

2023-2024

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:

06/06/2023

Budget Implications

Describe how federal funds will support the Schoolwide Plan. The 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- social emotional guest speaker
- Guest speaker on bullying
- Elementary teacher salary
- Infinite campus training for parent(s)/guardian(s)
- Math program
- Dyslexia training
- Reading and STEM night

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 decline.
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 2023.
- State Report Card Data
 - Graduation and attendance are on the rise.

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

- Based on our data retreat at the end of the 2022-2023 school year, our elementary staff went through a Title I review this past year and we will implement items such as professional learning communities (PLC) during professional development. The PLCs were created as a response to the needs of our teachers based on the Title I review. Our middle school staff tried interim SBAC testing and saw success in this teaching technique. We will train and implement interim testing for all grades that will take the SBAC testing next year. 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. Our high school staff wanted more student buy-in for NWEA testing and we decided to only test NWEA once a year and around the end of the first quarter. The high school staff will recognize students for improvement in their NWEA test scores from the prior year.

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:

- Standard based lesson plans and assessments
- Professional Learning Communities utilized during in-services. Topics will focus on school goals that were established during data retreat at the end of the 2022-2023 school year. Professional learning communities will be driven by the teachers with administrative presence at each meeting.

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:

- Standard based lesson plans and assessment training provide by administration.
- Professional learning communities established during in-services.
- Guest speakers to address dyslexia and social-emotional needs for individuals.

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:

- 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

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:

Several 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. Seniors attend college visits regularly. The high school hosts Senior night 3 times 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 robotics
 - CTE manufacturing
- To address problem behavior, the school has been addressing the culture and climate of our system. During the 2021-2022 school year, our elementary went through a Title I review. Part of the review was to do parent surveys and use the survey data to improve our elementary school. We will use the parent surveys to improve our middle school and high school with increased communication with our parents and patrons. Along with survey, we had parents' meetings in Newell, Nisland, and Vale to see how we can improve our school. We will continue to meet with our patrons in their communities and listen to ways in which we can improve as a school district. We will do a school walkthrough with our patrons to let them see our school and use guidelines set by the state for a walkthrough. We continued to do a school improvement committee and we discussed communication with our patrons and the programs we offer to our students.
 - 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
 - Professional learning communities
 - Guest speaker on social-emotional learning and dyslexia
 - Efforts to recruit and retain effective teachers have been 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 smooth. 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 to 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