

# 2020-2021

**Title I Schoolwide (SW) Plan**

## District:

May 27, 2020

Laura Johnson-Frame

Philip Junior High

Haakon School District

School:

Building Principal:

Mandie Menzel

Select One:  Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE Title I Representative

Date Completed:

Introduction

The recently reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, requires certain components be included in planning for a schoolwide program and in the writing of a schoolwide plan. By completing the provided template, schools will develop a new plan or update current schoolwide/school improvement plans that will meet the new requirements. If completing the template for a new SW program, the Comprehensive Needs Assessment (CNA) – Component 1 section must be completed. Otherwise that section is optional and may be used as a tool to re-evaluate the SW program that is in place, as long as the school and LEA assure that a CNA has been conducted at some point in the monitoring/revision process required under the law (Section 1114(b)(3))

* The plan shall be developed or revised with the involvement of:
  + Parents;
  + Other members of the community to be served;
  + Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
  + The local education agency;
  + To the extent feasible, tribes and tribal organizations present in the community; and
  + If appropriate
    - Specialized instructional support personnel;
    - Technical assistance providers; School staff; and
    - If the plan relates to a secondary school, students and other individuals determined by the school;
* The plan shall be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
* If appropriate and applicable, the plan shall be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

**The narrative sections** in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schools must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

**The budget implication** **sections** must be sufficient in detail to show how Title I funds support the schoolwide program and provide students with a well-rounded education. These sections must match the information in the Consolidated Application Budget.

**Evidence-Based Resources** – [Click Here](#EBLinks) for links to sources that may help provide evidence-based research that may be used to support certain strategies and/or interventions.

**Special Notes:**

1. If a schoolwide school uses funds to establish or enhance a preschool program for children, be sure to address the program in the appropriate component section(s). **Section 1114(c)**
2. If schoolwide services are delivered by a non-profit or for-profit external provider, be sure to address their expertise in using evidence-based or other effective strategies to improve student achievement in the appropriate component section(s). **Section 1114(d)**
3. If, in a secondary school operating a SW program, funds are used for dual or concurrent enrollment programs, be sure to address such program and the flexibility of funds in the appropriate component section(s).

**Section 1114(e)(1) & (2)**

Comprehensive Needs Assessment (CNA)

**(\*\*CNA description optional if “Revised Plan” is marked on the title page\*\*)**

To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

**Evidence**: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

**Briefly describe the school's Comprehensive Needs Assessment (CNA) process.**

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| **Narrative:** Every spring teachers 7-8 receive a Composite Needs Assessment table for Language Arts and Math to fill in according to class position in comparison to their peers, classroom assessments, Smarter Balanced scores(unavailable due to circumstances) and NWEA scores for 7th and 8th. Cross-checking between these sources identify all students who may need reinforcement as well as students who are advanced. |

**Summarize the results and conclusions:**

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| **Narrative:** The latest results indicate a deficiency with vocabulary usage in essay writing. In Math, we need to increase proficiency in the procedural and problem solving experiences and number relationships with respect to linear equations. The use of IXL helps group students with specific needs and drives instruction for small groups. |
| **Budget Implications:** Title I funds will be used to cover one teacher’s salary. |

Provide a description of schoolwide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

**Evidence**: Evidence-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable**. Include a description of how the reform strategies will be evaluated for effectiveness.**

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| **Narrative:** Based upon the CNA and the performance indicators of each student, the strategies used vary among problem solving methods to organize information that assists in procedures as well as deductive thinking in relation to Math state standards and to note-taking observations, answering comprehension questions using vocabulary related to the Reading and Writing state standards. These are evaluated for effectiveness when students take 5 minute check-ups, observations of the students’ note-taking, weekly quizzes, and degree of participation. If applicable, students are rotated in and out of the classroom depending upon their performance in the tasks mentioned above. IXL is used for differentiated instruction and practice. This allows students to perform at their current level and work towards achievement. Using NWEA Reports and Skills will add an additional layer to the profile. |
| **Budget Implications (this must be reflected in the budget in the Consolidated Application):** Title I funds will be used which covers the Title teacher’s salary, benefits and a small portion for supplies. |
| **Benchmark/Evaluation:** Evaluation follows with the use of Rubrics and Quick Checks in English and Reading, and weekly quizzes in Math. IXL is also used along with NWEA Assessments which are administered at the Beginning, Middle and End of year. |

Provide a description of schoolwide reform strategies that: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **and** **3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

**Evidence**: Evidence-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. **Include a description of how the reform strategies will be evaluated for effectiveness.**

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| **Narrative: 1)** The methods for ELA and for Math are to focus on one skill per week in small groups and in some cases individual lessons using instructional strategies from questioning, connecting, or reflecting on concepts by writing on paper, by word processor and/or by speech. The use of performance assessments across the grades is consistent with regards to the terminology used to teach close reading of complex texts and in writing from different sources of information. **2)** The quality of learning time is by way of small group instruction which give leeway to differentiated instruction by facilitating the use of IXL. **3)** The curriculum for ELA and Math has access to online tasks for reinforcement, practice, and enrichment activities with a home connection. |
| **Budget Implications:** Title I funds will be used which cover teacher’s salary, benefits and a small portion of supplies. |
| **Benchmark/Evaluation:** Reports are downloaded and kept with each student profile which indicate rate of progress and areas that need more study. Teachers share what areas are lacking or mastered in particular classes or groups of students for effectiveness of strategies used. The strategies vary from embedding Reading and Math curricula into other instructional areas to extending the school year. As mentioned above, the use of small group instruction to individualized instruction aid in the reformation. |

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

* Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
* Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
* Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
* Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
* Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

**Evidence**: Evidence-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

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| **Narrative:** For student support that address behavior problems or a learning disability, we have a counselor who along with the classroom teacher pinpoint possible reasons for intervention by using a checklist to initiate a meeting for the Teacher Assistant Team to come together for solutions. Strategies such as embedding Reading Comprehension into Math procedures and Math problems into Science and English are some of the ways to help all students practice the same skill in different content areas. IXL program and NWEA Skills are also strategies that add another opportunity for student practice at a differential pace. By providing professional development to 7-8 teachers in January 2021, the goal is to collaborate with other professionals of schools in the surrounding area. One of the activities could be to collaborate on varying ways to use NWEA reports and skills but actual topics are to be determined. |
| **Budget Implications:** Title I funds are used for Title teacher’s salary, benefits and a small portion of supplies. |
| **Benchmark/Evaluation:** Benchmark is established by a team’s goal for a student. Evaluation of effectiveness occurs through the time period set for a goal in stages of tiers (from small group to individualized instruction). If the outcome is not positive within the set time frame, a strategy for an extended school year or retention may be suggested. The use of NWEA reports help in determining the exact skill that needs attention. |

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