



2023-2024

Title I Schoolwide (SW) Plan

District:

Andes Central

School:

Andes Central Middle 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 State Title I Representative

Dawn Smith

Date Completed

6.1.23

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. 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.

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

Narrative: A review of the district's data on the student population of Andes Central Middle School and senior high was made. A team consisting of middle school and senior high school teachers and administration was created to analyze this data.

Student achievement will be measured on data obtained from Smarter Balance test results in the 6th, 7th, and 8th grades. NWEA is used for progress monitoring in 8th and 11th grade for science. NWEA is also used in grades 6-12 for ELA assessments. Sixth through 12th grade students use ALEC for math assessments. Students in grades 3-8 and 11 use the SBAC interim assessments. Interventions are provided, and targeted at specific skills that students are missing, or unsure of. A reading program is utilized for literacy intervention services. Math utilizes re-teaching with the use of manipulatives and online supports. Students entering their 8th grade year, who are proficient and above have the option of enrolling in Algebra I for high school credit. (Waiver)

Programs have been implemented to improve credit recovery as well as to increase foundational skills. These programs include the addition of an after-school homework room, as well as a summer school program. Along with monitoring benchmarks in ALEC and NWEA, and a select group of educators participate in a building level leadership group that meets twice monthly to identify areas of improvement in instruction. 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.

Family engagement is key to student success, so funding will be used to address this goal area.

The staff and students of 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 compare this data will help as we search for ways to raise

academic achievement for all students at Andes Central Middle and High School.

Summarize the results and conclusions:

Narrative: Through the use of progress monitoring, overall SBAC Interim Assessments, ALEC, and NWEA results show positive growth for some of our students. This data is reviewed monthly. When progress slows, a student support team examines the data and brainstorms other options for assisting the student. There is a need to provide intervention programs in math, reading and writing so students can strengthen their skills of applying knowledge which they have acquired. Additional intervention teachers have been hired for the 2022-23 school year.

Budget Implications: Title I funds will be used to fund 1FTE certified staff member's salary and benefits. Title I funds will also be used for parent involvement activities. Intervention classes are provided in the regular schedule where classroom teachers provide intervention opportunities for students. This occurs in grades 6, 7 & 8. This intervention approach has allowed Andes Central Middle School to maintain positive student growth in these subject areas.

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 you can justify this then it is reasonable and necessary.

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. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

Narrative: Andes Central Middle School 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 review progress monitoring data (Exact Paths). 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. SBAC tests were administered this spring once again.

A new reading intervention program will be used for all grades. Math interventions focus on providing smaller group instruction with time to review and reteach key concepts.

Data is utilized at all levels to drive the programming decisions that are made by staff members.

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

Title I funds 1.0 FTE middle school teacher positions and parent involvement activities and intervention supplies.

Benchmark/Evaluation: At each grade level students' targets have been established. On a daily basis student work is tracked, and on a monthly basis (ALEC, NWEA, SBAC Interim Assessment) teams meet to discuss and review individual student progress monitoring, as well as to document and to revise individual intervention plans when a student falls below expected growth. Benchmarking is done three times a year and assignment completion is checked daily. The information from the strategies is provided daily, monthly, and in an annual review during the end of year data retreat.

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 you can justify this then it is reasonable and necessary.

Include a description of how the reform strategies will be evaluated for effectiveness. These strategies should be evidence-based and strengthen and enrich the academic program.

Narrative: Andes Central Middle School reform strategies are intervention based. The model that is used within the elementary program is utilized in the middle school as well.

Student data is regularly reviewed by staff. Based on this data, ELA and math teachers plan interventions for students which meets their specific skill needs. In addition to reading and math times, intervention classes are offered during the regular and after school hours. This extends learning for all students and instruction is specialized to meet the needs of participating students in small intervention groups. This process is evaluated through the review of student data. Additional staff have been added for intervention.

Budget Implications:

Paraprofessional staff and regular education teachers are used to provide support to students, so intervention activities are used after school and in the classroom. Title I funding is used to support salary and benefits for 1.0 FTE certified middle school teacher and intervention supplies.

Benchmark/Evaluation: Student growth is monitored throughout the year. At the annual data retreat recommendations/decisions are made regarding how best to continue programming. At the district level information is reviewed during each benchmarking period to see if targets are being reached.

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 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.
- 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.

Evidence: 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. **Include a description of how the reform strategies will be evaluated for effectiveness.**

Narrative: Assessments will be on going through the school year to monitor student progress. Weekly meetings will take place for each grade level where student data will be reviewed. Specific attention will be given to those who struggle.

Andes Central Middle School has many services available to all students. Individual counseling and Lewis & Clark Behavioral Services are provided. The school utilizes MTSS/ PBIS (Multi-Tiered System of Support/Positive Behavior Intervention Supports) model, DDN referral system and teachers as advisor are utilized to take a proactive approach in dealing with student behavior choices. 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.

Andes Central Schools have designated early dismissal every Wednesday for professional developments. 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: REAP funds will be used to help fund a cultural coordinator who bridges the school and families.

Benchmark/Evaluation: Attendance, academics and behavioral targets have been set by the middle school staff members. This allows everyone to see how the school is moving toward meeting their goals.

Qualitative data is 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.