

# *2022-2023*

**Title I Schoolwide (SW) Plan**

**Junior High**

## District:

June 30,2022

Tami Kaaz

Philip Junior High

Haakon School District 27-1

School:

Building Principal:

Mandie Menzel

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

Date Completed:

**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 are used for one teacher’s salary, one para’s salary, Title Director stipend, benefits for both (OASI, Retirement, Health, Compensated Sick Leave), supplies (Parent Advisory and general supplies).

**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 five 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.** |
| In spring, Seventh and Eighth Grade teachers receive a Composite Needs Assessment table for Language Arts and Math to fill in according to class position in comparison to their peers, classroom assessments, South Dakota Assessment scores, IXL Math and NWEA scores. Cross-checking between these sources identify all students who need reinforcement as well as content areas that need attention. |
|  |
| **Summarize the results and conclusions:** |
| **In Math:** We found the areas of Concepts and Procedures, Problem Solving and Data Analysis in need of emphasis. **In ELA:** Research and Inquiry in Seventh and Eighth Grades; Reading (using comprehension strategies for critical thinking and use of vocabulary) in Eighth Grade is area of concern. Listening and Writing scored higher than in the past. |
|  |

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:**  Based upon the CNA and the performance indicators of each student, the strategies used vary among problem solving methods to organizing information that assist in procedures as well. These are evaluated for effectiveness when students take 5 minute check-ups, observations of the students’ note-taking, weekly quizzes, and degree of participation. IXL Math is used for differentiated instruction and practice. This allows students to perform at their current level and work towards achievement. Accelerated Reader is added to give students individualized practice of using different comprehension strategies to understand text. Using NWEA Reports will add an additional layer to the profile. |
|  |
|  |
| **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. |
| **Evaluation**  Evaluation follows with the use of Rubrics and Quick Checks in English and Reading. Accelerated Reader will be added to help with comprehension strategies. Weekly quizzes in Math keep a dynamic view of progress or lack of. IXL Math is used to cross check with NWEA Assessments which are administered at the Beginning, Middle and End of year. |

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:**  **1)** The exposure to close reading of complex texts and the practice of writing from different sources of information will assist critical reading especially in relation to research and inquiry **2)** We will use Study Hall to provide more time to assist in areas of weakness. **3)** The ELA and Math curricula have online tasks for reinforcement, practice, and enrichment activities with a home connection. |
|  |
|  |
| **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:**  Reports are downloaded and kept with each student profile which indicate rate of progress and areas that need more study. Teachers share what content is deficient in a particular class or a group of students and use 5- minute check-ups for Math goals. The strategies vary from embedding Reading and Math curricula into other instructional areas to extending the school year. The use of Accelerated Reader in Study Hall can help those students in need of reinforcement but also provide opportunities for all students to extend their skills in reading various genres. |

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.

|  |
| --- |
|  |
| For student support that address behavior problems or a learning disability, we have a counselor who along with the classroom teacher and parent(s) pinpoint possible reasons for intervention by using a checklist to initiate a meeting for the Teacher Assistant Team. This team comes together for solutions. We will have access of an additional counselor who specializes in children’s mental health from Capital Area Counseling in Pierre.  Strategies such as embedding Reading Comprehension into Math procedures and Math problems into Science and English are some of the ways to help all students practice the same skill in different content areas. IXL program and NWEA Skills contain strategies that add another opportunity for student practice at an individual pace. Accelerated Reader will give students a personal plan to practice without being singled out. |
|  |
|  |
| **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**.** |
| **Evaluation**  Evaluation for effectiveness is found through IXL reports and weekly quizzes in Math and through Accelerated Reader reports and weekly writing assignments. Tier 2 |

### 