

2023 - 2024

Title I Schoolwide (SW) Plan

District:

Andes Central School District

School:

Andes Central Elementary School

Building Principal:

Clint Nelson

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:

5.23.22

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.

Title I funds will be used for four teaching salaries and associated benefits. These positions are k-3 positions. Title I funds will also be used to support family engagement 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 three 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: Andes Central Elementary School utilizes various data sources to determine the needs of the students. These data sources include student achievement data as well as parent / staff / community surveys, and feedback offered through direct observation of teaching. Using our regular student progress monitoring, overall AIMSWeb and Exact Paths results showed positive growth. This data was reviewed monthly through formal grade-level meetings attended by classroom teachers, the special education teacher, and administration. A review of initial Smarter Balanced Assessment results indicated a need for continued development of the application of learned math, ELA, and writing skills. This will continue to be a focus.

Andes Central Elementary School has implemented, and maintained, on-going progress monitoring of student knowledge levels. Teachers assess students through summative assessments as well as daily observations of learning. AIMSWeb, Phonics screeners, Exact Paths, weekly assessments, and theme tests are utilized in kindergarten through the 5th grade. Smarter Balanced Interim assessments will be scheduled this school year in grades 3 - 5. This data is reviewed formally at monthly meetings to determine student needs and intervention placement. Results from the 3rd – 5th grade Smarter Balanced Assessments will also be formally reviewed at a district-wide data review that will take place during a scheduled professional development at the beginning of the school year. At the present time, our priority is for our students to continue to show growth in the areas of reading, writing, and math and the application of those skills.

The Andes Central School District has also distributed, and offered, surveys to parents, staff, and district patrons. The information gathered through these sources is reviewed and considered, along with various assessment data, to determine the needs of our students.

We believe that continuing to gather, and regularly review, data and stakeholder input is imperative as we

continually strive to find effective ways to address the needs of all our students.

Summarize the results and conclusions:

Narrative: Through the use of progress monitoring, overall AIMSWeb and Exact Paths results showed positive growth. Initial Smarter Balanced data showed positive results in some areas but did not indicate the level of growth that we would have liked to see in other areas. We will continue to review monthly data through formal grade-level meetings that are attended by classroom teachers, the special education teacher, and administration. We will also schedule a regular focus review of our math, reading and ELA skills and the process of rigorous teaching to help our students better apply those learned skills. Fifth grade utilizes NWEA for progress monitoring in science.

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: Andes Central Elementary School staff members have worked to develop processes, procedures, and strategies which best address student needs. All certified staff members have received training on the Advanced Reading Strategies with an emphasis on phonological and phonemic awareness and orthographic mapping. In addition, support is provided to ensure maintaining fidelity.

Classroom teachers benchmark students within AIMSWeb and Exact Paths. They then analyze the data results and assign students to small groups. Next, they plan interventions and collaborate with paraprofessionals / interventionists who will be part of the implementation of those plans. The goal of this planning is to target key concepts and reach optimum student understanding, mastery and growth. Students with intensive needs are progress monitored on a weekly basis. This cycle is repeated throughout the year.

Paraprofessionals will be utilized to support identified intervention strategies within the classroom settings. Teachers are responsible for planning, overseeing, and scheduling these math and reading interventions. Paraprofessionals will provide additional help for identified students within the classroom setting. They will be assigned to individual grade levels and their abilities will be expected to be shared by the teachers of those areas.

The teachers are utilizing a model that was supported through a special education grant (SSIP) and continued upon its completion. Grade level teams meet monthly to review AIMSWeb and Exact Paths data and have discussions regarding the effectiveness of interventions. If students are on target with their growth trajectories, interventions remain constant. If students are not meeting expected growth, additional strategies are suggested, discussed, and implemented. These conversations occur on a regular basis at all grade levels throughout the elementary.

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: At each grade level, individual student targets have been established. Grade level teams meet monthly to discuss and review student progress toward those targets. Intervention plans are reviewed and revised when a student's results fall below expected growth. Benchmark data is reviewed three times per year by those same grade level teams. Results from these meetings drive programmatic and / or curriculum adjustments or changes. This information is shared annually between grade levels during end-of-year transition meetings which also may drive any systematic changes.

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: Andes Central Elementary schoolwide reform strategies are primarily intervention based. AIMSWeb and Exact Paths student data is regularly reviewed by staff stakeholders. Based on this data, teachers plan interventions for students which meets their current, and specific, skill needs. These interventions are utilized for both reading and math. In addition to the regular reading and math times, intervention time frames are scheduled into each day. This extends the learning for students and instruction is specialized to meet the needs of participating students within each small intervention group.

Our intervention model is based on the RTI model. As student data changes, our teaching / intervention approaches change. This process is evaluated through the review of student data and the growth which they show as the school year progresses.

Advanced Reading Strategies, with an emphasis on phonological and phonemic awareness, the Heggerty curriculum which utilizes orthographic mapping, and the works of Jill Jackson and Anita Archer, support the work that is daily accomplished within each classroom.

Lastly, many of our elementary students have high rates of absences. It is important that we continue communication with parents / guardians about the importance of their child attending school. We also find it extremely important to continue to send our truancy notifications to the Charles Mix County States Attorney and re-establish a partnership with that office which would provide support to the school in holding families accountable for their children's school attendance.

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: At each grade level, student targets have been established. On a monthly basis, grade level teams meet to review and discuss individual data results of student progress monitoring. Revisions are made to individual intervention plans when a student's results fall below expected growth. Benchmark data is reviewed three times a year by those grade level teams. Results from this data drive programmatic / curriculum adjustment or changes. This information is shared annually between grade levels during end-of-year transition / data meetings which may drive systematic changes.

Monthly student attendance will also be monitored. Letters to families will be sent notifying them of their child's current attendance deficiencies. Notifications will be sent to the Charles Mix County States Attorney to inform that office of families who are in violation of our truancy policy with the hope that this support, and their communication with those families, will improve our overall student attendance.

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: Assessments will be ongoing through the school year to monitor student progress. Monthly meetings will take place for each grade level where student assessment data will be reviewed. Specific attention will be given to students who struggle academically, and discussions take place as to what deficiencies / needs are and why they are taking place. If those struggles are possibly originating outside of the normal teaching / learning realm, next step resources are available.

Andes Central Elementary School intends to have in-house counseling services available to all students. If necessary, the school also works closely with Lewis and Clark Behavioral Health which provides help and support to students who are exhibiting behaviors which cause a concern for their physical and / or mental health and safety. The school board has approved a mental health counselor position which is being advertised spring/summer 2023.

The school also utilizes the MTSS (Multi-Tier System of Supports) model which includes the PBIS (Positive Behavior Intervention Supports) model. We continue to refine that process and work to take a proactive approach when helping students deal with, and learn from, their behavior choices. The district has invested in the Ervin Behavioral Leadership program.

Andes Central Schools have a designated early dismissal every Wednesday for professional development. Many of these 'PD' opportunities focus on additional review of student data and a staff collaboration to share challenges with one another and work together to formulate approaches and strategies to address those.

Andes Central is in partnership with South Central Child Development / Head Start to provide preschool services to 3 and 4-year-olds in the school district. This makes for a smooth transition into kindergarten as staff regularly communicate about abilities and needs that those students have and the expectations which are necessary when transitioning to their next level of education.

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: At each grade level, student targets have been established. On a monthly basis, grade level teams meet to discuss and review individual student progress monitoring documentation. When a student's individual progress monitoring data falls below expected growth, their individual intervention plans are revised. Benchmark data is reviewed three times a year by those grade level teams. Results from these reviews drive programmatic / curriculum adjustments or changes. Annually, this information is shared between grade levels during end-of-year transition meetings which may drive any systemic changes.

Andes Central Elementary School has a school level MTSS team which reviews, and discusses, student behavioral data and plans for ways to effectively address, and redirect, behaviors. Based on these discussions and data, referrals can be made to attain necessary assistance for students' well-being. This information may also be utilized within monthly data review meetings and end-of-year meetings.

Qualitative data linked to professional development offerings is gathered through staff exit slip feedback. This information, along with staff survey information, is used in developing future training opportunities. Both individual, as well as group needs, are assessed and prioritized.

The Andes Central Preschool / Head Start program works to instill basic skills into students. Students' developmental growth is assessed on an on-going basis. For those students who will enter kindergarten, transition activities are designed, implemented, and evaluated.