

Component 1: §1114(b):

Through



2023-2024

Title I Schoolwide (SW) Plan

District:

Andes Central School District #11-1

School:

Andes Central Senior High School

Building Principal:

Christopher Derry

Select One: ☐ Initial Plan for new SW Program

☒ Revised Plan for a school currently operating an approved
SW Program

SD DOE Title I Representative

Dawn Smith

Date Completed:

6.1.23

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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](#) 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)

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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.

Narrative: A comprehensive assessment of the district's report card data on the student population of Andes Central Senior High was made. A team consisting of middle and senior high school teachers and administration was created to analyze this data. The District Report Card results showed the High School was at progressing status during the FY 18 school year. Parameters assessed for the Senior High were college and career readiness, high school completion, and student achievement. FY 19 test scores were exempted by the SD DOE due to Covid 19 pandemic. FY 20 tests were administered and concerns about achievement gaps are being addressed by adding staff for interventions in reading and math.

Student achievement will be measured on data obtained from Smarter Balance Interim Assessments (science), NWEA (ELA) and ALEC (math). Programs implemented at Andes Central to increase college and career readiness are: JAG, SD My Life (Xello), CTE programs, school sponsored internships, advisor program for all grades 9-12, TRIO, and college visitations.

College and career readiness as well as completion are areas of concern for the district. FY 22 the NCRC was administered to the senior class. Twenty of the seniors earned an NCRC certificate. All students received a certificate who were in attendance during testing.

Programs implemented to improve high school completion are credit recovery, after school homework room, and summer school. Along with monitoring benchmarks in NWEA testing three times a year, a select group of educators participate in a leadership group that meets twice monthly to identify areas of improvement in instruction at both the middle and high school level. To address other areas of student need, a PBIS/MTSS team has been formed to assist with student behavior and family communication. Efforts to increase attendance include letters of truancy sent to parents, use of the cultural coordinator to check on students who are not in school, and Saturday school. Student achievement programs are utilized in the senior high. These programs are afterschool homework room and tutoring in the resource room.

The staff and students at our school are our true strength. We continue to address problems which arise in a supportive environment of mutual respect. We also believe it is important to encourage students to self-evaluate to promote lifelong learning. Through self-assessment the individual students become empowered to assume responsibility for their own academic process. We believe continuing to gather and

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compare this data will help as we search for ways to raise academic achievement for all students at Andes Central Senior High School.

Summarize the results and conclusions:

Narrative:

Through the use of progress monitoring, overall NWEA results showed positive growth. This data was reviewed monthly through meetings attended by classroom teachers, special education teacher, paraprofessionals, focus team and administration.

A need was seen to enhance college and career awareness as well as to ensure that students attend school on a regular basis. To support preparation for college, the district is sponsoring ACT preparation courses for juniors and seniors. These courses are free of charge and are funded through Title VI. Greater emphasis is being placed on monitoring of student attendance and potential dropouts. This is done through the use of a cultural coordinator.

Budget Implications:

Within our Schoolwide Title I program; .10 FTE teacher's salaries and benefits are funded. These supports allow for small class sizes and a wider range of courses to be offered, which address the diverse needs of our student body.

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.

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.**

Narrative:

Andes Central Senior High staff members have worked to develop processes, procedures, and strategies which address student needs. The school improvement process has helped us use a variety of strategies to support all students. Staff regularly reviews data regarding attendance, academics, and behavior. This helps provide support for those students who do not understand the material and provides opportunities for different learning abilities to get the help they need and to increase rigor.

PBIS is utilized by the senior high along the incorporation of MTSS. Andes Central implemented Tier 1 and Tier 2 applications of MTSS. For academics, the staff relies on the methodology outlined in Jill Jackson's work that addresses comprehension and writing within the content areas. SWIS (school wide information system) helps track student behavior and the PBIS/MTSS team reviews the data to make recommendations to de-escalate reoccurring problems. CICO (check in check out), behavior counseling, student guidance, SOAR (student organization and academic responsibility) program are proactive attempts at behavior modification which results in better attendance and less classroom disruption.

Math instructors rely on the support of the current curriculum as well as online supports to provide effective intervention alternatives to students. A trigonometry course has been added this year to provide math instruction alternatives for upper-level students.

Budget Implications (this must be reflected in the budget in the Consolidated Application):

Staffing .10 FTE Teachers (salary and benefits) are being paid for out of Title I funding. In addition, Title I also funds parent involvement activities.

Benchmark/Evaluation:

Ongoing evaluations are done to mark student progress in literacy and math. A School Wide Information System (SWIS) to collect behavior data is also utilized to determine if interventions are successful in this area as well.

Component 3: §1114(b) (7)(A)(ii):

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.**

Narrative:

Andes Central Senior High School utilizes a variety of options for students to gain mastery of key concepts. Time is extended for students, so they may remain with certified staff after hours three days a week, or attend a summer program which has typically been used for credit or skill recovery.

Emphasis is being placed on writing across the curriculum. All staff members have and continue to receive training through outside presenters. This training focused on the Jill Jackson model.

Budget Implications:

Title I money will be used to purchase supplies for intervention supplies. These may be used within the classroom setting, after school, or during the summer program.

Benchmark/Evaluation:

All programs will be monitored to determine growth. This growth may be measured through an increase in student attendance, an increase in student academic success, or through a decrease in the need to provide the extended hours for students.

Component 4: §1114(b) (7)(A)(iii):

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 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.

Narrative:

The Andes Central Senior High School has many services available to all students. Individual counseling and Lewis & Clark Behavioral Services are provided. The school utilizes MTSS/PBIS (Positive Behavior Intervention Supports) model, DDN and SWIS referral systems and teachers as advisors are utilized to take a proactive approach in dealing with student behavior choices.

The school utilizes the partnership it has developed with the district's Indian Education Committee to gather ideas on how best to meet the needs of students and their families. We have expanded course offerings and are looking at student engagement to address critical issues.

Andes Central Schools have designated early dismissal every Wednesday for professional development time. Many of these PD opportunities focus on additional review of student data and a whole-staff collaboration to share challenges and work together to formulate approaches and strategies to address those changes. Additional PD days have been inserted into the 2022-23 calendar.

Budget Implications:

Supplemental materials for intervention support may be purchased through the use of Title funding. Trainings/supports for staff will be provided on an ongoing basis for staff members. In addition, purchased services to support parental involvement activities will be used to continue

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enhancing this partnership.

Benchmark/Evaluation:

A decrease in student behavioral concerns, an increase in student attendance, an increase in student engagement, an increase in academic success, as well as an increase in family partnerships will all be signs of a successful program.

Andes Central senior high utilizes the SWIS and DDN Campus referral system. On a daily basis all staff review the data and discuss ways to improve student behavior.

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.

Evidence-Based Research Resources

[Click here](#) to return to the start of the document.

CTRL Click on the links to go to the respective websites.

