

2024-2025 Title I Schoolwide (SW) Plan

District:

New Underwood School District

School:

New Underwood Elementary School

Building Principal:

Katie Albers

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:

May, 2024

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)**

Component 1: §1114(b):

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: In order to set goals for the district we look at our curriculum benchmarking, Fountas & Pinnell Benchmarking, SIPPS benchmarking and progress monitoring, NWEA testing data, and SD-ELA, SD-MATH, SD-SCI to determine what goals the district will set. The district looks at the data three times a year and NWEA testing to adjust our goals and determine where we would like to see growth. We look at all our subgroups in order to ensure that assistance is given to all students. The district uses this professional development time to determine if goals need to be adjusted and how the students are progressing within the curriculum and the goals the district set for the students. In order to ensure that the district is adequately staffed for the education of all students we look at class sizes and course offerings available to our students. We determine the need of our Title 1 staff by the amount of students that will benefit from receiving services from the Schoolwide Title 1 program.

Summarize the results and conclusions:

Narrative: Our school has shown growth overall in reading and math. However, there are some struggling students who are below benchmark in phonological awareness, nonsense word fluency, reading fluency, reading comprehension, math application skills, and math computation skills. These students will benefit from receiving Title 1 services.

Budget Implications: The Title 1 Grant and REAP federal dollars are used to fund our Title 1 staff to look at the Comprehensive needs Assessment.

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: Our schoolwide reform consists of research-based interventions that provide opportunities for all children. We use the data from our assessments to determine which students need interventions to achieve success in the regular classroom. Based on each student's area of deficit, we design and implement interventions accordingly. We use the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) intervention curriculum. Some other research-based interventions include interventions from the CORE reading book to target kids low in phonemic sound fluency, nonsense word fluency, reading fluency, vocabulary, and comprehension. Examples of interventions include research-based instructional strategies that align with the Science of Reading: explicit instruction of skills that follow a scope and sequence of phonemic awareness, phonics, fluency, vocabulary, and language comprehension. We also intervene with math manipulatives and kinesthetic activities. Our staff also references Marzano's research-based instructional strategies to design interventions. Our elementary staff has taken classes on the Science of Reading this summer and have begun implementing those strategies.

Budget Implications (this must be reflected in the budget in the Consolidated Application): The Title 1 Grant and REAP federal dollars are used to fund our Title 1 staff who provide the interventions.

Benchmark/Evaluation: We will evaluate the effectiveness of our interventions by looking at our curriculum benchmarking and NWEA assessments 3 times a year. We will also look at Placement and Mastery Tests in the SIPPS curriculum. We will look for areas of growth and areas of deficit and make adjustments as needed.

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: Our schoolwide program serves the needs of all students as our Title 1 Teacher assists all students in their areas of deficit. Our Title 1 staff also provides specific interventions to meet the individual needs of struggling learners. Our teachers embed the reading and math concepts that they are teaching across the curriculum. We differentiate instruction to meet individual learning needs and styles. Students can come before school and after school to receive extra assistance from teachers. We also provide summer school to help struggling students maintain and grow academically over the summer.

Budget Implications: The Title 1 Grant and REAP federal dollars are used to fund our Title 1 staff.

Benchmark/Evaluation: We will evaluate the effectiveness of our strategies by looking at our curriculum benchmarking and NWEA assessments 3 times a year. We will look for areas of growth and areas of deficit and make adjustments as needed.

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 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 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: We have a tuition reimbursement program for our certified staff who take grad classes to improve their teaching skills. This helps us to retain effective teachers. Our district is offering several professional development opportunities. Teachers collaborate and share collected information (DIBELS, NWEA, classroom performance data, curriculum benchmarking, Fountas & Pinnell Benchmarking, SIPPS placement test and mastery tests) from year to year on students showing potential deficits in the areas of reading and math. We allow professional development time during in-services to look over NWEA, DIBELS, and SBAC data. We use that SD-ELA, SD-MATH, SD-SCI data to find strengths and weaknesses in our students and adjust our curriculum accordingly. We also have a Professional Development Committee to determine the professional needs of our staff. We incorporated activities during in-service to address the professional needs of the staff. We are also providing stipends for staff to attend NWEA data analysis conference in Denver, Colorado during the summer of 2024.

Budget Implications: District Local funds are used to fund professional development opportunities and the tuition reimbursement program.

Benchmark/Evaluation: We will evaluate the effectiveness of our professional development opportunities by looking at our curriculum benchmarking and NWEA assessments 3 times a year. We will look for areas of professional development growth and areas of deficit and make

Component 4: §1114(b) (7)(A)(iii):

adjustments as needed.

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.

