

2021-2022

## Title I Schoolwide (SW) Plan

District:

Newell School District

School:

Newell Elementary School

Building Principal:

Steven Schoenfish

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:

6/1/2021

## 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 that support the identified needs include:

- Paraprofessionals
- Professional Development
- Instructional Materials
- Classroom Instructional Material

## 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:**

The data review last year included:

- Parent survey
- NWEA MAP assessment data – K-12
- SBAC data
- State Report Card Data
- School Improvement committee

The people in attendance which review the data were as follows:

- NWEA MAP assessment data – K-12
  - Administration
  - Leadership Team
  - Whole staff
  - Board
- SBAC data
  - Administration
  - Whole staff
  - Board
- State Report Card Data
  - Administration

- Whole staff
- Board
- Parent survey
  - Administration
  - Whole staff
  - Board
- School improvement committee
  - Administration
  - Whole staff
  - board

The process whereby data was presented involved three talking point:

1. Have we grown or declined
2. Possible theories supporting growth or declination
3. Intervention or support to continue growth or cease decline

**Summarize the results and conclusions:**

**Narrative:**

The Data Review process revealed the following results:

- Parent survey
  - We need to provide more enrichment activities for our higher achieving students
  - We need to inform patrons regarding our Title I program
- NWEA MAP assessment data – K-12
  - We used data during an inservice to identify if students regressed or grew during school closure in spring of 2020.
- SBAC data
  - We had an SBAC data retreat at the end of the 2020-2021 school year. Below are the goals that were created for the 2021-2022 school year.

**Goals for Newell School District**

**Elementary**

ELA

1. Put phonics back into the curriculum.
2. Phonemic Awareness – Sequently, decoding.
3. Know and apply grade level phonics, word analysis when reading and writing

Math

1. Incorporate more multi-step problems using critical thinking
2. Work on learning basic facts +, -, x, / without using classroom resources.

## Middle School

### ELA

1. Incorporate more writing in all subject areas – being able to put information into their own words and ideas.

### Math

1. More story problems which require multi-step problem solving skills
2. Use reasoning skills through modeling and explanation.

## High School

### ELA

1. Incorporate one writing and one reading assignment based on a standard in class in the content area.

### Math

1. The high school teachers will incorporate a rich math vocabulary during one project during a quarter.

## School Wide

1. Students will show growth in all subject areas during the school year.
  - 
  - State Report Card Data
    - Graduation and attendance is on the rise.

Based on these results, the school leadership team concluded the following:

- Based on our data retreat at the end of the 2020-2021 school year, our elementary staff will be focusing on improving phonics skills. We decided to implement a new phonics curriculum agreed upon by the staff for the 2021-2022 school year and provide staff with professional development on how to use curriculum. The middle school and high school teacher want to improve reading and writing in the classroom through quality assessments. Measuring school climate and using these assessments to focus the school's goals on learning is important for the process of improving the school's academic performance.
- Continue to develop second goal of increasing literacy in all content areas and grades to produce an active reader creating an active learner.
  - **Children of parents with low literacy skills have a 72 percent chance of being at the lowest reading levels themselves.** These children are more likely to get poor grades, display behavioral problems, have high absentee rates, repeat school years, or drop out.
  - **Of adults with the lowest literacy levels, 43 percent live in poverty, and 70%**

of adult welfare recipients have low literacy levels. There is a clear correlation between more education and higher earnings, and between higher educational scores and higher earnings.

- **An excess of \$230 billion a year in health care costs is linked to low adult literacy.** Nearly half of American adults have difficulty understanding and using health information. Lack of understanding impedes adults' abilities to make appropriate health decisions and increases the likelihood that they'll incur higher health costs.
- Individuals at the lowest literacy and numeracy levels have a higher rate of unemployment and earn lower wages than the national average. **Low literacy costs the U.S. at least \$225 billion each year in non-productivity in the workforce, crime, and loss of tax revenue due to unemployment.**
- **Every year, one in six young adults—more than 1.2 million—drop out of high school.** Recent data show that nearly 30 percent of adults with household incomes at or below the federal poverty line do not have a high school credential. The key to financial success is a viable career path and adequate education to seek meaningful, family-supporting wages. The value to our economy in additional wages and the reduction in costs for various support programs is estimated at more than \$200 billion a year
- **Seventy-five percent of state prison inmates did not complete high school or can be classified as low literate.** Ninety-five percent of those incarcerated are reintegrated into our communities. Research shows that inmates who are educated are 43 percent less likely to return to prison.

## 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:**

Newell Elementary School will utilize the following strategies to promote success with state standards and the state assessment, particularly in mathematics and reading, in underperforming subgroups:

- VOWAC training
- DIBELS Training
- Standard based lesson plans and assessments
- Project based learning

**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:**

In alignment with the above narrative, Title I funds will be used for the following:

- CORE Literacy Training
- DIBELS Training
- Standard based lesson plans and assessment training provide by TIE.
- Project based learning provided by TIE.

### **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:**

Newell Elementary School will use the following strategies to strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum:

- VOWAC
- Web Leveling and Higher Order Thinking
- Standard-based lessons and assessments
- Paraprofessionals to assist in interventions, one-on-one and teacher teaming.
- Instructional resources to assist in enrichment and accelerated learning.

**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:**

The reform strategies will be evaluated for effectiveness by:

- Student Survey Data
- Staff Survey Data
- Parent Survey Data

Triangulated Data growth

#### **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:**

A number of strategies are used to address the needs of all students and those at risk of not meeting the state academic standards:

- The school counselor will be provided to all students in the school free of charge. These services will be communicated to the staff during an inservice and the company will come to speak to staff.
- Students are prepared for postsecondary and the workforce when they exit Newell School through a variety of outreach programs. All high school students attend a career day every year to explore options. Newell Schools have developed a strong working relationship with military recruiters, universities and colleges for onsite visitation and exploration. Senior attend college visits and regularly. The high school hosts Senior night 3 time a year to assist Seniors in filling out financial aid, scholarship writing and college applications. Students are also assisted in application writing, resume writing and budget development.
- CTE programming includes but is not limited to:
  - CTE Welding
  - CTE Ag Mechanic
  - CTE Cabinetry
  - CTE Small Engine Repair

- Middle School Wood working
  - CTE Residential Construction
  - CTE Animal Science
  - Middle School Ag
  - CTE Career Exploration
  - CTE NRE/Rang Wildlife
  - CTE AFNR
  - Youth internship
  - CTE manufacturing
  - CTE Introduction to Technical Education
- To address problem behavior, the school has been addressing the culture and climate of our system. The schools recently underwent Top 20 training to address a multitude of variables which impact behavior issues. Top 20 Training is for students of all ages and grade levels. The concepts help any student looking for better relationships and experiences in the classroom, with friends and at home. The concepts can help with such challenges as:
    - Finding relevancy in classes that don't seem appealing
    - Dealing with conflict with a teacher or a classmate
    - Procrastination and boredom
    - Staying focused
    - Building trust
    - Dealing with negativity
  - Professional development for all instructional staff to improve instruction and assessment includes:
    - Standard based lesson plans and assessments
    - Web Leveling and Higher Order Thinking
    - Project based learning
    - VOWAC training
  - Efforts to recruit and retain effective teachers have encompassed
    - New Teacher Training
    - Teacher raises and increased compensation to be competitive with surrounding districts
    - State Sponsored Mentor/Mentee program
    - On-site new teacher mentor program

Strategies for transitioning students: Because Newell Schools run two pre-school programs and both are housed within the elementary building, transition is fairly sooth. Newell School holds meetings with Head Start yearly to discuss transition ideas and to set up a plan to coordinate screening services. Notes from the meeting are emailed all attendees. School staff have a good working relationship with Head Start staff and communicate regularly to share ideas. Head Start parents sign a release of information so that records can be shared with the school. The district has a signed MOU with the regional Head Start.

**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:**

The following data will be used to measure growth:

- Student Survey Data
- Staff Survey Data
- Parent Survey Data

Triangulated Data growth