

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

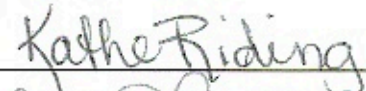
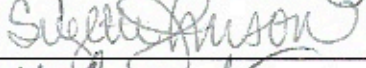
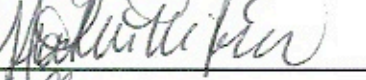
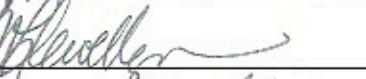
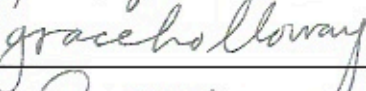
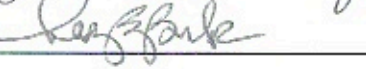
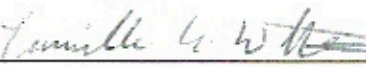

## Utah Title I Schoolwide Planning Template

**Part A: General Information**

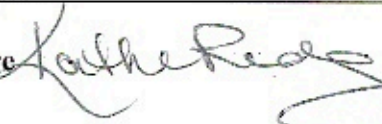
**School Name:** Majestic

**LEA Name:**

**Title I Schoolwide Planning Team**

	Name	Signature
Principal	Kathe Riding	
Title I facilitator or coordinator	Suzette Johnson	
Faculty Member	Heather Reich	
Faculty Member	Meredith Llewellyn	
Faculty Member	Grace Holloway	
Parent Representative	Mary Buhr	
Parent Representative	Cami Whitchruch	
Parent Representative	Heidi Hansen	
Community/Business Representative		

**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.**

<b>LEA Title I Director</b>	<b>Signature</b>	<b>Date</b>
Katherine Riding Principal		10/31/19

# Title I, Part A Schoolwide Plan Template

## Purpose and Directions

### Comprehensive Needs Assessment

*ESSA Sec. 1114(b)(6)*

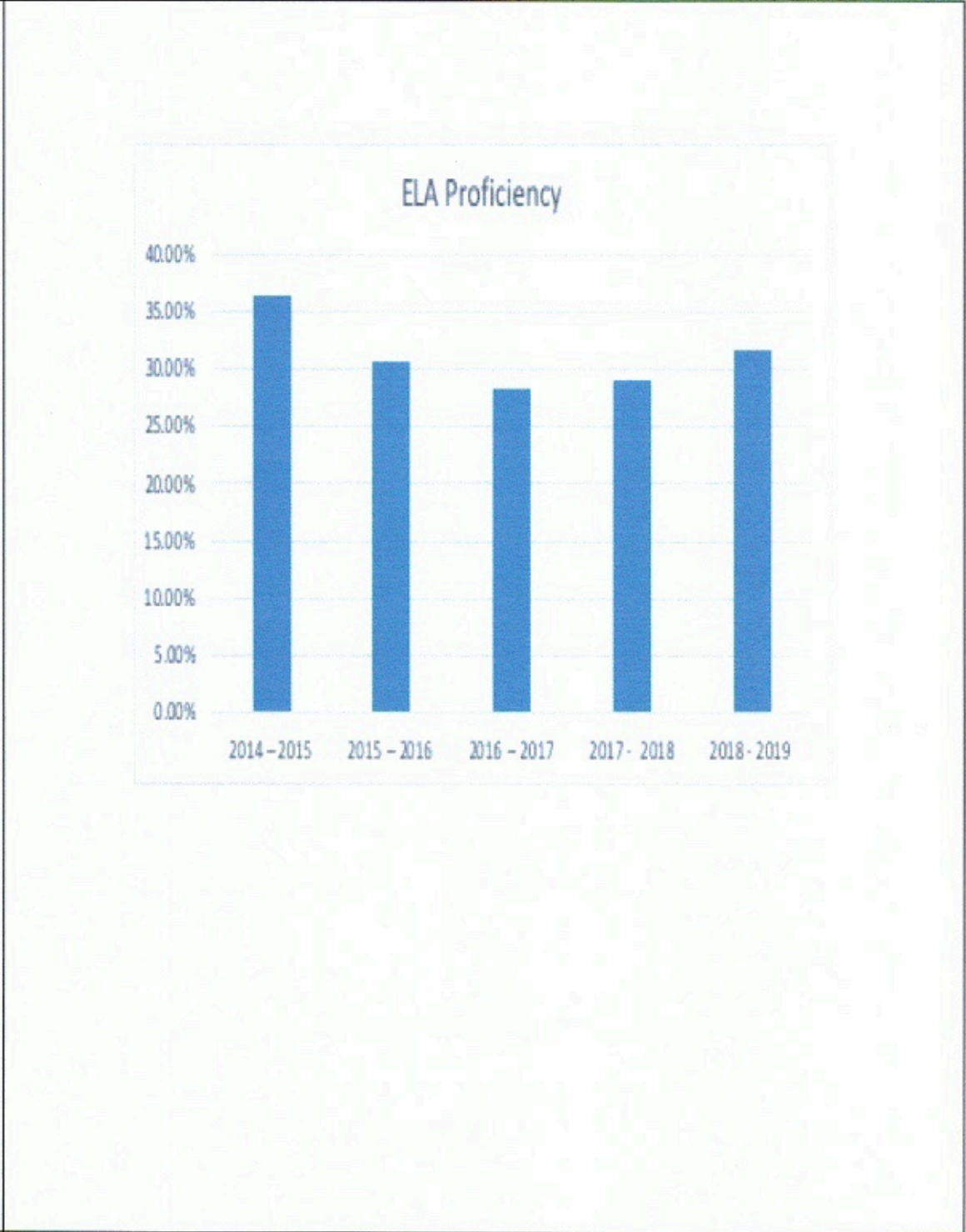
Schoolwide project schools must conduct a comprehensive needs assessment of the entire school, based on the information about the performance of students in relation to the State's academic standards (Utah State Core Standards). Quality needs assessments include multiple sources of data. Some to consider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

Student Achievement Trends

**Language Arts SAGE/RISE proficiency** scores indicate opportunity for improvement. Language Arts SAGE proficiency scores had shown a 6.4% decline in the previous four years.

This year there was a 2.7% increase in proficiency.

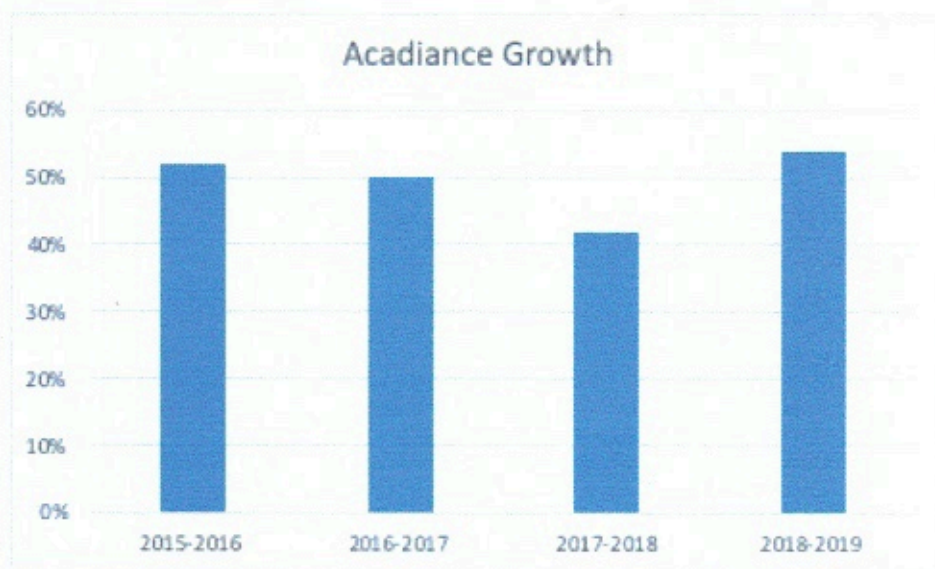
2014-15 36.40%  
2015-16 30.60%  
2016-17 28.40%  
2018-17 29.10%  
2018-19 31.80%



**ACADIANCE LITERACY GROWTH** scores show a decline in literacy growth OF 6% the previous three years.

This year there was an 11.9% increase in growth.

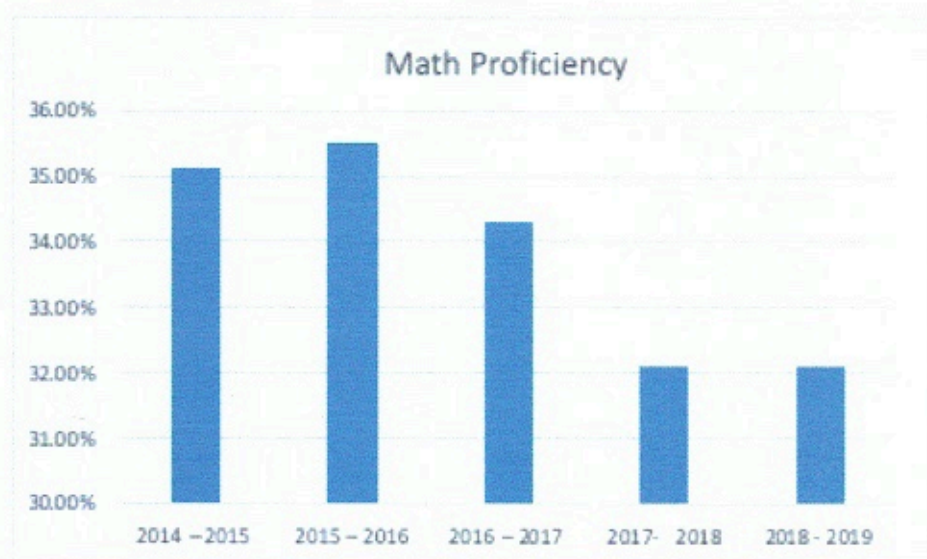
2015-16 52%  
2016-17 50%  
2017-18 41.9%  
2018-19 53.8%



**Mathematics SAGE/RISE proficiency** scores show a 4% decline the previous four years.

This year there was no decline or growth.

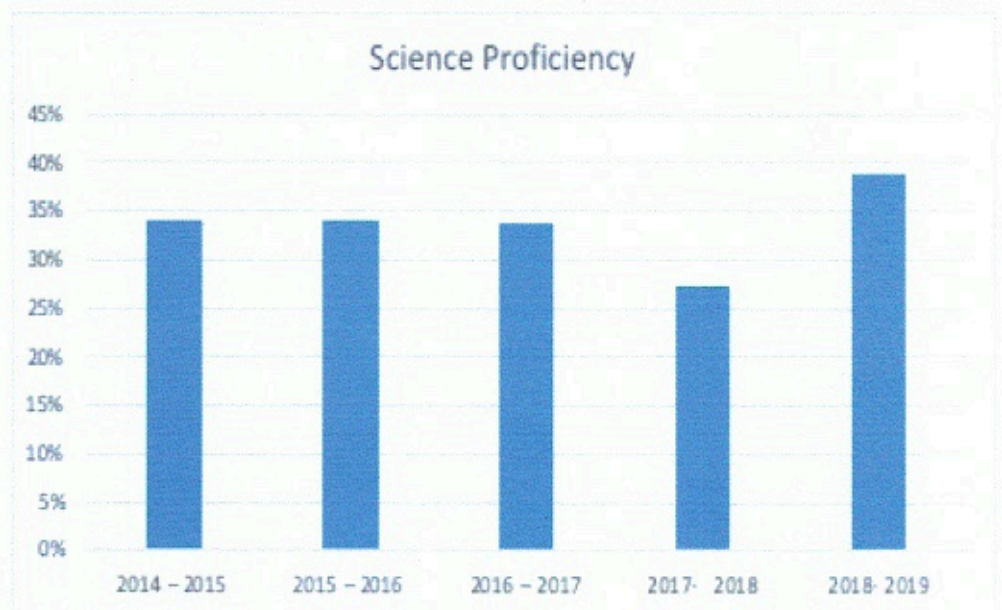
2014-15 35.1%  
2015-16 35.5%  
2016-17 34.3%  
2017-18 32.1%  
2018-19 32.1%



**Science SAGE/RISE proficiency** scores have shown a 6.7% decline the previous four years.

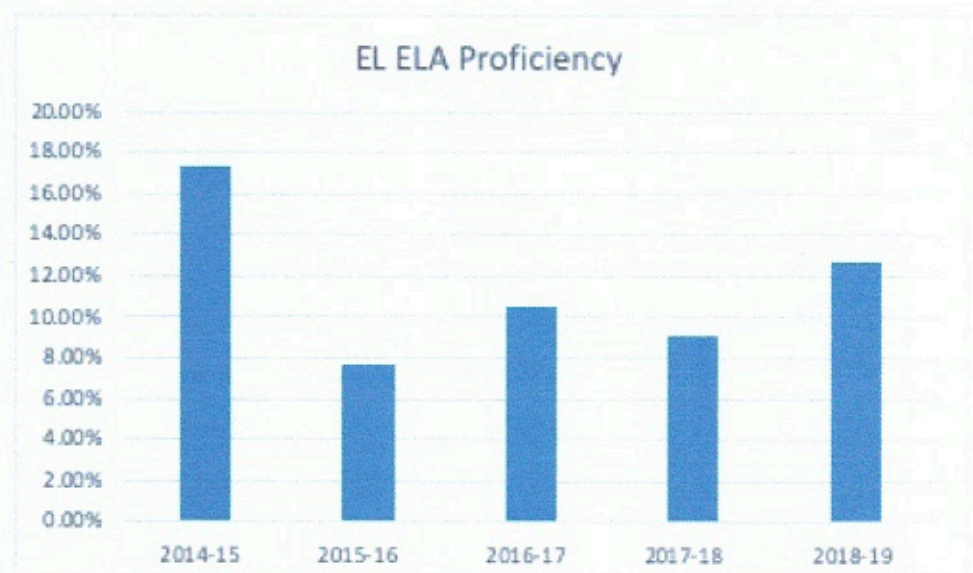
This year there was an 11.4% increase in proficiency.

2014-15 34%  
2015-16 34.1%  
2016-17 33.8%  
2017-18 27.3%  
2018-19 38.7%



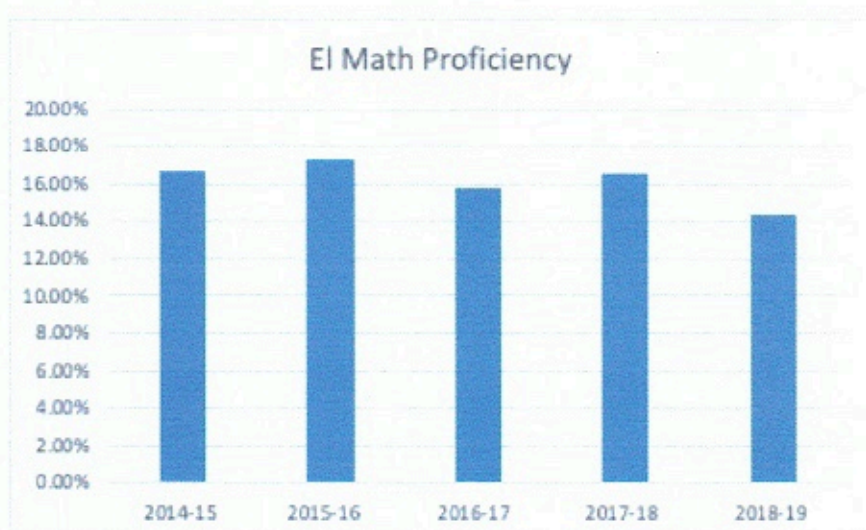
Opportunity for growth is noted in subcategory of **English Language Learners in Literacy**. Data indicates a decline of 8.2% in Language Arts SAGE proficiency scores in the previous four years.

2014-15 17.30%  
2015-16 7.70%  
2016-17 10.50%  
2017-18 9.10%  
2018-19 12.70%



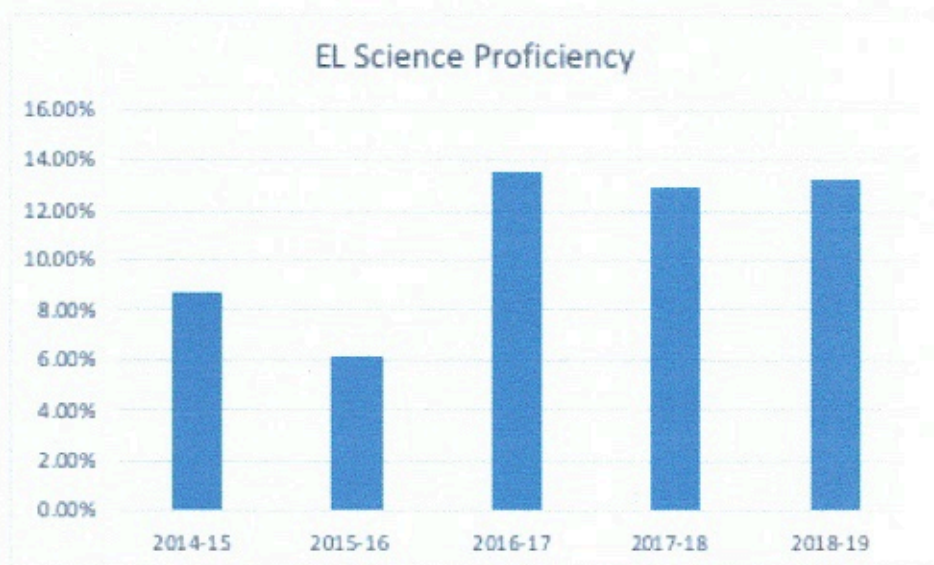
Opportunity for growth is noted in subcategory of **English Language Learners in Mathematics**. Data indicates trend that is declining.

2014-15 16.70%  
2015-16 17.30%  
2016-17 15.80%  
2017-18 16.60%  
2018-19 14.30%



Opportunity for growth is noted in subcategory of **English Language Learners in Science**. Data indicates an increase of 4.5%.

2014-15 8.70%  
2015-16 6.10%  
2016-17 13.50%  
2017-18 12.90%  
2018-19 13.20%



Opportunity for growth is noted in subcategory of

