



# **2022-2023**

# **Title I Schoolwide (SW) Plan**

District:

Wagner Community School District

School:

Wagner Elementary School

Building Principal:

Mike Duffek

Select One:

Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE Title I Representative

Date Completed:

May 22, 2022



## 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:**

The district completed a state lead cohort CNA process that was completed in March 2022. After staff reviewed the Smarter Balance scores of Third grade math we were at or above state average, Third grade reading was below state average and it was discussed how to set up interventions to meet the needs of our struggling students with a focus on math and reading. Fourth grade math was one point below state average, and fourth grade reading was below state average. Interventions were discussed to meet the needs of our struggling students, because many of our students come from poverty and lack of parental support. Many of our students live with extended family and school is not a priority for many of them. Attendance for some of our students effects their learning which we try to encourage attendance by reward incentives, however at this age level the attendance is not the student’s fault.

#### **Summarize the results and conclusions:**

**Narrative:**

Following our Elementary Data retreat, concerns were raised regarding our math and reading scores on the Smarter Balance state testing this year. The elementary staff has agreed that we need to continue working on the components of phonics, comprehension, fluency, vocabulary, and phonemic awareness to improve our testing scores on Smarter Balanced, FastBridge, and NWEA/MAP. Smarter Balanced scores indicated we need to continue improving in all areas. It has also been noted that improvement was needed in the area of writing longer responses to explain student thinking in both math and reading. Work will continue in these areas through daily interventions targeted towards individual student needs in math and reading.

**Budget Implications:** This will be determined at a later date once the school knows how much money we will be receiving in Title I funds. Our Title I funds support staff to help with small class size.

## 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:**

In the elementary, we level students according skill deficit with the following assessments: FastBridge, NWEA MAP, Smarter Balance, ESGI, and Phonics Screener. Due to the fact that Smarter Balance scores in the elementary are below state average the following interventions are consistently used in the classrooms. Using that data, we provide the following interventions for both reading and math.

Reading: Interventions used are: Jill Jackson, Reading Mastery, Phonics for Reading, SIPPS, LIPS, Decoding Power, Journeys Leveled Readers, Multisyllabic Units, Six Minute Fluency, EdMark, Florida Research Reading Institute Fluency Games and Programs, Really Great Reading and Daily 5 in reading class, Moby Max- a computer program that targets the individual needs of each student in math or reading, Summer Programming, Academy of Reading, and Leveled Reading Interventions. We also encourage our students to do Accelerated Reader and challenge the students to set quarterly goals.

We also use many of the Kagan Strategies to enhance learning and the EL strategies in our Journey reading series are used to strengthen the skills along with “*The GO TO Strategies of English Language Learners K-12*” from the University of Missouri-Kansas City Schools.

Math: Interventions used are: Small Group Interventions, Re-teach, Advanced Practice, Moby Max, IXL, Do the Math from Marilyn Burns, Reagan Tunstall Intervention, Prodigy, AVMR, Summer Programming, and Xtra Math.

### **Budget Implications (this must be reflected in the budget in the Consolidated**

**Application):** This will be determined once the school knows how much money we will be receiving in Title I funds. We use our Title I funds to provide staff for smaller class size.

**Benchmark/Evaluation:** Students are reevaluated mid-year using the same assessments mentioned above. Those scores are put into a spreadsheet per grade level, which allows us to reevaluate students on which interventions are needed. Grade level teachers collaborate on student growth to determine which interventions are working and which are not. Students are regrouped based on growth or need. We consider not only the data gained from assessing, but also socioeconomic status of students to determine growth/need. Information is shared with parents at the Parent teacher conferences and final scores are sent home with a report card at the end of the school year. We also keep an individual reading binder for each child that is passed to the next teacher to be informed of the strategies that worked or did not work for that student and documentation if we need further testing.

**Component 2: §1114(b) (7)(A)(i):**

### 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:** Wagner Elementary School uses many methods and instructional strategies to strengthen and enrich academic programs. To meet the needs of all elementary students, differentiated instruction is implemented across subject areas. Teachers have been trained and use Kagan strategies (Think Pair Share, Quiz-Quiz Trade, Round Robin) in their instruction. Instructors have also incorporated EL strategies into our daily lesson plans to target second language learners, which we have found to also supports our Native American population. Using Aims web and the Core Phonics Survey to measure progress, data driven reading interventions are provided for every student across grade levels in the elementary. Reading Intervention programs as listed earlier in the plan are utilized based on student need. Reading enrichment programs include Accelerated Reader, Quiz Bowl, Prairie Readers and grade level reading challenges throughout the year. Math interventions are provided to all students, as well. Level and intensity of instruction for each student is determined based on FastBridge, NWEA/MAP and classroom performance data. Math intervention programs as listed earlier in the plan are utilized based on student need. The Art program reinforce basic math concepts, and vocabulary. The Music program encompasses math and reading concepts such as simple counting, reading notes, knowing their values, reading poetry with rhyming and knowing how to split words into syllables. Enrichment across subject areas are provided during summer programming and yearly careers program. The physical education program screens for and addresses developmental and gross motor indicators that are proven to affect academic success. Fourth grade students who struggle to keep up with their peers are supported by the ICU Program which notifies the parent on missing or late assignments daily.

**Budget Implications:** This will be determined at a later date once the school knows how much money we will be receiving in Title I funds. We use funding to support smaller class size.

**Benchmark/Evaluation:** Progress will be monitored using data from SLO Plans, ESGI, FastBridge, NWEA/MAP, Core Phonics Screeners for grades 1-4, and Smarter Balance for 3<sup>rd</sup> and 4<sup>th</sup> graders.



## 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 school-wide 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:**

An elementary school counselor is available to all elementary students. She also provides a comprehensive school counseling program that includes regular classroom lessons using research based material from that Committee for Children. She also spends a majority of her time providing individual counseling for individuals and groups. We have outside mental health counselors from Lewis and Clark Mental Health Services in our school daily. Our school psychologist provides additional support for teachers and students including presenting research based coping skills, and helping students and teachers with student behavior. There is a mentoring program in place for students primarily in second and third grades.

In elementary school, all grades focus on careers as they come up in the curriculum, bring in parents and community members to share about their career and the education needed to achieve their goals, and take field trips to expose students to workplaces with which they may not be familiar. The school counselor also teaches a unit on careers including the skills needed for college readiness or to join the workforce. The high school students also hold a graduation walk to encourage other students to complete their education.

We have several programs in place to address student behaviors including PBIS (Positive Behavior Intervention and Support), Boys' Town, the RTI Model, Top 20, CPI (Crises Prevention

#### **Component 4: §1114(b) (7)(A)(iii):**

Intervention), Olweus Bullying Prevention Program, Rachel's Challenge, Class Dojo, and Kagan Win-Win Discipline. These programs are available to all staff. We also employ a behavior specialist to help deal with problem student behaviors as well as utilizing our school counselor and other mental health professionals at our school.

Some of the professional development available to teachers and staff include Kagan Cooperative Learning, Anita Archer, Jill Jackson, AVMR (Advantage Math Recovery), Really Great Reading, Down Syndrome and Autism training, monthly meeting with PBIS specialist, Top 20, 95 Percent, TIE Conference, ACES, and MTSS/PBIS.

**Budget Implications:** This will be determined at a later date once we know the money from Title I Funds, however our Title I funds go to support class size reduction which is staff.

**Benchmark/Evaluation:** Surveys and office referrals using the SWIS data system and DDN which allows discussions at our monthly PBIS meetings to promote kindness activities or other positive activities regarding behavior, Kindness Awards, Student of the Month (which is determined by no office referrals and doing the right thing at all times). Our interventions are evaluated at monthly teacher collaboration time to look at how we can enhance learning outcomes for those struggling but also how to address those high achieving students to encourage and challenge them.

## 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.

