



Application to Operate a Title I Schoolwide Program

An eligible school that desires to operate a Schoolwide Program in the 2026–27 school year must complete and submit this application by June 15, 2026 via email attachment to karen.bierhaus@wyo.gov with the subject line: [Name of LEA and School] Title I Schoolwide Application.

School/LEA Information

School Name: STOCKTRAIL ELEMENTARY SCHOOL Date: 05/26/2026

LEA Name: ERIC STREMCHA

Check One:

☒ Initial Plan

☐ Plan Revision

Stakeholder Planning Team: ESEA Sec. 1114(b)(2)

1. List the stakeholders who developed, and will help implement and evaluate, the Schoolwide Program.

Note: Digital, typed, and pen/ink signatures are acceptable.

TITLE	NAME	SIGNATURE
Principal/Director	BERTINE BAHIGE	
LEA Title I Director	ERIC STREMCHA	
Faculty Member	ROBERT HOFFMAN	
Faculty Member	BRENDALIZ CRUZ	
Faculty Member	MICHAEL DRAGSETH	
Parent, non-school employee	KELLY FORD	
Parent, non-school employee	JACLYN MCKINNEY	
Parent, non-school employee	BROOKE DEATON	
Community Member, not associated with school	MICHAEL LUNBERG	
Paraprofessional, if applicable	ELIZABETH LOPEZ	

TITLE	NAME	SIGNATURE
Tribal Representative, if applicable	N/A	
Secondary Student (6th-12th), if applicable	N/A	

2. Describe the process for involving stakeholders and how their input was used to develop the Schoolwide Program. This includes a description of the frequency and content of meetings and communications.

Response:

Stocktrail Elementary School, the only Dual Language Immersion (DLI) elementary school in Campbell County School District #1, utilizes a collaborative approach in the development, implementation, and continuous improvement of the Schoolwide Program. A key role in this process is played by the Building Leadership Team (BLT), which includes the principal, the instructional facilitator, classroom teachers representing every grade level, interventionists, special education staff, and other instructional support personnel.

The Building Leadership Team meets regularly (monthly) throughout the school year to review schoolwide academic and language proficiency data, identify areas of need, and guide instructional and school improvement decisions. During the development of the 2025–2026 School Improvement Plan, the BLT analyzed multiple data sources, including FastBridge assessments, WY-TOPP results, classroom performance data, progress-monitoring tools, and language acquisition data connected to the Dual Language Immersion program. This process allowed the team to identify trends in student achievement in literacy, mathematics, and bilingual language development in both English and Spanish.

In addition to the BLT, grade-level teams and Professional Learning Communities (PLCs) meet consistently (at least twice a week) to collaborate on instructional practices, intervention supports, and student progress. Staff members use data to adjust instruction, strengthen differentiation, and ensure that all students, including multilingual learners and students requiring additional support, receive targeted instruction aligned to their needs.

As a district-wide DLI school serving students from diverse cultural and linguistic backgrounds, Stocktrail Elementary places a strong emphasis on family and community involvement. Families are encouraged to actively participate in the school through bilingual communication, parent engagement events, cultural activities, surveys, and regular school updates. These partnerships strengthen the connection between home and school and support the overall success of students academically, socially, and culturally.

The ongoing review of schoolwide data and stakeholder input has helped Stocktrail Elementary identify key priorities, including strengthening literacy and math achievement, enhancing bilingualism, biliteracy and culture competency, improving MTSS systems and interventions, and supporting high-quality instruction for all learners. These priorities will guide the implementation of the Schoolwide Program and reflect Stocktrail's commitment to student achievement, language development, and educational excellence as stipulated in our school mission, vision and collective commitments.

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 student outcomes, in particular for the lowest achieving students.

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.

Response:

Stocktrail Elementary School (DLI) uses a variety of data sources to guide the development of our School Improvement Plan, identify areas of needs, monitor student growth, and determine the strategies necessary to support student achievement and bilingual language development. The following data sources are utilized throughout the school year by the Building Leadership Team (BLT), PLC teams, interventionists, and instructional staff:

- WY-TOPP Assessment Data
- FastBridge Benchmark and Progress Monitoring Data
- District Common Assessments
- Classroom Formative and Summative Assessments (CFAs)
- Dual Language Immersion (DLI) Language Proficiency Data (STAMP assessment)
- ACCESS Assessment Data for Multilingual Learners
- MTSS and Intervention Progress Monitoring Data
- Attendance Data
- Behavior and PBIS Data
- Special Education and Individual Student Growth Data
- Kindergarten Readiness Data
- Student Engagement and Participation Data
- Parent and Family Feedback Surveys
- Teacher Observations and PLC Collaboration Notes

These data sources are reviewed regularly throughout the school year to monitor student progress in literacy, mathematics, language acquisition, attendance, behavior, and overall academic growth. The information gathered allows staff to make informed instructional decisions, provide targeted interventions, strengthen differentiated instruction, and ensure that all students are supported academically, socially, and linguistically.

As the only Dual Language Immersion elementary school in Campbell County School District #1, Stocktrail Elementary also places a strong emphasis on bilingualism, biliteracy, and cultural competency. Data related to language development in both English and Spanish is carefully analyzed to ensure students are progressing toward proficiency in both languages while meeting grade-level academic standards.

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 detailed summary should be presented in a table or with an outline format.

Response:

Assessment / Data Source	Current Stocktrail Data	Identified Need / Concern	School Improvement Goal & Focus
WY-TOPP Mathematics	65% of students met or exceeded expectations on the WY-TOPP Mathematics assessment. 35% of students (194 out of 553 students) did not yet meet expectations.	Although 65% of students met or exceeded expectations in mathematics, 35% of students — representing 194 out of 553 students — are still performing below grade-level expectations and require additional instructional support, intervention, and targeted math strategies.	Increase mathematics achievement by 10% through targeted instruction, small-group interventions, differentiated teaching strategies, and data-driven PLC collaboration.
WY-TOPP English Language Arts (ELA)	54% of students met or exceeded expectations on the WY-TOPP ELA assessment. 46% of students (255 out of 556 students) did not yet meet expectations.	While over half of students met expectations in ELA, 46% of students — representing 255 out of 556 students — are still not meeting grade-level literacy expectations, demonstrating a significant need for continued literacy intervention,	Increase ELA achievement by 10% through structured literacy instruction, intervention supports, progress monitoring, and strengthened Tier 1 instruction.

Assessment / Data Source	Current Stocktrail Data	Identified Need / Concern	School Improvement Goal & Focus
WY-TOPP Science (4th Grade)	65% of 4th grade students met expectations in science. 35% of students (27 out of 76 students) did not meet expectations.	vocabulary development, comprehension support, and structured literacy instruction. Although 65% of 4th grade students met science expectations, 35% of students — representing 27 out of 76 students — did not meet proficiency levels and require additional support in science vocabulary, comprehension, academic language, and application of scientific concepts.	Improve science achievement through increased integration of academic vocabulary, inquiry-based learning, and cross-curricular literacy strategies.
FastBridge K–3 ELA Data / IRP Identification	Currently, 53% of K–3 students are identified as High Risk in ELA and require Individual Reading Plans (IRPs). This represents 155 out of 273 students.	More than half of K–3 students — representing 155 out of 273 students — are identified as High Risk in reading and require IRPs. This indicates a critical need for intensive early literacy instruction, intervention systems, phonics support, and frequent progress monitoring.	Reduce the number of students identified for IRPs by strengthening early literacy instruction, intervention systems, phonics instruction, and consistent progress monitoring.
Growth & Equity Categories	Current achievement levels impact student growth and equity indicators across the school.	Students who are currently performing below grade-level expectations are also at risk of demonstrating limited academic growth and contributing to achievement gaps among student groups. Increasing overall achievement will positively impact schoolwide growth and equity outcomes.	By increasing student achievement by 10% on WY-TOPP and FastBridge assessments, Stocktrail Elementary aims to simultaneously improve student growth, strengthen equity outcomes, and close achievement gaps.
Dual Language Immersion (DLI) Program Data	Student progress is monitored in both English and Spanish language development through classroom assessments and language proficiency measures.	Students in the Dual Language Immersion program must continue developing bilingualism, biliteracy, and academic proficiency in both English and Spanish while also meeting grade-level academic standards across all content areas.	Continue strengthening bilingual instructional practices, academic language development, and literacy instruction in both English and Spanish to support long-term student success.
MTSS / Intervention Data	Intervention groups and progress-monitoring data are reviewed regularly by PLC teams, interventionists, and the Building Leadership Team (BLT).	Students requiring Tier 2 and Tier 3 interventions need consistent instructional support, progress monitoring, and timely intervention adjustments to ensure academic growth and prevent further learning gaps.	Strengthen MTSS systems by utilizing data to provide timely interventions, targeted supports, and collaborative problem-solving for struggling learners.
Attendance, Behavior, and Student Engagement Data	Schoolwide attendance, behavior referrals, and student engagement data are monitored throughout the school year.	Attendance, student engagement, and positive behavior directly impact academic performance, consistency of instruction, and overall student success. Students with attendance or engagement concerns may experience reduced academic growth opportunities.	Continue implementing positive behavior supports, family partnerships, and engagement strategies to improve student attendance, participation, and overall school success.

3. Prioritize the school's top needs as evidenced by the CNA (a minimum of two required). These should be related to or be the School Improvement Priorities.

- Priority #1.

- Strengthen our Tier 1, Tier 2, Tier 3 Instruction through rigorous training and staff development through research-based system of support within the school, district and outside the district.

- Priority#2,
 - Strengthen family involvement and education through targeted training, parents' nights to enhance parents' knowledge on effective ways to support students' academic progress
- Priority #3.
 - Invest in effective, research-based interventions to improve our students' academic outcomes.

Implementation Plan: (ESEA Sec. 8101)

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 prioritized need, identify specific strategy(ies) 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	PLAN
<u>Priority #1:</u> <i>Strengthen our Tier 1, Tier 2, Tier 3 Instruction through rigorous training and staff development through a research-based system of support within the school, district, and outside the district.</i>	<i>Strategies:</i> - Provide research-based training to all staff on effective Tier 1 (Core instruction), Tier 2 (Intervention on Core instruction), and Tier 3 (Intervention for off-grade-level instruction to close the gap). This training will be delivered through a combination of in-building, district, and external expertise to strengthen the effectiveness of all three Tiers of instructional practices. - Identify effective teachers within the building and the district and pair them with our teachers to share expertise and instructional practices. - Identify effective training that will positively impact our staff's abilities to meet our students' needs both academically and in both languages. <i>Who/What/How/When:</i> We will target early releases, professional development days, as well as PLC time to share expertise, analyse data, and develop strategies to strengthen students' learning. We will seek and collaborate with effective teachers within the district, but also explore trainings that will positively impact teacher learning and support for students' academic and socio-emotional growth. Classroom teachers and Title 1 support staff will provide differentiated instruction in ELA (English/Spanish), math, and science in small groups and whole group settings. Data will be collected to reset and recalibrate our practices.
<u>Priority #2:</u> <i>Strengthen family involvement and education through targeted training, parents' nights to enhance parents' knowledge on effective ways to support students' academic progress</i>	<i>Strategies:</i> - Provide Events that will engage families to strengthen our collaborative practices, focusing on strengthening students' ELA in both English and Spanish as well as in mathematics. - Culture awareness and celebration - provide events that foster an opportunity for collaborative practices engaging and recognizing students and their families' heritage while celebrating our diversity. - Engage families to learn all the targeted subjects alongside their children to strengthen support. <i>Who/What/How/When:</i> *All Stocktrail staff will prepare, execute, and engage families in these events at least twice a school year. *Active collaboration with the PTO (parent organization) to increase attendance and

<u>Priority 3:</u> <i>Invest in effective, research-based interventions to improve our students' academic outcomes.</i>	<u>Strategies:</u> a. Identify and purchase research-based resources to arm teachers with instructional and intervention materials to positively impact students' learning. b. Provide staff with the needed training to effectively deploy the intervention materials in ways that positively impact students' learning. <u>Who/When/What/How:</u> * The principal will collaborate with both the Leadership team and the Guiding Coalition to ensure that considered materials are effective and impactful on students' learning. The whole team will determine an adequate timeline to train and deploy the training while using a progress monitoring approach to ensure students' learning.
--	---

2. Describe how a Schoolwide Program will be more beneficial than the current Targeted Assistance Program in addressing the learning needs of all students in the school, particularly the needs of the lowest-achieving students.

Response:

Stocktrail Elementary School would greatly benefit from transitioning from a Targeted Assistance Title I program to a Schoolwide Title I program because the needs of our students extend beyond a limited group identified for Title I services. As the only Dual Language Immersion elementary school in Campbell County School District #1, Stocktrail serves a diverse student population of 563 students with varying academic, linguistic, and social-emotional needs. Current demographic data shows that 39% of students qualify for free/reduced lunch, 11% receive special education services through an IEP, and 9% are identified as English Language Learners. These diverse learning needs require a coordinated and flexible schoolwide system of support.

Under the current Targeted Assistance model, services are limited to students who meet specific eligibility criteria. While this model supports some struggling learners, it limits the school's ability to provide early intervention and preventative support for all students who may be at risk academically. A Schoolwide program would allow Stocktrail to provide intervention, enrichment, and instructional support to any student demonstrating academic need, ensuring that students receive support before achievement gaps widen.

The need for a more comprehensive approach is reflected in Stocktrail's academic data. Although the school has consistently earned an overall rating of "Meeting Expectations" for the past four years on the Wyoming accountability system, student performance varies significantly by grade level and content area. For example, 5th grade math proficiency dropped to 39.4% in 2025, compared to the state average of 55.2%. Additionally, 5th grade ELA proficiency decreased from 64.7% in 2024 to 53.0% in 2025, below the state average of 57.8%. Third grade math proficiency also declined from 71.0% in 2023 to 50.0% in 2025. These data points demonstrate the need for stronger and more flexible intervention systems that can support students across all grade levels.

At the same time, Stocktrail has demonstrated important strengths that could be expanded through a Schoolwide model. The school exceeded state averages in several areas, including 4th grade math, where 81.1% of students were proficient compared to the state average of 57.4%, and 6th grade ELA, where 77.1% of students were proficient compared to the state average of 58.1%. The school also exceeded expectations in the Equity category of the Wyoming accountability model, earning a score of 61, which reflects strong growth among the bottom 25% of students. Additionally, Stocktrail exceeded expectations in English Learner Progress with a score of 60, demonstrating success in supporting multilingual learners. A Schoolwide Title I model would allow these successful practices and intervention systems to be expanded and implemented consistently across the entire school.

A Schoolwide program would also directly support the school's current improvement goals. Stocktrail's 2025 goals include strengthening English and Spanish Language Arts instruction through targeted writing integration, improving math achievement through small-group interventions using Eureka, IXL, and AVMR practices, increasing science achievement through project-based learning, and strengthening student well-being through PBIS and Behavior Leadership practices. Under a Schoolwide model, Title I resources could be used more strategically to support these initiatives across all classrooms and grade levels, rather than limiting support only to identified students. Most importantly, a Schoolwide program would strengthen services for the school's lowest-achieving students by promoting greater collaboration between classroom teachers,

interventionists, EL teachers, and special education staff. Instead of operating separate systems of support, the school could implement coordinated interventions, flexible grouping, co-teaching opportunities, and schoolwide instructional strategies that ensure struggling students receive immediate and consistent support throughout the school day.

In a Dual Language Immersion environment, where students are expected to learn rigorous academic content in two languages, many students benefit from additional support even if they do not formally qualify for Title I services. A Schoolwide model would provide the flexibility needed to respond quickly to student needs, strengthen preventative interventions, and ensure that all students — especially the lowest-achieving learners — receive the academic and social-emotional support necessary for success.

Transitioning to a Schoolwide Title I program would allow Stocktrail Elementary to better align resources, interventions, and instructional practices to support the success of every student while continuing to prioritize the growth and achievement of its most academically at-risk learners.

3. Outline a communication plan specifying how staff, families, and other stakeholders will be made aware of the Schoolwide Program and how it will be beneficial to students in multiple ways.

Communication Plan: Schoolwide Title I Program

Stocktrail Elementary School will utilize a variety of communication methods to ensure that staff, families, and stakeholders are fully informed about the implementation of the Schoolwide Title I Program and understand how it will benefit all students.

1. Staff Communication

Staff will be engaged and informed through ongoing professional communication structures, including:

- Faculty meetings and professional development sessions explaining the purpose and goals of the Schoolwide Title I Program
- Grade-level collaboration meetings to support consistent implementation and alignment of instructional practices
- Email updates and shared documents outlining program expectations, progress, and resources
- Leadership team updates to ensure consistent messaging across the school

2. Family Communication

Families will be informed about the Schoolwide Title I Program through multiple, consistent communication channels designed to build understanding and engagement:

- **Open House:** The Schoolwide Title I Program will be introduced as a key initiative, highlighting the opportunity to improve learning outcomes for all students.
- **Parent-Teacher Conferences:** Teachers will share individual student progress and explain how schoolwide supports are helping students meet academic goals.
- **Monthly Newsletters:** Regular updates will highlight program goals, instructional strategies, and student achievement progress.
- **Digital Communication Tools:** Platforms such as Remind, school website updates, and Facebook posts will be used to share timely information and celebrate successes.
- **Communication Boards:** Visible updates in the school will keep families and visitors informed about Title I initiatives and schoolwide goals.
- **Classroom/Teacher Communication:** Teachers will maintain ongoing communication with families through messages, emails, and classroom updates.
- **Individual Parent Meetings (as needed):** Targeted conversations will support families of students who may need additional interventions or academic support.
- **Notes Home:** Printed communication will be sent as needed to ensure all families receive important updates regardless of digital access.

3. Stakeholder and Community Communication

To ensure transparency and community engagement, additional stakeholders will be informed through:

- School website updates featuring Title I program information, goals, and progress updates
- School board or district-level presentations when appropriate
- Partnerships with community organizations to share how the Schoolwide Program supports student success

4. Key Messaging Focus

Across all communication methods, messaging will consistently emphasize that:

- The Schoolwide Title I Program is designed to support **all students**, especially those who are the lowest-achieving

- Instructional strategies and interventions will be strengthened schoolwide
- The goal is to increase academic achievement and close learning gaps for every student

4. Summarize a draft plan to increase parent and family engagement capacity with strategies that will be implemented to improve student learning, e.g., literacy training, using technology, etc. (ESEA 1118(e)(2)).

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 (a minimum of three required).

- Articulate the SMART goal 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.

Response:

SMART Goals and Evaluation of Schoolwide Title I Program Effectiveness

Stocktrail Elementary School will implement a comprehensive Schoolwide Title I Program designed to increase academic achievement for all students, with a targeted focus on closing achievement gaps for historically underserved student populations, including English Learners and other identified subgroups. In alignment with Title I, Part A requirements, the school will use a continuous improvement model grounded in multiple measures of student performance to evaluate program effectiveness and guide instructional decision-making.

SMART Goals for Academic Achievement

The Schoolwide Title I Program is guided by rigorous, measurable, and time-bound academic goals aligned to state standards and assessments.

In English Language Arts, Stocktrail Elementary School will ensure that by the end of the 2025–2026 school year, at least 65% of all students in grades K–6 will demonstrate proficiency by meeting or exceeding expectations as measured by the Wyoming Test of Proficiency and Progress (WYTOPP). In Mathematics, the school will also ensure that at least 65% of all students will meet or exceed proficiency expectations on the WYTOPP assessment by the end of the same school year. These goals reflect a schoolwide commitment to improving core academic achievement for all learners through high-quality Tier 1 instruction, targeted interventions, and data-driven instructional practices.

For English Learners, the school has established a goal that by Spring 2026, at least 80% of English Learner students will demonstrate at least 0.5 level of growth toward English language proficiency as measured by the WIDA ACCESS assessment. In addition, Spanish-speaking dual language immersion students will demonstrate comparable growth in language acquisition as measured by the STAMP assessment across speaking, listening, reading, and writing domains. These goals ensure that language development is systematically monitored and accelerated through intentional instructional supports and aligned programming.

Assessment System and Progress Monitoring

Progress toward these goals will be measured through a balanced assessment system that includes both formative and summative measures. Baseline data will be established in the fall using WYTOPP interim assessments, district benchmark assessments, WIDA ACCESS initial data, and STAMP baseline measures for dual language learners. Mid-year progress will be monitored through winter benchmark assessments and ongoing classroom-based measures. End-of-year effectiveness will be determined through WYTOPP summative results, WIDA ACCESS, and STAMP assessments.

In addition, monthly formative assessments—including common grade-level assessments, reading fluency checks, writing samples, math exit tickets, and standards-based classroom assessments—will be used to monitor student growth in real time and inform instructional adjustments.

Monitoring Frequency and Data Use

To ensure continuous improvement and accountability, student performance data will be reviewed on a structured and recurring basis. Professional Learning Communities (PLCs) will meet weekly to analyze student work and formative assessment data to inform instructional planning and interventions. Monthly data team meetings will provide structured opportunities to review progress monitoring data and evaluate the effectiveness of Tier 1, Tier 2, and Tier 3 instructional supports.

Quarterly, building leadership teams will conduct schoolwide data reviews to assess progress toward proficiency targets, with a specific focus on subgroup performance and achievement gaps. Annually, comprehensive analysis of WYTOPP, WIDA ACCESS, and STAMP results will be used to evaluate overall program effectiveness and guide school improvement planning.

Personnel, Time, and Resources

Effective implementation and evaluation of the Schoolwide Title I Program will be supported through intentional allocation of personnel, time, and instructional resources. Classroom teachers will be responsible for administering formative assessments and using data to adjust instruction. Interventionists, instructional coaches, and English Learner/Dual Language educators will provide targeted instructional support and assist with ongoing data analysis. School administrators will oversee implementation fidelity, ensure alignment with schoolwide goals, and support data-driven decision-making.

Dedicated time will be embedded within the master schedule to support weekly PLC collaboration, monthly data team meetings, and targeted intervention blocks for students requiring additional academic support. The school will also utilize district-approved assessment systems and data platforms to track student progress over time and ensure consistent monitoring of both individual student growth and overall program effectiveness.

Program Evaluation and Continuous Improvement

Stocktrail Elementary School's Schoolwide Title I Program will be evaluated through a continuous improvement model that integrates multiple measures of student achievement and instructional effectiveness. Data will be used not only to measure outcomes but also to inform ongoing adjustments to curriculum, instruction, and intervention systems.

This comprehensive approach ensures compliance with federal Title I, Part A requirements while maintaining a strong focus on improving outcomes for all students. Through systematic monitoring, collaboration among staff, and intentional use of data, the Schoolwide Title I Program is designed to increase academic achievement, close achievement gaps, and ensure that all students are on a pathway toward college, career, and life readiness.

Coordination and Integration of Services and Resources: ESEA Sec. 1114(b)(6)

Show how Title I funds, along with other local, state and/or federal resources, will be used to implement the Schoolwide Program strategies that enhance School Improvement efforts.

Funding Programs/Streams: Title I, Part D, Subpart 2, Programs for Children and Youth Who are Neglected, Delinquent, At-Risk; Title II Part A, Supporting Effective Instruction; Title III, Language Instruction for Limited English Proficient and Immigrant Students; Title IV Part A, Student Support and Academic

Enrichment; Title IV, Part B 21st CCLC; Title VI, Indian Education; Title VII, Part B, McKinney-Vento, Education for Homeless Children and Youth; IDEA, Part B, Assistance for Children with Disabilities; Carl D. Perkins, Vocational and Technical Education (CTE); Title I, Family Engagement; Title I, Sec. 1003, School Improvement; Wyoming Education Trust Fund; School Foundation (General) Funds; etc.

Resources: partnerships in the community, collaborations with post-secondary for students and/or staff, curriculum initiatives, early learning/interventions, whole child approaches, etc.

STRATEGIES	FUNDING PROGRAM	AMOUNT	RESOURCES
<i>Collaboration and Professional Development for staff in ELA (English/Spanish), math, and science</i>	Title 1, Part A funds	\$ 25,000	Substitutes for the teacher to collaborate
	Title II funds	\$ \$ 8000	Substitutes for grade-level meetings at the district level
<i>Intervention Resources printing and purchasing to Tier 2 & Tier 3</i>	Title 1 Part A	\$ 8,000	Resources to be used both in the school and also shared with parents for continual interventions.
	Title III funds	\$3000	Resources for English Language Learners.
<i>Teacher assistants (2) to support Tier 2 & Tier 3 small group Interventions</i>	Title 1, Part fund	\$ 95,943	Trained human resources to work directly with students.

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,
- ☒ All instructional paraprofessionals are highly qualified, i.e., have a high school graduation/GED and one of the following: an associated degree (or higher); at least 48 semester hours at an accredited college or university; or a passing score on a state-approved, rigorous 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.

School /Principal/Director: _____

LEA Title I Director/Administrator: _____

LEA Superintendent/CEO: _____