify areas for growth both academically and behaviorally.
- Implement student-led conferences that allow students to share their learning and achievements.
- Use District wide POG scales to communicate how students are doing during PTC.
- Provide PLC collaboration time and coaching time for teachers to learn and feel connections and support from

colleagues. Once a month teachers will meet in PLC with our school counselor/psychologist to discuss any behavior support they might need.

6. Inclusion

- Incorporate diverse perspectives, cultures, and experiences into curriculum and classroom materials
- Create classroom environments that reflect and value student identities and backgrounds
- Use restorative practices that focus on repairing harm and building community rather than punitive measures

7. Safe and Inclusive Environment

- Establish clear, consistent routines and expectations that create predictability
- Create physical spaces that are welcoming and reflect student work and contributions
- Implement anti-bullying programs and promote empathy and kindness school-wide.
- Provide SEW and PBIS school wide support.
- Provide leadership roles to students to carry out and act as role models for other students.
- Provide monthly emergency drills.
- Provide our ASC students opportunity to participate in all school wide activities. Encourage mainstreaming students into the gen ed classrooms.

8. Growth Mindset Instruction

- Continue to provide weekly quotes with opportunities for students to discuss their understanding.
Continue to remind students we love them through our announcements.
- Use language that emphasizes "not yet" and the power of persistence.
- Share stories of resilience and overcoming challenges
- Teach ML's about their super power

9. Family and Community Engagement

- Host family events that celebrate student achievements and build school community
- Communicate regularly with families about student strengths and successes through parent square, phone calls, post cards, and teacher to parent communication.
- Create opportunities for families to participate in school activities and decision-making
- Support families with resources they might need. Including support to bring their child to school every day.

10. Social-Emotional Learning (SEW) Instruction

- Teach explicit lessons on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
- Use morning meetings and small groups to teach and practice SEW skills.

	● Integrate SEW into academic instruction through literature, discussions, and problem-solving activities 11. Foster positive relationships ● Implement strategies to promote positive relationships between students and adults through intentional activities and check-ins. ● Provide professional development on culturally responsive teaching and student engagement strategies. ● Use survey data to identify specific areas where students feel disconnected and target interventions accordingly. ● Hire personnel to support school wide behavior goals, student behavior goals, and support our MTSS vision. ● Person would also support Recess School and support teachers by working with individual students to develop relationships and tier 2 behavior resources. ● Professional Development: Provide teachers with professional development by paying professional speakers or pay stipends to staff to prepare and present PD. ● Provide teachers with resources including books to support their learning.
Evidence-Based Research Support	Evidence-Based Research Supporting SMART Goal 3: Self-Belonging 1. Student Belonging and Academic Achievement ● Citation: National School Climate Center. (2022). <i>School Climate and Student Belonging</i>. 2. Relationship-Building and Student Behavior ● Citation: Search Institute. (2021). <i>Relationships for Learning and Development</i>. 3. Social-Emotional Learning (SEL) ● Citation: Collaborative for Academic, Social, and Emotional Learning. (2023). <i>SEL Impact Research</i>. 4. Restorative Practices ● Citation: International Institute for Restorative Practices. (2022). <i>Restorative Practices in Schools</i>. 5. Growth Mindset ● Citation: Dweck, C. (2021). <i>Mindset: The New Psychology of Success</i>. Updated Edition. 6. Student Voice and Choice ● Citation: Quaglia Institute for Student Aspirations. (2022). <i>Student Voice and Aspirations</i>. 7. Culturally Responsive Teaching ● Citation: Hammond, Z. (2020). <i>Culturally Responsive Teaching and the Brain</i>. Corwin Press. 8. Positive Behavioral Interventions and Supports (PBIS) ● Citation: Center on Positive Behavioral Interventions and Supports. (2023). <i>PBIS Impact Research</i>. University of Oregon.

Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	The initiatives outlined in Goal 3—focusing on student belonging, behavioral discipline, consistent attendance, and professional collaboration—are foundational to accelerating student achievement in core academic areas. A 3% increase in student attendance and a 10% reduction in office discipline referrals directly increase instructional time, ensuring students receive continuous exposure to sequential learning in ELA, Mathematics, and Science. Simultaneously, a 5% increase in students reporting a positive sense of belonging, based on the Panorama survey. This reduces cognitive stress and enhances academic motivation, leading to greater classroom participation and persistence through challenging coursework. Improved teacher collaboration and team unity strengthen collective teacher efficacy within PLCs, enabling teams to better analyze data, align curriculum, and implement consistent, high-leverage instructional strategies across all core classrooms. Success will be measured annually through a comprehensive set of academic metrics that directly correlate with these climate improvements. Terra Linda will track year-over-year growth of 3% to 5% in the percentage of students meeting or exceeding standards on CAASPP assessments in ELA and Mathematics, while monitoring that 80% or more of students meet their individualized growth targets on local diagnostic assessments. Additionally, the school will target a 15% reduction in D and F grades in core academic courses and analyze subgroup performance data to verify that behavioral and attendance interventions are yielding academic growth. This data will be reviewed through a continuous cycle of quarterly data analysis, PLC collaboration, and annual outcome evaluation to ensure accountability and sustained improvement.
Professional Development to Support Strategies	1. The MTSS committee will support teachers with tips on best practices to promote positive student behavior. 2. Qualified presenters may be hired as needed. 3. Provide teachers training and resources to carry out our PBIS system. 4. Provide students with restorative resources to support their behavior. 5. Attend MTSS meetings with our committee
Timeline	Monthly faculty meetings team building start up activity Monthly morale for staff by staff and sunshine committee Quarterly behavior Fiestas for positive behavior Monthly Principals Pride Weekly PAWS behavior reinforcement Daily Behavior support by personnel Shout outs for staff and students Family events to support community relationships Family quarterly support classes for families

	Full time counselor to support student belonging All of the above will be throughout the year
Responsible Parties	Admin, MTSS Team (Mrs. Jones, Ms. Dall, Coaches,), Ms. Conley Chanar Behavior assistant, Teachers Students, Mckinney Vento (Evelyn Leal)
Evaluation Process Articulate Benchmarks, Frequency and Resources (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	Informal observations to focus on improving student engagement. Office referral data will be collected/Behavior Data. Data on wellness room use. Data on attendance and survey of self belonging and efficacy will be collected.

If you have additional Priority Areas please make a copy of one of the charts above and insert it here.

2. Communication Plan

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

What We Have Done (Completed Initiatives)

- Staff Informational Meeting: We delivered a dedicated staff meeting to present foundational Title I information, outline compliance requirements, review funding allocations, and set clear expectations for the upcoming school year.
- Coalition Team Collaboration: Our Coalition team—composed of administrators, grade-level teacher leaders, and specialists—met in collaborative sessions to draft the Schoolwide Plan and compile parent-friendly information explaining our Title I school status to the community.

Future Communication Ideas (Planned Initiatives)

- Back-to-School Information Sessions: We will host dedicated Title I presentations during Back-to-School Night to introduce our schoolwide theme, "Just Shine," outline core academic goals, and explain how Title I funds directly benefit classrooms.
- Continued PTC Collaboration: We will maintain communication throughout the year by featuring a standing "Title I Updates" agenda item during monthly Parent Teacher Club (PTC) meetings to share progress and collect parental input.
- School-Parent Compact Distribution: During fall parent-teacher conferences, we will distribute and review our collaborative School-Parent Compact to secure shared commitments from students, parents, and school staff.

- Monthly "Title I Corner" Newsletters: We will include a dedicated monthly newsletter section highlighting student growth metrics, home-learning strategies, and upcoming family workshops.
- Information on our website

3. Parent and Family Engagement

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

Terra Linda is committed to building robust, collaborative partnerships with our families to accelerate student achievement. Recognizing that family involvement is a critical catalyst for academic and social-emotional growth, our parent and family engagement strategies are intentionally designed to support our three school-wide Title I goals: literacy improvement, mathematics improvement, and student self-belonging and self-efficacy. By aligning our family outreach with these three pillars, we ensure that families are equipped with the understanding, resources, and confidence to support their children's learning journey both at school and at home.

Our engagement begins with our annual Back-to-School Night, where we will introduce our school-wide theme, "Just Shine," share our Title I Schoolwide Plan, and have families review and sign our collaborative School-Parent Compact. Following this launch, Terra Linda will host three designated family community events throughout the school year, each directly themed around one of our core Title I goals. These include Literacy Night focusing on reading strategies and comprehension, Math and STEM Night featuring interactive games and problem-solving challenges, and a Community Belonging and Self-Efficacy Showcase celebrating diversity and promoting positive social-emotional growth through restorative practices and PBIS structures. To ensure that every family has equitable access to resources, our McKinney-Vento liaison will continue to focus on building trust-based, supportive relationships with families experiencing housing instability. By providing personalized outreach, conducting regular wellness check-ins, and coordinating critical basic-needs resources, the program ensures that these students face fewer barriers to attendance and participation, directly supporting our goal of student belonging and consistent school engagement.

To broaden our impact, our McKinney-Vento liaison will begin working in direct partnership with our Multilingual (ML) assistant to design and deliver targeted resources and specialized educational classes for our parents. These parent classes and resource guides will focus on providing practical tools and learning strategies to assist their children with home reading and literacy goals, familiarizing parents with digital math tools and home math activities, and teaching strategies to build student self-efficacy, promote positive behavior, and foster a strong sense of pride and connection to the school community.

Part D: Template Matrix for Combining Funds to Support Our Schoolwide Program

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 Program Goals will be Met
Title I	442,000	Goal 1-3 • Class size reduction Goal 1 (Literacy Improvement): • Instructional Coach • ELA Assistants • Supplemental Literacy materials and resources • Provide supplemental WTR materials Goal 2 (Mathematics Improvement): • Math Interventionist • Supplemental Math manipulatives and digital tools Goal 3 (Self-Belonging and Self-Efficacy): • Behavior Support Specialist • Provide stipends and PD for teachers to support tier 2 and tier 3 interventions. Additional Funding Areas: • Professional Development (registration, stipends, external trainers) • Instructional Materials & Supplemental Resources • Guest Speakers (staff PD) • Technology to support teacher instruction and PD. • Pay for student resources and celebrate student success.

Parent Involvement	27,000	• Family engagement events • Family engagement instructional assistant • Family support-translating
Land Trust	78,618.38	ELA Assistants Walk to Read Assistants — to facilitate the school-wide literacy block and provide targeted Tier 2 interventions Extended Program Services (EPS) — to provide rotation enrichment and specialized Tier 2 support
TSSA	110,655.25	Pay for an in-house substitute. Pay for technology, software, collaboration, and planning work. Pay for ESPs and/or a certified .5 teacher or full teacher. Pay for student resources and celebrate student success.
PLC	20,000	Pay for a music specialist and for an assistant to provide teachers the ability to PLC.

Part E: Staff Qualifications Assurances

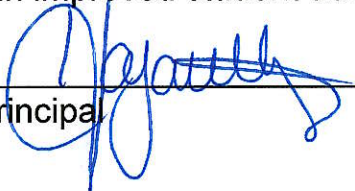
All teachers and instructional paraprofessionals must meet State certification and licensure requirements.

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 a State of Utah Licensing database.

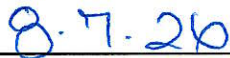
 X All instructional paraprofessionals are highly qualified, i.e., a high school graduate/GED and one of the following: an associates degree (or higher), at least 48 semester hours at an accredited college or university, or a passing score on one of the approved paraprofessional assessment tools accepted by the State of Utah.

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



School Principal

LEA Title I Director



Date

Date