

Utah Title I Schoolwide Planning Template

School Name:	Summit 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	Aimee McNeil	Principal	
	Rebecca Olson	Title I Facilitator	
	Hilary Bair	Faculty Member	
	Zane Lish	Faculty Member	
	Melissa Shelton	Faculty Member	
	Angela Gibbons	Parent Representative	
	Fonda Rutland	Parent Representative	
	Michelle Evans	Parent Representative	
	Lisa Bleazard	Parent Representative	
	Jan Warren	Parent Representative	
	Nicole Zollinger	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	Aimee McNeil	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.

Demographic data	Enrollment:	743		
	Economically Disadvantaged:	348	46.93%	
	SEM Students:	19	2.56%	
	Asian	2	0.27%	
	African American:	6	0.81%	
	Hispanic	58	7.81%	
	American Indian:	4	0.54%	
	Pacific Islander:	3	0.40%	

Student achievement trends, including both proficiency and growth in core academic subjects:	2019 RISE Report	Spring 2018-19 Acadience Report	2019 GO Math Proficiency
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Data analysis summary (measureable outcomes and how the school uses data to reach outcomes)

Summit Elementary uses a variety of data measurements each year to analyze the progress of our students across all academic subjects. Each spring we analyze our final assessments from the previous year in addition to monthly progress monitoring tools to make realistic, yet challenging goals for the following year. Summit Elementary also uses grade-level spreadsheets that are shared with the principal to report progress. These spreadsheets include data for reading, writing, and math. This data, including Acadience and RISE data, is used to determine our school's strengths and weaknesses, which drives our decisions in making school-wide goals. The full reports are found in the folder sent with the plan. The findings of the data analysis for the 2018-19 school year are as follows: 76.8% of Summit Elementary students in grades K-5 demonstrated proficiency based on the Acadience Assessment composite score during the Spring 2018-2019 session; 75% of our students in K-6 demonstrated proficiency in their writing using common grade-level assessments in spring of 2018-19; 88% of kindergarten students were able to write numbers 1-20, and 88% were able to read and write the number words 1-10 in spring of 2018-19. 93% of kindergarten students were 80% proficient or above in their basic addition facts up to the sum of ten; and 43% of students in 1st-6th grade demonstrated proficiency with a score of 80% or higher on each end-of-chapter GO Math test. 88% of students in 1st-6th demonstrated an overall proficiency of 88% on GO Math chapter tests for 2018-19. To reach our outcomes in reading, we checked our progress throughout the year using Acadience progress monitoring, Acadience fall and winter benchmarks, and Tier II in-program data. In writing, fall and winter common grade-level writing assessments guided classroom instruction, as well as common writing assessments three times a year that were selected and distributed through the district. In math, formative assessment and end-of-chapter GO Math assessments were utilized in informing classroom instruction and Tier II interventions. This data was collected and then evaluated in grade-level PLCs and with the principal to track progress and adapt goals to reach our desired outcomes. We were excited to see the growth of our students, which was a direct result of the concentrated efforts our staff has made to improve classroom instruction and interventions to maximize student learning and achievement.

Detailed analysis of disaggregated student groups

Below is a detailed analysis of disaggregated student groups by assessment. Acadience Assessment: 70% kindergarten proficiency on end-of-year reading composite score; 74% 1st grade proficiency on end-of-year reading composite score; 80% 2nd grade proficiency on end-of-year reading composite score; 88% 3rd grade proficiency on end-of-year reading composite score; 75% 4th grade proficiency on end-of-year reading composite score; 74% 5th grade proficiency on end-of-year reading composite score. Kindergarten Math Assessments: 88% of kindergarten students were able to write numbers 1-20, and 88% were able to read and write the number words 1-10 in spring of 2018-19. 93% were 80% proficient or above in their basic addition facts up to the sum of ten. Go Math Assessments: 92% 1st grade cumulative proficiency on end of chapter tests; 93% 2nd grade cumulative proficiency on end of chapter tests; 91% 3rd grade cumulative proficiency on end of chapter tests; 81% 4th grade cumulative proficiency on end of chapter tests; 79% 5th grade cumulative proficiency on end of chapter tests; 85% 6th grade cumulative proficiency on end of chapter tests. RISE Assessment: 3rd grade 72.94% proficiency in ELA, 82.35% proficiency in Math; 4th grade 50.98% proficiency in ELA, 62.74% proficiency in Math, 58.82% in Science; 5th grade 39.59% proficiency in ELA, 59.38% proficiency in Math, 57.29% proficiency in Science; 6th grade 48.39% proficiency in ELA, 42.74% proficiency in Math, 58.06% proficiency in Science.

School culture and climate	Summit Elementary has an inviting and happy atmosphere where students feel safe and supported in their learning. Teachers, staff, students, parents, and administration work collaboratively to provide a positive learning environment. We have a "Watch Dogs" program that promotes "father figures" volunteering at recess and in classrooms. We have a Donuts and Dads Night when we introduce the program and serve the father figures and children donuts and allow them to sign up for volunteer times throughout the year. These events are also to promote "fathers" getting involved in their children's education. We provide extra programs to reach out and educate parents with our Back to School Night, Literacy Night, STEM Fest, and Kindergarten Prep activities. Parents are kept informed by using the school website, receiving reminders through PowerSchool's SwiftK12, reading the monthly PTA newsletter, and accessing their students scores through Powerschool. Our PTA hosts several events for us and is an integral part of our school climate. We have reading and math incentive programs that encourage student effort and greatly improve the students love of learning and performance. Our safety plan is current and all staff members have been trained on how to implement it through the use of a parent reunification plan if necessary. 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. All teachers have been trained in Happy Class, a classroom management and behavior system, and work collaboratively to consistently implement student engagement strategies. Teachers share Seven Habit lessons and incorporate the Seven Habits in their classrooms. Our school counselor also visits each class multiple times teaching Seven Habits Lessons and social skills. We are all proud of the atmosphere found at Summit, which has been a result of the hard work, time, and collaborative efforts of our school community.
Staffing (teacher and paraprofessional qualification):	100% of 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 measurable 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
76.8% of Summit Elementary students in grades K-5 demonstrated proficiency based on the Acadience Assessment composite score during the Spring 2018-2019 session.	Evidence-based strategies (detailing specific programs and activities that meet the evidence requirements under the ESSA):	We will reach our goal by providing quality Tier I instruction. Using testing data provided through Acadience benchmark and classroom assessments, students (including ELL students) who have not made adequate progress toward the goal will receive additional systematic reading instruction through the use of evidence-based reading programs.
	Expected impact in underperforming disaggregated student groups:	While all students showed gains this past year on our Acadience benchmark assessments, we are watching our ELL students closely to ensure they make greater than average gains. We expect to see 10% of our ELL students show at least a 10% increase in proficiency on the RISE test.
	Realigning curriculum horizontally and vertically from grade to grade.	Beginning in kindergarten, students receive systematic and explicit phonics instruction. This curriculum is scaffolded and incorporates incremental review as students progress through the program in 1st and 2nd grades. In 3rd grade, students receive explicit and implicit instruction in Reading Street. Comprehension skills, spelling, and vocabulary are targeted through informational and narrative text. As students move into 4th, 5th, and 6th grades, rigor is elevated through more complex informational text, close reading, and incorporating comprehension strategies for understanding.
	How reform strategies will be evaluated for effectiveness:	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 Scholastic Reading Software as a supplement to our Tier I instruction to increase reading fluency and comprehension.
	Staffing plans and professional development strategies:	Summit Elementary has developed and is implementing quality Tier I LA instruction aligned with Utah Core Standards. This was done over multiple professional development days through teacher collaboration. The school's ELL teacher provided training during our professional development on strategies to reach our English learners who are not making adequate progress. Student achievement has been increased through the use of engagement strategies. To ensure fidelity with this program, we are providing substitute teachers to allow classroom teachers time to observe their peers. Additionally, we have allocated extra funds from multiple sources to add literacy, ELL, and classroom aides to ensure extra support is given specifically in Tier I literacy. This is in addition to the bulk of our Title One funds being allocated to literacy aides to support our Tier II literacy program benefiting all students.
	Intended measurable outcomes:	80% of Summit Elementary students in grades K-6 will demonstrate reading proficiency based on Acadience Assessment composite score during the Spring testing session.
	Evidence-based strategies (detailing specific programs and activities that meet the evidence requirements under the ESSA):	Curriculum and materials used in all programs are evidence-based programs vetted at the district level by our literacy team. Common grade-level rubrics have been aligned to the Core Standards. An after school program will be offered to students in need of additional homework support and tutoring. This will be done in small, teacher-directed groups.
	Expected impact in underperforming disaggregated student groups:	We will place emphasis on our ELL students and have 10% of your EL students show a 10% increase on the Rise ELA test for 2019-2020.

<p>75% of our students in K-6 demonstrated proficiency in their writing using common grade-level assessments in spring of 2018-19.</p>	<p>Realigning curriculum horizontally and vertically from grade to grade.</p>	<p>Summit Elementary uses Step Up to Writing for its core writing instruction in grades K-6. It provides instruction for the process of writing and more specifically, skills for narrative, information/expository, and opinion writing. Using this curriculum as a guide, our faculty met in a PLC to align writing skills for students as they progress through the grades. When students enter 2nd grade, for example, they are expected to have been exposed to certain components of writing in 1st grade. Teachers worked together to align these skills horizontally and vertically into a realistic scope and sequence.</p>
	<p>How reform strategies will be evaluated for effectiveness:</p>	<p>Common grade-level rubrics will be used to assess student writing. Summit Elementary also participates in common writing assessments three times a year that are selected and distributed through the district. The results of these assessments are used to guide writing instruction in the classroom.</p>
	<p>Staffing plans and professional development strategies:</p>	<p>We will develop and implement quality Tier I LA instruction aligned with Utah Core Standards. This will be done over multiple professional development days through teacher collaboration. Student achievement has been increased through the use of engagement strategies. To ensure fidelity, we are providing substitute teachers to allow classroom teachers time to observe their peers.</p>
	<p>Intended measurable outcomes:</p>	<p>80% of our students in K-6 will demonstrate proficiency in their writing using common grade-level assessments.</p>
<p>88% of kindergarten students were able to write numbers 1-20, and 88% were able to read and write the number words 1-10 in spring of 2018-19. 93% were 80% proficient or above in their basic addition facts up to the sum of ten.</p>	<p>Evidence-based strategies (detailing specific programs and activities that meet the evidence requirements under the ESSA):</p>	<p>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>Realigning curriculum horizontally and vertically from grade to grade.</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 into 1st grade.</p>
	<p>Expected impact in underperforming disaggregated student groups:</p>	<p>We will place emphasis on our ELL students. The school's ELL teacher will provide training during our professional development on strategies to reach our English learners who are not making adequate progress.</p>
	<p>How reform strategies will be evaluated for effectiveness:</p>	<p>Accurate records will be maintained by teachers, discussed at grade level PLCs, and submitted to the principal to report progress toward our goal. Kindergarten curriculum-based assessments will be used by teachers to determine individual student progress toward goal attainment.</p>
	<p>Staffing plans and professional development strategies:</p>	<p>Teachers spend professional development days learning and becoming familiar with our newly-adopted math program. Student achievement has been increased through the use of engagement strategies. To ensure fidelity, we are providing substitute teachers to allow classroom teachers time to observe their peerst</p>
	<p>Intended measurable outcomes:</p>	<p>90% of kindergarten students will be able to write numbers 1-20 and read and write the number words 1-10. 85% of kindergarten students will be proficient, at 80% or higher, in their basic addition facts up to the sum of ten.</p>
<p>43% of students in 1st-6th grade demonstrated proficiency with a score of 80% or higher on each end-of-chapter GO Math test. 88% of students in 1st-6th demonstrated an overall proficiency of 88% on GO Math chapter tests for 2018-19.</p>	<p>Evidence-based strategies (detailing specific programs and activities that meet the evidence requirements under the ESSA):</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. All chapter assessments will be used to assess student progress and scores shared with the principal to be discussed as a team. Teachers will utilize essential standards to provide system wide intervention on missing mathematical concepts K-6. Math aides have been placed in each grade level to assist teachers in differentiating their math lessons more effectively. These math aides are used to run small enrichment and/or reteaching groups during independent work time.</p>
	<p>Realigning curriculum horizontally and vertically from grade to grade.</p>	<p>Embedded in the GO Math program is a vertical alignment from grade to grade. Teachers spent professional development days learning and becoming familiar with our newly-adopted math program. Data is tracked and shared as PLCs and with the principal to evaluate student proficiency across grade levels. Common vocabulary from grade to grade is incorporated into instruction to elevate student understanding.</p>
	<p>Expected impact in underperforming disaggregated student groups:</p>	<p>We are watching our ELL students closely to ensure they make greater than average gains. The school's ELL teacher will provide training during our professional development on strategies to reach our English learners who are not making adequate progress. We expect to see 10% of our ELL students show at least a 10% increase in proficiency on the RISE test.</p>
	<p>How reform strategies will be evaluated for effectiveness:</p>	<p>The math end of chapter assessments embedded in the Go Math program will be used to evaluate effectiveness. Accurate records will be maintained by teachers, discussed at grade level PLCs, and submitted to the principal to report progress toward our goal. Consistent and frequent evaluation of our progress toward our goal will be discussed in grade level PLCs and faculty PLCs.</p>
	<p>Staffing plans and professional development strategies:</p>	<p>Students not making progress will receive additional support or Tier II/Tier III services of systematic instruction by teachers on deficiencies using approved programs and aide help to pre-teach skills prior to classroom instruction or to reteach math concepts. This will be done before school. Teachers will spend professional development days learning and becoming familiar with our newly-adopted math program. Student achievement has been increased through the use of engagement strategies. To ensure fidelity, we are providing substitute teachers to allow classroom teachers time to observe their peers.</p>
<p>Intended measurable</p>	<p>80% of students in 1st - 6th grade will demonstrate proficiency with a score of 80% or higher on Go</p>	

outcomes: Math tests.

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: o Counseling o School-based mental health support o Specialized instructional support services o Mentoring o College and career readiness (e.g., AP, IB, dual or concurrent enrollment) o Tiered behavioral support o Early intervening services coordinated with services under IDEA o Preschool transition support to elementary school o Professional learning opportunities for teachers, paraprofessionals, and staff to improve instruction o Professional learning opportunities for teachers, paraprofessionals, and staff on use of data o Intensive academic support for students o Recruitment and retention of effective teachers

Counseling and school-based mental health support:	We have a half-time counselor who attends to the needs of every student in the school, not just the struggling or high demand students. Classroom lessons occur every month. These are lessons that are based around the 7 habits but also add in other components that deal with daily coping strategies, relationship building, and other points that are good for every student to learn. Small groups focus on areas that may help students that need a smaller setting & 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, Safe Fam, and Project AWARE.
Tiered behavioral support:	A half-time Behavior Coach serves with part of a multi-tiered system of support in the design and implementation of functional assessments of behavior and behavior intervention plans for students with emotional or behavior problems across each tier. Behavior Coaches will report to the District's Behavior Support Coordinator and work across schools, with all education teachers. Behavior Coaches will observe state and federal guidelines regarding the confidentiality of student information. All teachers have been trained in Happy Class, a classroom management and behavior system, and work collaboratively to consistently implement student engagement strategies.
Transition support (preschool to kindergarten, elementary to middle school):	We invite district-supported, Head Start, and private preschools to the elementary school for an orientation that includes a guided tour, meeting new teachers, and meeting the principal. Information is provided regarding curriculum, kindergarten registration, and assessments. All 6th grade students attend an orientation at the middle school in the spring, which includes a tour, registration information, a visit with counselors, and they meet faculty and staff. Additionally, 6th teachers meet with a middle school transition team to discuss the needs of at-risk students.
Professional development for staff:	Training for paraprofessionals who provide interventions, content program training for new teachers, coaching for new teachers, Happy Class classroom management/behavior training for all faculty and specialists, developing and implementing quality Tier I LA instruction aligned with Utah Core Standards through multiple professional development days through teacher collaboration, principal-directed professional development, and district professional development days.
Intensive academic support to students:	Targeted, systematic and explicit Tier 2 instruction using evidence-based materials for students at-risk. An after school program will be offered to students in need of additional homework support and tutoring. Students not making progress will receive additional support or Tier II/Tier III services of systematic instruction by teachers on deficiencies using approved programs and aide help to pre-teach skills prior to classroom instruction or to reteach math concepts. This will be done before school.

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)	\$30,141.00	We use the entire allotment of EARS funds for paraprofessionals to assist in our Tier II literacy program.
Local Funds	\$11,000.00	We have an annual Cache Valley Direct Fundraiser that brings in about \$7,000 per year for teachers to use in their classrooms. We also receive funds around \$4,000 from a community golf event for the elementary schools in Smithfield, hosted by the Smithfield Chamber of Commerce.
District Funds (combined aide & supplies)	\$137,121.00	This money is used for literacy aides in the classrooms for small group instruction in grades K-5, using evidence-based programs vetted at the district level by our literacy team.
Early Literacy Program (included in combined aide district fund)	\$11,069.00	Early Literacy funds are used for literacy aides in classrooms for small group instruction in grades K-3. Memorandums of Understanding are adhered to by the principal, literacy facilitator, and classroom teachers to show fidelity in daily literacy instruction, using evidence-based programs vetted at the district level by our literacy team.
Early Intervention (included in combined aide district fund)	\$14,982.00	Early Literacy funds are used for literacy aides in classrooms for small group instruction in grades K-3. Memorandums of Understanding are adhered to by the principal, literacy facilitator, and classroom teachers to show fidelity in daily literacy instruction, using evidence-based programs vetted at the district level by our literacy team.
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	N/A
Title I	\$151,200.00	Our Title One funds are allocated as follows: \$141,120 is used for literacy para-professionals in our Tier II program. \$6,720 is allocated for supplies, primarily being used to purchase the research based programs and materials used in our Tier II program. \$3,360 is used to support our parent engagement and education nights. These nights include Back to School Night, STEM Fest, Time Together, Watch Dogs, and Literacy Night.
Trustlands	\$87,713.00	Our Trustlands fund this year were used to provide extra aide support in math, after school and before school tutoring, additional Chromebooks across multiple grade levels to provide support for the new Go Math program, teacher professional development and developing language rich classroom environments, and finally, providing chromebooks and software support for Reading Counts to aide students in and reading.

TSSA	\$72,435.00	\$16,134 of our TSSA funds were used this year to provide behavioral support through professional development for teachers, and to support a part time Behavior Coach. \$27,067 is being used to hire additional aides to support ELL students in classrooms. \$9,000 is being used to support a part time Behavior Coach. \$29,234 is being used to replace outdated student chromebooks.
Schools Identified for Improvement	Does the plan include school improvement funds?	N/A
	How are the Title I schoolwide funds being leveraged to support school improvement efforts?	N/A