

2032 - 2024

Title I Schoolwide (SW) Plan

District:

Andes Central School District

School:

Lakeview Colony 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:

5.23.23

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 are used for one teacher salary (partially) and associated benefits. Title I funds are also used for parent involvement 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: Lakeview Colony School utilizes various data sources to determine the needs of its students. These include student achievement data as well as parent / staff community surveys, and feedback offered through direct observation of teaching. Exact Paths is utilized at the colony in grades 2-8 for progress monitoring in ELA and math. This data is reviewed regularly by classroom teachers and administration.

Initial review of spring Smarter Balanced Assessment results indicate that students performed well. This was attributed to the strong focus on reading and math and efforts to give students numerous opportunities to apply their learning. These areas will continue to be stressed so that the results can be maintained and / or improved even more.

Lakeview Colony School has implemented, and maintained, on-going progress monitoring of student knowledge levels. Teachers assess students through summative assessments, as well as observations of learning, daily. Exact Path, Phonics screeners, weekly assessments, and theme tests are used in the kindergarten through 8th grade. Smarter Balanced Interim assessments will be scheduled and implemented this school year in grades 3 - 5. This data is reviewed regularly to determine student needs and intervention placement. Results from 3rd through 8th grade Smarter Balanced Assessments will also be formally reviewed at a district-wide data retreat that will take place during a scheduled professional development at the beginning of the school year. Our priority remains to continue to maintain and show continued growth in the areas of reading and math.

The Andes Central School District has also distributed surveys to parents, staff, and district patrons. The information gathered through these sources is reviewed, along with 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 search for ways to address the needs of our students.

Summarize the results and conclusions:

Narrative: Through the use of our progress monitoring, overall Exact Paths results showed positive growth. This data was reviewed regularly and discussed between teachers and administration. In addition, early results from the Smarter Balanced Assessment also indicate that students performed well in the areas of reading and math.

To maintain the above results, we will continue to work to increase the writing capacity of the students as well as the opportunities for them to strengthen their skills of applying the knowledge which they acquire.

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: Lakeview Colony School staff members have worked to develop processes, procedures, and strategies that work for their students. All certified staff members have received training on the Advanced Reading Strategies with an emphasis on phonological and phonemic awareness and orthographic mapping. Classroom teachers benchmark their students within Exact Paths and analyze that data. Deficiencies are noted by the respective teachers and addressed in small group / individual teaching. These interventions are planned out with the intention to target key concepts that will allow for optimal student growth. Students with intensive needs are progress monitored weekly. This cycle is repeated throughout the year. Supports are given to kindergarten level students who lack English language proficiency. These supports are utilized to enhance their vocabulary as they learn to speak, read, and write in English. Throughout the children's educational career at Lakeview Colony School, academic vocabulary is emphasized. Technology supports for reading and math interventions are available and approved on a case-by-case basis by specified colony personnel. Supplemental materials are purchased / available for use should intervention plans call for them. Math manipulatives are also vital for intervention supports in both classrooms.

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. Data is reviewed on a monthly basis and individual student progress is discussed. Individual intervention strategies are reviewed. These are adjusted when a student's results fall below expected growth. Benchmark data is reviewed three times a year and results from this drive programmatic / curriculum adjustments or changes. This information is shared annually during end-of-year transition / data meetings which 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: Lakeview Colony School schoolwide reform strategies are primarily focused around intervention strategies. Student data is reviewed by staff stakeholders. Based on this data, teachers plan intervention strategies for students which meets their current, and specific, skill needs. These strategies are utilized for both reading and math. Small group interventions extend the learning for students and instruction is specialized to meet their needs.

Our intervention model is based on RTI. 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 work of Jill Jackson and Anita Archer, support the work that is done within each classroom.

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. Teachers review individual student progress monthly and revise their strategies when a student's results fall below expected growth. Benchmark data is reviewed three times a year and results from this drive programmatic / curriculum adjustments or changes. Annually, this information is shared between grade levels during end-of-year transition / data meetings which may drive systematic changes.

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 throughout the school year in order to monitor student progress. Regular discussions will take place for each grade level where student assessment will be reviewed. Specific attention will be given to students who are struggling academically, and discussions will take place about what those struggles are and why they may be taking place. If those struggles are possibly originating outside of the normal teaching / learning realm, next step resources are available.

Lakeview Colony School has counseling services available to their students if the colony wishes to utilize them. The school district also works closely with Lewis and Clark Behavioral Health to provide help and support to students who are exhibiting behaviors which cause a concern for their physical and / or mental health and safety. 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 to take a proactive approach in helping students deal with their behavior choices. The school board has approved a mental health counselor which is being advertised spring/summer 2023. The district has also invested in Ervin Behavior Leadership.

The Andes Central School District has designated early dismissals every Wednesday for professional development. 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 them.

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. Teacher teams meet regularly to discuss, and review, individual student data and revise plans and strategies 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 drive programmatic / curriculum adjustments or changes. Annually, this information is shared between grade levels during end-of-year transition / data meetings which may drive systematic changes.

Lakeview Colony School staff members review and discuss student behavior data and plans for effective ways to address and redirect behaviors. Based on these discussions and data, referrals can be made to attain necessary assistance for a student's 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.