

Washoe County School District

Smithridge S.T.E.M. Academy

Classification: 2 Star School

Title I, $\geq$ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

Mission Statement

Educating our community of learners by providing an academic foundation where all can find success through collaboration and STEM.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Smithridge Elementary demonstrated exceptional growth and achievement across multiple indicators of student success during the 2025–2026 school year. Most notably, over 70% of English Learners met Adequate Growth Percentile (AGP) targets on the WIDA assessment—the highest percentage among all elementary schools in the Washoe County School District.

The school also showed remarkable academic gains on the iReady end-of-year assessments. Smithridge ranked eighth in the district for K–5 reading growth and sixth in math, reflecting the effectiveness of instructional strategies and student engagement. Schoolwide iReady diagnostic data showed significant progress: in math, students at grade level increased from 7% in the fall to 51% in the spring, while reading increased from 13% to 53% during the same period. Kindergarten outcomes were especially strong, with 92% on grade level in reading and 91% in math—the most outstanding results the school has ever achieved.

Efforts to improve attendance were also successful, maintaining chronic absenteeism at 16%, ensuring more students were consistently present and learning.

Beyond academics, Smithridge students excelled in enrichment and engagement. The 3rd–5th grade robotics team actively competed in regional LEGO STEM competitions, and every student participated in outdoor learning opportunities in the school garden, supporting hands-on learning and environmental literacy.

Areas for Growth

While Smithridge Elementary made significant strides in student achievement, key areas of growth remain, particularly in upper-grade academic performance.

Students in 4th and 5th grade continue to struggle with meeting grade-level expectations, especially in English Language Arts and writing. End-of-year iReady data shows that only 32% of 5th graders and 40% of 4th graders were on grade level in reading. Writing remains a challenge, with many students requiring additional support to produce grade-level written responses and compositions.

Math performance in upper grades also indicates a need for continued instructional focus. On the iReady end-of-year assessment, 29% of 4th graders and 23% of 5th graders were on grade level in math, which is below the school’s overall math growth trend.

In addition, science proficiency at the 5th grade level remains critically low, with typically only 0–2 students demonstrating proficiency on the SBAC Science assessment in recent years. This underscores a need to strengthen science instruction, content integration, and exposure to scientific practices throughout the grade levels, especially as students approach the end of elementary school.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Acquire English language skills quickly enough to support students engaging in grade level content and learning.	Providing language rich classrooms that support language acquisition and transferring those skills to academic areas in the classroom. Professional learning for teachers must continue supporting this work to ensure all teachers have the skills and tools necessary to support EL students.

Foster/Homeless	Moving frequently and often to areas not close to campus provide transportation issues. Students in this group have our highest rate of absenteeism.	Social worker and counselor work closely with families to communicate available community resources and supports.
Free and Reduced Lunch	Smithridge receives 100% title 1 funding due to our FRL rate, therefore this is the entire campus. Limited access to academic supports outside of school contribute to below grade level performance	Ensure tier 1 instruction is of the highest quality in all classrooms, provide opportunities for students build background though experiences.
Migrant/Title1-C Eligible	N/a	
Racial/Ethnic Minorities	80% of Smithridge is Hispanic which can present barriers within the greater school system.	Align Smithridge resources and family engagement strategies to meet the specific needs of the local community.
Students with IEPs	Participating in grade level academics and social activities.	Ensure special education teachers are collaborating with general education teachers to align interventions and accommodations to grade level content.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1★ 4th and 5th grade students at Smithridge Elementary are not meeting grade-level expectations in reading, with only 29% of 4th graders and 23% of 5th graders on grade level according to the iReady end-of-year assessment.	Students in upper grades lack consistent exposure to complex texts and high-quality writing instruction. Instructional time is often focused on foundational skills rather than grade-level standards, and there are gaps in Tier 1 instructional alignment and writing across content areas.
2★ State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

Smithridge Elementary has built a strong professional learning culture focused on collaboration and instructional growth. All certified staff successfully completed the LETRS program or started it, deepening their understanding of the science of reading. Teachers engaged in regular grade-level collaboration, using iReady tools such as standard mastery assessments and ELA lesson plans to inform instruction. In grades 3–5, biweekly planning sessions focused on aligning lessons with SBAC rigor and developing common formative assessments. Additionally, staff received targeted professional development on graphic organizers to support student learning across all content areas.

Areas for Growth

While collaboration among staff has increased, the quality of instruction remains inconsistent across classrooms. Variations in teaching experience and in the ability to implement high-impact strategies contribute to uneven instructional delivery. Additionally, differences in how teachers allocate time during instructional blocks—such as varying emphasis on vocabulary versus comprehension within the ELA block—may be impacting student outcomes. A more unified approach to instructional planning and execution is needed to ensure all students receive consistent, high-quality instruction. The staff climate survey did show an increase in the sense of teamwork this year, resulting in a favorable 91% of staff agreed and strongly agreed that there is a sense of teamwork among all school staff.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	A lack of clear, accessible explanations hinders instruction and learning.	Train teachers to utilize GLAD strategies, and scaffold students to understanding tier 1 and 2 vocabulary.
Foster/Homeless	Students are chronically absent	Teachers provide access to missed instruction via electronic versions of curriculum. Teachers meet 1:1 with the student upon returning to create a plan to catch the student up on missed learning.
Free and Reduced Lunch	Students lack background knowledge to connect with new learning in the classroom.	Ensure teacher collaboration time includes planning for activities and lessons that support building students background knowledge around relevant topics to access new information with understanding.
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	meeting the needs of students from diverse cultural backgrounds	Provide professional development on community building

Students with IEPs

General education lessons may not reflect needed scaffolds or supports for clarity.

Embed visual aids and guided practice explicitly tied to IEP accommodations and goals.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
1 ★ Teachers are unaware of how varied the delivery of instruction is between classrooms in the same grade level.	The lack of ability to observe each other teach, on a regular basis.

★ = Priority

Connectedness

Areas of Strength

- Students report strong relationships with adults at school.
- 88% of students agree that teachers care about them.
- 91% report that an adult notices when they are absent.
- 79% feel teachers make them feel good about themselves.
- 74% report feeling safe at school.
- 72% report opportunities to participate in clubs, activities, and other school events.
- 73% say they are happy to be at Smithridge and 75% feel like they are part of the school community.

Areas for Growth

- Students report strong relationships with adults at school.
- 88% of students agree that teachers care about them.
- 91% report that an adult notices when they are absent.
- 79% feel teachers make them feel good about themselves.
- 74% report feeling safe at school.
- 72% report opportunities to participate in clubs, activities, and other school events.
- 73% say they are happy to be at Smithridge and 75% feel like they are part of the school community.

Equity Resource Supports

Student Group	Challenge	Solution

English Learners	Language barriers may limit students' ability to advocate for themselves, build peer relationships, and fully participate in school activities.	Implement structured peer collaboration, language-rich SEL instruction, newcomer supports, and increased family communication in home languages.
Foster/Homeless	Students may experience instability, attendance challenges, and difficulty developing a strong sense of belonging.	Provide a designated trusted adult, attendance check-ins, mentoring, counseling supports, and rapid connection to school activities.
Free and Reduced Lunch	Students may face barriers related to attendance, access to extracurricular opportunities, and social-emotional stressors.	Increase access to clubs and activities, provide attendance incentives, strengthen family outreach, and embed SEL supports during the school day.
Migrant/Title1-C Eligible	Student respect reported at 59% (below district average); 41% of students report others don't follow rules or treat staff respectfully.	Implement restorative practices schoolwide. Offer implicit bias and culturally responsive PD for staff. Highlight student voices in school decisions
Racial/Ethnic Minorities	Some students may experience lower levels of belonging, voice, or peer connectedness.	Increase culturally responsive practices, student leadership opportunities, representation in school activities, and structured opportunities for student voice.
Students with IEPs	Students may experience difficulties with peer relationships, emotional regulation, and participation in the broader school community.	Provide inclusive classroom practices, explicit SEL instruction, behavior supports, peer buddy systems, and opportunities for meaningful participation in school activities.

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
1★ While students report strong relationships with adults, with Adult Support (75%) and Adult Respect (73%), peer connectedness remains an area of need. Student Climate Survey results indicate low scores in Student Respect (53%), Bullying (47%), Victimization (50%), Responsible Decision-Making (45%), and Self-Management of Emotion (40%), suggesting that many students struggle with positive peer relationships and social-emotional skills needed to foster a safe and inclusive school environment.	Although students have strong relationships with adults, there is inconsistent implementation of schoolwide social-emotional learning, restorative practices, and behavior expectations. As a result, students have limited opportunities to develop self-management, conflict resolution, and respectful peer interactions, contributing to lower levels of connectedness.

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1★

4th and 5th grade students at Smithridge Elementary are not meeting grade-level expectations in reading, with only 29% of 4th graders and 23% of 5th graders on grade level according to the iReady end-of-year assessment.

Students in upper grades lack consistent exposure to complex texts and high-quality writing instruction. Instructional time is often focused on foundational skills rather than grade-level standards, and there are gaps in Tier 1 instructional alignment and writing across content areas.

2★

Teachers are unaware of how varied the delivery of instruction is between classrooms in the same grade level.

The lack of ability to observe each other teach, on a regular basis.

3★

While students report strong relationships with adults, with Adult Support (75%) and Adult Respect (73%), peer connectedness remains an area of need. Student Climate Survey results indicate low scores in Student Respect (53%), Bullying (47%), Victimization (50%), Responsible Decision-Making (45%), and Self-Management of Emotion (40%), suggesting that many students struggle with positive peer relationships and social-emotional skills needed to foster a safe and inclusive school environment.

Although students have strong relationships with adults, there is inconsistent implementation of schoolwide social-emotional learning, restorative practices, and behavior expectations. As a result, students have limited opportunities to develop self-management, conflict resolution, and respectful peer interactions, contributing to lower levels of connectedness.

4★

State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.

The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- ☒ End-of-Unit Assessments
 - ☒ Local benchmark, common assessments, diagnostic assessments, or interim assessments data
 - ☒ Smarter Balanced (SBAC)
 - ☒ Student Climate Survey, Student Voice
 - ☒ Tier I Instructional Materials Assessments
 - ☒ WIDA ACCESS for ELLs
 - ☒ Other
- IReady

Adult Learning Culture

- ☒ Administrator evaluation
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Lesson Plans
- ☒ Professional learning communities (PLC) data/agenda/notes
- ☒ School leadership data
- ☒ Staff surveys and/or other feedback
- ☒ Student Climate Survey
- ☒ Teacher evaluation
- ☒ Walk-through data

Connectedness

- ☒ Attendance
- ☒ Community surveys and/or other feedback
- ☒ Demographic data



Social Emotional Learning Data



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-27 school year, at least 90% of the 25 Smithridge Elementary English learner students projected to meet English learner exit criteria based on their 2025-26 ACCESS assessment scores will successfully achieve reclassification by meeting or exceeding the required composite proficiency levels.

Improvement Strategy 1

ELLevations: Provide targeted instruction for students projected to exit EL services.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop individual language support plans for all 25 projected exit students and provide targeted language instruction based on ACCESS domain data. Monitor student progress every six weeks.	EL Facilitator, EL Teachers, Classroom Teachers	All school Year	

Position Responsible: EL Facilitator, EL Teachers, Classroom Teachers

Resources Needed: ACCESS scores, WIDA Standards Framework

Evidence Level

Level 3: Promising:
ELLevations

Problem Statements: Student Success 1

Status Checks

November

February

May

Improvement Strategy 2

PLC's: Strengthen Tier 1 language instruction across content areas.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning and coaching on WIDA language objectives, academic language strategies, and scaffolds to support multilingual learners in core instruction. Conduct classroom walkthroughs with feedback.	EL Facilitator, Administration, Classroom Teachers	Monthly	

Position Responsible: EL Facilitator, Administration, Classroom Teachers

Resources Needed: WIDA Standards Framework, district professional learning materials, coaching cycles

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Student Success 2

Status Checks

November

February

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

4th and 5th grade students at Smithridge Elementary are not meeting grade-level expectations in reading, with only 29% of 4th graders and 23% of 5th graders on grade level according to the iReady end-of-year assessment.

Students in upper grades lack consistent exposure to complex texts and high-quality writing instruction. Instructional time is often focused on foundational skills rather than grade-level standards, and there are gaps in Tier 1 instructional alignment and writing across content areas.

2

State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.

The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

By the end of the 2026 -2027 school year, the percentage of 4th and 5th grade students at Smithridge Elementary meeting or exceeding grade-level expectations in English Language Arts will increase from a baseline of 29% (4th grade) and 23% (5th grade) to at least 55% in both grades as measured by the i-Ready end-of-year Diagnostic. Students will demonstrate accelerated growth in reading comprehension and writing by engaging in consistent grade-level complex text instruction and standards-aligned writing across all content areas, with at least 70% of students demonstrating one or more years of typical or stretch growth on i-Ready diagnostics. Progress will be monitored through fall, winter, and spring i-Ready assessments and PLC data cycles focused on Tier 1 instructional alignment and student writing performance.

Formative Measures: iReady, common formative assessments aligned to SBAC item analysis, SBAC performance data

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	common planning time for PLC's to meet to plan and collaborate	administrati on and leadership team	All school year	
2	classroom observations to provide feedback on the implementation of high-yield instructional strategies aligned to the science of reading.	administrati on	All school year	
3	review of lesson plans with specific feedback provided	administrati on	All school year	

Position Responsible: administration and teachers

Resources Needed: time for meetings, access to state standards and SBAC planning materials

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Student Success 1, 2

Status Checks

November

February

May

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

4th and 5th grade students at Smithridge Elementary are not meeting grade-level expectations in reading, with only 29% of 4th graders and 23% of 5th graders on grade level according to the iReady end-of-year assessment.

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Inquiry Area

2

Adult Learning Culture

SMART Goal 1

By May 2027, 100% of grade-level teams at Smithridge Elementary will implement a common instructional framework for the ELA block--150 minutes in primary grades (K-2) and 120 minutes in upper grades (3-5)-that integrates the five pillars of the Science of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and the additional pillar of writing. Implementation will be evidenced through weekly collaborative planning notes, instructional walkthroughs, and student work analysis, ensuring consistency in instructional practice and alignment to evidence-based literacy instruction across all classrooms.

Formative Measures: classroom observations both informal and formal, master schedule protecting the blocks of time including allocation of minutes for each pillar, grade level planning agendas and note takers.

Improvement Strategy 1

PBIS/i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	create an incentive program for students to complete their weekly lesson goals within iReady, with daily time allocated in the master schedule.	admin and teachers	all school year	
2	Consistent ELA blocks with science of reading pillars, across grade levels, based on guidelines in the master schedule	admin and teachers	all school year	
3	Formal and information observations of ELA blocks to provide specific feedback to teachers regarding implementation of the master schedule and alignment to the science of reading.	admin and teachers	all school year	

Position Responsible: Administration and teachers

Resources Needed: Time protected in the schedule for planning. Teachers maximizing their instructional time provided in the master schedule for the ELA block.

Evidence Level

Level 2: Moderate:
PBIS

Level 3: Promising:
i-Ready

Problem Statements: Adult Learning Culture 1

Status Checks

November

February

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Teachers are unaware of how varied the delivery of instruction is between classrooms in the same grade level.

The lack of ability to observe each other teach, on a regular basis.

Inquiry Area

3

Connectedness

SMART Goal 1

By May 2027, Smithridge will increase the 5th grade student climate data collection on SEL skills: self-management of emotion, from 40% to 60%.

Formative Measures: student climate survey, pre and post survey's administered by the counseling team.

Improvement Strategy 1

SEL instruction in all classrooms

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Each classroom begins the day with an SEL activity.	Teachers	all school year	
2	Counseling team provides a class guidance lesson focusing on SEL	Counselor and social worker	once per month, each classroom	
3	Provide SEL professional development for staff	Counselors and administration	once per month during monthly staff meeting	

Position Responsible: All staff

Resources Needed: SEL professional development lessons aligned to CASEL, monthly staff meeting, grade level SEL curriculums to use for morning lessons.

Evidence Level

Level 2: Moderate:
SEL

Problem Statements: Connectedness 1

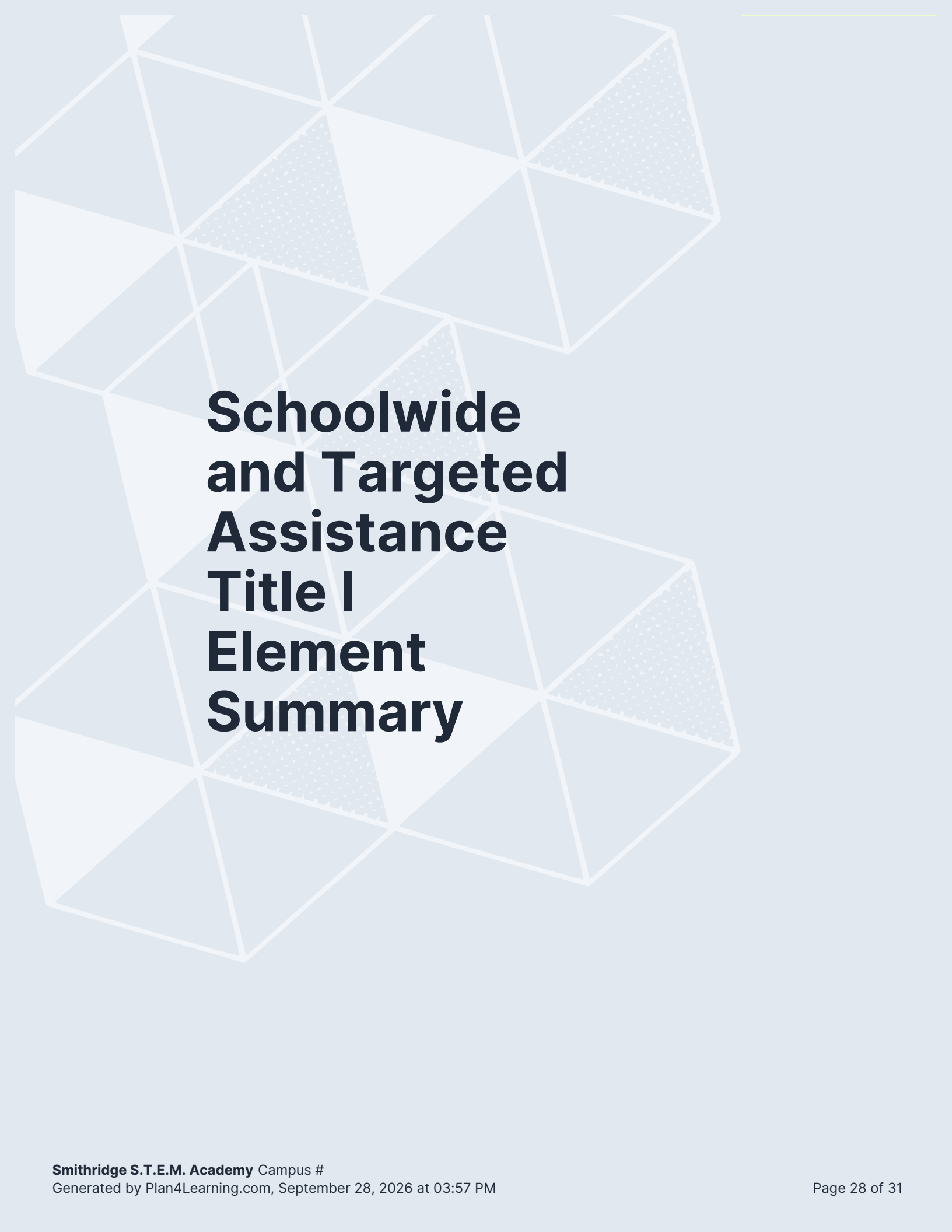
November

February

May

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
1 While students report strong relationships with adults, with Adult Support (75%) and Adult Respect (73%), peer connectedness remains an area of need. Student Climate Survey results indicate low scores in Student Respect (53%), Bullying (47%), Victimization (50%), Responsible Decision-Making (45%), and Self-Management of Emotion (40%), suggesting that many students struggle with positive peer relationships and social-emotional skills needed to foster a safe and inclusive school environment.	Although students have strong relationships with adults, there is inconsistent implementation of schoolwide social-emotional learning, restorative practices, and behavior expectations. As a result, students have limited opportunities to develop self-management, conflict resolution, and respectful peer interactions, contributing to lower levels of connectedness.



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.



Community Outreach Activities

Event	Date	Lessons Learned
Meet the teachers BBQ	August, 7th 2026	Excellent turn out of parents and students, however local fires impacted some of our community resources attending which was disappointing and out of our control. We will continue to offer this meet the teacher night prior to the first day of school, as it prepares our students and parents for the first day leading to a smooth start to the school year.
Dia de Los Muertos	November 5th, 2026	
Family STEM evening	April 21st 2027	
Choir Concerts	December 2026	
Kinder Info Night	May 2027	



Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1 Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1 Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.