

2024-2025
Title I Schoolwide (SW) Plan

District:

Flandreau School District #50-3

School:

Flandreau Middle School

Building Principal:

Brian Relf

Select One:

- Initial Plan for new SW Program
- Revised Plan for a school currently operating an approved SW Program

SD DOE State Title I Representative

Dawn Smith

Date Completed:

5/29/2024

Budget Implications

Describe how federal funds will support the Schoolwide Plan. Narrative provided here must be supported by budget entries in the Consolidate Application. If funds other than Title I will be used, please include this in the description.

Narrative:

Title I funds are used to support the salaries of 2 FTE at the middle school. District funds support professional development activities.

Component 1: §1114(b):

Comprehensive Needs Assessment (CNA)

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 once every five years and use the results to regularly monitor and revise the plan. (ESEA section 1114(b)(3) and section 1114(b)(6)). In addition, plans should be evaluated annually to ensure they accurately reflect the education program provided to student.

Through the needs assessment process, a school **must** consult with a broad range of stakeholders, including parents, school staff, and others in the community (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)), and examine relevant academic achievement data to understand students' most pressing needs and their root causes. 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.

Describe the school's Comprehensive Needs Assessment (CNA) process.

Narrative:

The district's ELA and Math assessments and WIDA test results are examined by district staff and the school board. School District staff meet throughout the school year to update/review data as new test scores, survey information, and demographic information become available and use this data to monitor goals. The SD Department of Education's Comprehensive Needs Assessment will guide our process during our meetings. While examining this performance data, the team looks at each individual student as well as the district's subgroups' results to determine if there are any achievement gaps. Program information is also discussed on this data and measurable objectives and instructional strategies are determined for each building. Throughout the school year, staff is given time to work together to discuss implementation of strategies, monitor student achievement results, and determine if new strategies need to be implemented.

NWEA MAP assessment, Wonders Progress Monitoring, and Moby Max assessments are used to monitor student achievement as well as teacher observations and testing.

The district has procedures in place to identify and account for any potential groups such as EL, migrant, homeless, and foster care students. The district uses Infinite Campus data to determine which of the subgroups has students and needs to be examined. Data analysis is then conducted on the subgroup to determine if additional measures are needed.

Teacher and paraprofessional qualifications are examined every year to determine the number of teachers and/or paraprofessionals needed for each grade level. All core content middle school teachers are qualified to teach the subject and/or grade for which they are assigned. Paraprofessionals work under the direct supervision of qualified teachers.

A variety of survey data is used to determine the school culture and community perceptions of the district. Parent surveys are conducted through the Title I program as well as by the district.

Involvement for Title I is gathered through meetings held during the school year. There is a Title I Informational meeting in the fall. At this meeting parents are requested to examine the Parent Involvement policy and make any suggestions. The district also provides parent-teacher conferences. Parents can discuss one-on-one with classroom teachers regarding curriculum, instruction, and student achievement.

Information concerning the Consolidated Application and the district's Report Card will be presented to board members at the local school board meeting at the appropriate times. These items are also reported in the newspaper and the district newsletter.

Summarize the results and conclusions:

Narrative:

The review of the district's test scores, perceptions, and demographic information using data analysis shows a need to continue to support student academic achievement in reading and math for all students.

Strengths:

93% attendance rate.

Highly qualified staff, programs, and facilities.

Weakness:

Staff Turnover.

The subgroups Students with Disabilities and Economically Disadvantaged performed below the district average in ELA and Math.

It was decided to maintain the district wide reading and math goals since we are progressing towards the AMO's.

Title I services will continue at the middle school. Professional development opportunities include differentiated instruction as well as PLC team planning around data gathered. MAP assessment data will be used to monitor growth of student learning. MTSS/PBIS training for all staff to impact the educational environment in a positive way.

The district determined which schools would be served based on the data analysis and the amount of funding that the district receives for Title programs. Title I funds will be used to support students at the middle school through the schoolwide program. The funds support the salaries of two teachers at the middle school. Support for students needing extra assistance meeting state standards is provided through

the schoolwide program and Moby Max and Extra Help Sessions.

Student Achievement and assessment data will be disseminated to all stakeholders in the district through the following ways.

1. Presentation to the local board of education.
2. The LEA Report Card will be reported in the newspaper and the district newsletter.
3. Individual student reports will be distributed to parents.
4. Parent Teacher Conferences.
5. Report card will be available on the district's website.

Component 2: §1114(b) (7)(A)(i):

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.

NOTE: If federal funds will be used to provide food for family engagement activities the school MUST include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable.

Narrative:

Goal:

Increase the percentage of students at Level 3 or 4 by 4.8% in reading according to Smarter Balance.
Increase the percentage of students at Level 3 or 4 by 6.2% in math according to Smarter Balance.

Strategies:

Ensure Reading and Math curriculum is aligned to South Dakota Content Standards
Implement Manipulatives and Technology Applications through classroom instruction
Utilize Moby Max and Reading A-Z as a supplement to the core curriculum
Continue to incorporate “Flier Time” period for 5th and 6th Grade students for intervention in Math and ELA
Provide “Extra Help Sessions” for all students in the morning before school starts from 8:05-8:25 and for at risk students after school from 3:30-4:00
Participate in Professional Development opportunities focused on Differentiated Instruction as well as PLC team collaboration

Evidence-Based Research:

The strategies listed above are based on practices or programs that have evidence to show they are effective at producing results and improving outcomes when implemented. They fall in line with Tier 3 – Promising Evidence and Tier 4 – Demonstrates a Rationale. Research supporting one-on-one and small group instruction as well as curriculum alignment was gathered from the What Works Clearinghouse.

Include a description of how the reform strategies will be evaluated for effectiveness. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

Benchmark/Evaluations:

NWEA MAP assessment

Wonders Progress Monitoring
IXL
Moby Max
Reading A-Z
Teacher observation and testing
Smarter Balance

The various assessments listed above are implemented as identified and reviewed by the appropriate administration, instructors, and support staff a minimum of three times per year. A “data dig” is conducted annually. Adjustments to instructions and individualized plans are made as appropriate according to the data.

Component 3: §1114(b) (7)(A)(ii):

Provide a description of schoolwide reform strategies being implemented 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.

NOTE: If federal funds will be used to provide food for family engagement activities the school MUST include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

Narrative:

Goal: Students enter 9th grade proficient or advanced in reading and math.

1) Use methods and instructional strategies that strengthen the academic program:

Implement Manipulatives and Technology Applications through classroom instruction

Utilize Moby Max and Reading A-Z as a supplement to the core curriculum

Continued use of “Flier Time” period for 5th and 6th Grade students for intervention in Math and ELA

Provide “Extra Help Sessions” for all students in the morning from 8:05-8:25 and for at risk students after school from 3:30-4:00

Participate in Professional Development opportunities focused on Differentiated Instruction as well as PLC team collaboration

2) Increase the amount and quality of learning time

Provide “Extra Help Sessions” for all students in the morning before school from 8:05-8:25 and for at risk students after school from 3:30-4:00

3) Provide an enriched and accelerated curriculum

Ensure Reading and Math curriculum is aligned to South Dakota Content Standards

Provide One-on-One and Small Group Instruction to at-risk students

Implement Manipulatives and Technology Applications through classroom instruction

Continued use of “Flier Time” period for 5th and 6th Grade students for intervention in Math and ELA

Utilize Moby Max and Reading A-Z as a supplemental curriculum

Participate in Professional Development opportunities focused on Differentiated Instruction as well as PLC team collaboration

Evidence-Based Research:

The strategies listed above are based on practices or programs that have evidence to show they are effective at producing results and improving outcomes when implemented. They fall in line with Tier 3 – Promising Evidence and Tier 4 – Demonstrates a Rationale. Research supporting one-on-one and small group instruction as well as before/after school programs was gathered from the What Works Clearinghouse.

Include a description of how the reform strategies will be evaluated for effectiveness. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

Benchmark/Evaluations:

NWEA MAP assessment
Wonders Progress Monitoring
IXL
Moby Max
Reading A-Z
Teacher observation and testing
Smarter Balance

The various assessments listed above are implemented as identified and reviewed by the appropriate administration, instructors, and support staff a minimum of three times per year. A “data dig” is conducted annually. Adjustments to instructions and individualized plans are made as appropriate according to the data.

Component 4: §1114(b) (7)(A)(iii):

Provide a description of schoolwide reform strategies that the school is implementing to address the needs of all children in the school, but particularly the needs of 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.
- 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 need to be described in the narrative.

Narrative:

Title I staff, the regular classroom teachers, and special education teachers meet on a regular basis to coordinate the delivery of the various programs to ensure no duplication of services. Title I services are coordinated with other educational services by having planned staff meetings and personal communications between Title I staff, regular classroom teachers, and special education teachers. The teachers will follow the school's curriculum but may have to use different teaching strategies to help these students succeed. Teacher Assistance Team meetings are held to discuss the needs of students.

Professional development for each of the in-service days is planned using the input from the above groups and is based on the needs of the staff and students and goals that are set for the district, along with data. Several professional development opportunities specifically for middle school staff are planned, including differentiated instruction.

Evidence-Based Research:

The strategies listed above are based on practices or programs that have evidence to show they are effective at producing results and improving outcomes when implemented. They fall in line with Tier 3 – Promising Evidence and Tier 4 – Demonstrates a Rationale. Research supporting early childhood programs was gathered from the Best Evidence Encyclopedia.

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

Benchmark/Evaluations:

NWEA MAP assessment
Wonders Progress Monitoring
IXL
Moby Max
Reading A-Z
Teacher observation and testing
Smarter Balance

The various assessments listed above are implemented as identified and reviewed by the appropriate administration, instructors, and support staff a minimum of three times per year. A “data dig” is conducted annually. Adjustments to instructions and individualized plans are made as appropriate according to the data. In addition, the development of a cultural awareness plan and updates to behavior practices will be monitored.