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 A Schoolwide Application.

School/LEA Information

School Name: Conestoga Elementary Date: May 27, 2026

LEAName: Campbell County School District #1

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	Peggy Bankenbush	Peggy Bankenbush
LEA Title I Director	Eric Stremcha	Eric Stremcha
Faculty Member	Jillian Dietchman	Jillian Dietchman
Faculty Member	Amy Mobley	Amy Mobley
Faculty Member	Laura Stimson	Laura Stimson
Parent, non-school employee	Janell Tabbert	Janell Tabbert
Parent, non-school employee	Jessi Davis	Jessi Davis
Parent, non-school employee	Heidi Bell	Heidi Bell
Community Member, not associated with school	Amy Fraser	Amy Fraser
Paraprofessional, if applicable	Baiba Galloway	Baiba Galloway

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

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.

Conestoga Elementary involved a variety of staff members in developing the Schoolwide Program, including the principal, instructional facilitator, classroom teachers from different grade levels, specialists, special education staff, and district leaders. The Guiding Coalition team met regularly throughout the year, including during the development of the 2025–2026 School Improvement Plan, to look at student data, talk through needs, and decide on key areas of focus.

Staff shared input during PLC meetings, grade-level team meetings, and Guiding Coalition meetings. These meetings happen on a regular basis and focus on reviewing data from sources like FastBridge, WY-TOPP, and classroom assessments as well as classroom discussion and professional development goals. Teams use this information to notice trends in student performance, especially in ELA and math, and to plan instruction and interventions accordingly.

The school stays connected with families and the community through school events, newsletters, social media, surveys and informal opportunities for feedback. This input helps guide ongoing efforts to improve instruction and better support students.

All of this feedback and data helped the school identify its main priorities of strengthening MTSS intervention systems and improving core ELA and math instruction. These areas now guide the Schoolwide Program.

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.

Conestoga Elementary used a variety of data sources to complete a comprehensive needs assessment. Staff reviewed academic, behavioral, and schoolwide data to better understand student strengths, identify areas of need, and determine where additional supports and interventions may be needed.

- State assessment data (WY-TOPP) for English Language Arts, Mathematics, and Science
- Universal screening and progress monitoring data (FastBridge) administered three times per year
- Classroom assessments and common formative assessments (CFAs)
- District benchmark assessments and priority standards/proficiency scales

- Intervention data from MTSS systems, including Tier 2 and Tier 3 supports
- Individual Reading Plans (IRPs) for K–3 students
- Behavioral data, including office referrals and school climate indicators
- Attendance data and student engagement indicators
- Professional learning and staff capacity data
- School Improvement Plan reflection data (High-Impact Domains and Practices)
- Input from staff through PLCs and Guiding Coalition meetings
- Family and community input through school communication and engagement opportunities

These data sources were analyzed collaboratively by staff to identify trends, strengths, and areas of need, with a specific focus on improving outcomes for the lowest-achieving students.

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.

Area	Strengths	Needs
Student Achievement	Overall student performance is close to state expectations, and the school has consistent assessment systems in place, including FastBridge and WY-TOPP.	ELA, math, and science scores continue to be an area of focus, especially for students performing below grade level.
ELA	Strong focus on foundational reading skills with supports such as IRPs, LETRS practices and UFLI. Strong focus K-6 on writing and reading comprehension.	Some students continue to need additional reading intervention and support, particularly students identified as some risk or high risk.
Mathematics	District curriculum, priority standards, and proficiency scales are being implemented across grade levels.	Continued work is needed to strengthen Tier 1 math instruction and ensure consistency across classrooms.
MTSS/ Intervention Systems	Intervention systems and progress monitoring structures are in place to support students academically and behaviorally.	More consistent intervention time during the school day is needed to better support Tier 2 and Tier 3 students.

Instructional Practices	Staff collaborate regularly through PLCs and have access to district curriculum resources and professional development.	Staff continue working toward stronger alignment to standards and consistent instructional practices across grade levels.
Leadership & Staff Capacity	Conestoga has a collaborative staff culture and strong administrative and district support.	Ongoing support is needed for new and non-tenured teachers, as well as continued development of teacher leadership.
Family & Community Engagement	Families are provided with regular communication and opportunities to participate in school events and activities.	The school would like to continue increasing meaningful family involvement connected to student learning and academic support at home.

Review of student data showed that some students are still struggling to meet grade-level expectations, particularly in reading and math. This includes students receiving intervention services, students identified as economically disadvantaged, and students who require additional academic support throughout the school year. Students participating in Tier 2 and Tier 3 interventions, including those with Individual Reading Plans (IRPs), continue to benefit from targeted instruction and regular progress monitoring.

The needs assessment also highlighted the importance of continuing to improve the school's MTSS process, intervention scheduling, and core classroom instruction to better meet the needs of all students and reduce learning gaps over time.

Student Group Analysis

As staff reviewed achievement and intervention data, several areas of need became clear. Students who are performing below grade level continue to need additional support in reading and math, including students receiving intervention services and students identified as economically disadvantaged. Data showed that many of these students benefit from smaller group instruction, regular progress monitoring, and additional intervention support throughout the school year.

Students with disabilities continue to benefit from accommodations, intervention services, and collaboration between classroom teachers and special education staff. Conestoga staff will continue focusing on strengthening classroom instruction and intervention systems to better support student growth and achievement.

Although Conestoga has a small English Learner population, student progress is still monitored closely and supports are provided when needed. During the needs assessment process, staff reviewed data

from different grade levels and student groups to identify strengths, areas of concern, and priorities for improvement.

The information gathered through the needs assessment reinforced the importance of strong core instruction, consistent intervention practices, and ongoing staff collaboration to help meet the needs of all learners and reduce achievement gaps across the school.

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 MTSS and Intervention Systems in ELA and Math
- Priority 2. Improve Tier 1 core instruction in ELA and Math

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	PLANS
Priority 1: Strengthen MTSS and Intervention Systems in ELA and Math	STRATEGY: Provide targeted ELA and math interventions and Individual Reading Plans (IRPs)
	WHO, WHAT, HOW, & WHEN: Classroom teachers and Title I support staff will provide targeted ELA and math interventions for students identified as needing additional support based on screening, diagnostic and classroom data. Students in kindergarten through sixth grade who demonstrate some risk or high risk in reading or math will receive interventions focused on skill deficits and academic growth. Students with Individual Reading Plans (IRPs) will receive targeted reading instruction, progress monitoring, and ongoing support throughout the school year. Research-based intervention programs and instructional strategies will be used to support student learning in both ELA and math. Student progress will be monitored regularly, and intervention groups or supports will be adjusted based on student performance and data collected throughout the 2026–2027 school year.
	STRATEGY: *Use PLCs and student data to guide instruction and intervention*
	WHO, WHAT, HOW, & WHEN: Grade-level teams will meet regularly during Professional Learning Community (PLC) time to review student data, discuss student needs, and plan instruction and interventions in ELA and math. Staff will use information from FastBridge, classroom assessments, common formative assessments, and daily classroom performance to identify students needing additional support or enrichment opportunities. Teachers, the instructional facilitator, and administration will work together to review data trends, monitor student progress, and make adjustments to instruction and interventions throughout the school year. This ongoing collaboration will help ensure students receive timely support based on their individual academic needs.

Priority 2: Improve Tier 1 Core Instruction in ELA and Math	Strategy: Provide differentiated supports and interventions within Tier 1 instruction
	Who, What, How & When: Classroom teachers and Title I support staff will provide differentiated instruction in ELA and math through small-group instruction, intervention support, and enrichment opportunities during the school day. Students identified as some risk or high risk based on assessment data will receive additional Tier 2 and Tier 3 support focused on specific skill areas. Teachers will use research-based instructional strategies and intervention resources to help meet student needs while maintaining access to grade-level standards and instruction. Student supports and intervention groups will be adjusted throughout the school year based on assessment results, classroom performance, and progress monitoring data.
	STRATEGY: Use assessment data and progress monitoring to guide ELA and math instruction
	WHO, WHAT, HOW, & WHEN: Classroom teachers will use a variety of data sources, including FastBridge, classroom assessments, common formative assessments, intervention data, and progress monitoring results, to help guide instruction in reading and math. Grade-level teams will review student data during PLC meetings to identify student needs, discuss instructional strategies, and determine which students may need additional support or enrichment. Universal screening will take place three times each year, and students receiving interventions will be progress monitored regularly throughout the school year. Staff will use this information to make adjustments to instruction and intervention groups as needed.

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.

Moving from a Targeted Assistance Program to a Schoolwide Program will allow Conestoga Elementary to better support the needs of all students while still providing additional support for students who are struggling academically or behaviorally. Under the current Targeted Assistance model, Title I services are limited to identified students. A Schoolwide Program would allow the school to use Title I resources more flexibly to strengthen instruction and interventions across the entire school.

A Schoolwide approach will help Conestoga continue building a stronger MTSS system by allowing staff to provide supports and interventions based on student need rather than program eligibility alone. Universal screening, progress monitoring, and regular review of student data will help staff identify concerns earlier and respond more quickly when students need additional support.

The Schoolwide model will also allow Title I resources to be used to strengthen classroom instruction, provide additional intervention opportunities, support professional development, and increase

collaboration among staff. This approach benefits all students by improving overall instruction while also giving struggling students more consistent access to targeted support and interventions throughout the school day.

In addition, the flexibility of a Schoolwide Program will help staff better coordinate services and schedule interventions without removing students from core instruction whenever possible. Students needing extra support in reading, math, behavior, or other areas will have increased opportunities for intervention, progress monitoring, and differentiated instruction.

Implementing a Schoolwide Program will allow Conestoga Elementary to continue improving instruction and intervention systems while creating a more unified approach to supporting student learning and closing achievement gaps across the school.

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.

Conestoga Elementary will use a communication plan with multiple sources so that staff, families, and community partners are aware of the Schoolwide Program and understand how it supports student learning and school improvement.

For staff, information will be shared consistently through faculty meetings, PLCs, leadership team meetings, professional development sessions, and ongoing collaboration with administration and the instructional facilitator. These conversations will focus on program goals, instructional expectations, intervention structures, progress monitoring, and how Title I resources are being used to support all students.

Families will receive updates through newsletters, parent-teacher conferences, the school website, social media, school events, and family engagement nights. Communication will explain what the Schoolwide Program is, what supports and interventions are available, and how student progress is monitored. Families have access to the CCSD district Title I Center and families will be given opportunities to ask questions, share feedback, and stay involved in school improvement efforts.

Community stakeholders and district partners will be kept informed through district communication channels, school improvement meetings, and community events, along with ongoing collaboration with school leadership. These updates will highlight how the program strengthens instruction, broadens intervention opportunities, and improves access to resources that support student success.

Overall, communication will emphasize the ways the Schoolwide Program benefits students, including stronger Tier 1 instruction, more targeted interventions and enrichment, earlier identification of student needs, increased use of data to guide instruction, improved staff collaboration, stronger support for foundational skills in literacy and math, and more flexible use of resources to meet the needs of all learners. Communication will continue throughout the year to ensure transparency and shared understanding across all stakeholders.

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)).

Conestoga Elementary recognizes the importance of strong family and community partnerships in supporting student achievement and will continue to expand opportunities for meaningful parent and family engagement through a variety of schoolwide activities and resources.

The school will provide multiple opportunities throughout the year for families to engage in their child's education through Title I parent nights, curriculum-based family events, parent-teacher conferences, open houses, and schoolwide celebrations. These events will help families better understand grade-level expectations, instructional practices, and strategies they can use at home to support student learning.

Conestoga Elementary will collaborate with the Lakeway Learning Center Title Resource Center to provide families access to educational materials, literacy resources, technology supports, and hands-on learning tools that can be checked out and used at home to strengthen academic skills. Families will be informed about available resources and encouraged to utilize materials that support reading, math, and overall student success.

To increase family engagement capacity, Conestoga Elementary will:

- Provide families with regular communication regarding student progress, academic expectations, and available supports
- Share strategies and resources families can use at home to strengthen literacy and academic skills
- Utilize technology platforms, newsletters, social media, and the school website to improve communication and accessibility
- Encourage family participation in school decision-making and feedback opportunities
- Provide opportunities for families to learn about interventions, progress monitoring, and ways to support student growth

Through these efforts, Conestoga Elementary aims to build strong partnerships with families, increase family confidence in supporting learning at home, and create a collaborative school culture focused on improving outcomes for all students.

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 goals 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.

SMART Goal 1: Increase ELA and Math Achievement

By Spring 2027, Conestoga Elementary will increase the percentage of students scoring proficient or above in both English Language Arts and Mathematics from baseline performance levels to at least 53% in ELA and 55% in Math as measured by the WY-TOPP assessment. In addition, students identified as some risk or high risk on FastBridge reading and math assessments will demonstrate measurable growth through consistent progress monitoring and targeted intervention support.

Frequency of Monitoring:

- FastBridge screening administered three times per year (fall, winter, spring) in both reading and math
- Bi-monthly progress monitoring for students receiving interventions in reading and math
- Weekly PLC discussions focused on student data in ELA and math
- Quarterly review of schoolwide achievement data across both content areas

Resources Dedicated to Monitoring and Evaluation:

Classroom teachers, instructional facilitator, and administration will collaborate to monitor progress. Data sources will include FastBridge reading and math reports, WY-TOPP results, common formative assessments, intervention records, and IRPs. Scheduled PLC time, intervention blocks, and

data meetings will be used to review student progress and adjust instruction and interventions as needed.

SMART Goal 2: Strengthen Tier 1 Instruction in ELA and Math

By Spring 2027, Conestoga Elementary will strengthen Tier 1 instruction in ELA and math through consistent implementation of district curriculum, evidence-based instructional practices, and collaborative PLC processes. As a result, at least 80% of students will demonstrate expected growth in reading and math based on FastBridge assessments, classroom performance, and common formative assessments.

Frequency of Monitoring:

- Weekly PLC meetings focused on instructional planning and student data
- FastBridge screening administered three times per year in reading and math
- Ongoing classroom formative assessments and common formative assessments
- Quarterly review of schoolwide instructional practices and student growth data

Resources Dedicated to Monitoring and Evaluation:

Classroom teachers, instructional facilitator, administration, and district curriculum resources will support implementation and monitoring of Tier 1 instruction. PLC collaboration time, instructional coaching, district professional development opportunities, classroom walkthroughs, and assessment data will be used to evaluate instructional effectiveness and determine areas needing additional support or improvement.

SMART Goal 3: Strengthen MTSS and Intervention Effectiveness

By Spring 2027, Conestoga Elementary will fully implement a schoolwide MTSS framework that includes protected intervention time at all grade levels and consistent use of data to guide instruction and grouping decisions. At least 80% of students receiving Tier 2 or Tier 3 interventions will show measurable growth in reading and/or math based on progress monitoring data and classroom assessments.

Frequency of Monitoring:

- Weekly PLC and intervention team meetings
- Bi-monthly progress monitoring for students receiving interventions
- Review of intervention effectiveness and student growth data every six weeks
- Annual evaluation of MTSS structures and implementation fidelity

Resources Dedicated to Monitoring and Evaluation:

The administrator, instructional facilitator and classroom teachers will collaborate to review FastBridge data, classroom assessments, intervention logs, and behavioral data when relevant. Scheduled PLC time, intervention documentation, and data systems will support ongoing monitoring, analysis, and instructional adjustments.

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 21stCCLC; 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
Professional Development for staff in ELA, Math and social/emotional/ behavioral programs	Title I, Part A	45,000	Substitutes, travel for trainings
	Building Funds	25,000	Substitutes, trainings
	Title II	20,000	Substitutes, materials, program trainings
	IV B Funds	30,000	Substitutes, materials
Interventions and programs to build and support strong Tier 2 and Tier 3 Intervention	Title I, Part A	23,000	Student materials, program supplies
	Building Funds	25, 000	Student materials, program supplies, incentives
	IV B funds	30,000	Student materials
	Title II	15, 000	Curriculum supports, materials
Para professional support for Tier 2 and Tier 3 Interventions	Title I, Part A	70,000	2 Teacher Assistants
	IV B Funds	150,000	6 Para Professionals

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 associate 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.

SchoolPrincipal/Director: Peggy Barkenbus

LEATitleIDirector/Administrator: Eva S

LEA Superintendent/CEO: Alan J. S