



# **2022-2023**

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

District:

Wagner Community School 11-4

School:

Wagner Middle School

Building Principal:

Steve Petry

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:

5/22/22

## 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. In the Middle School, MAP scores drive instruction and intervention groups. ICU and interventions are used for re-teaching concepts not grasped by individual or small groups of students.

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

**Narrative:** Using data generated from MAP scores, analyzing individual and grade level as a whole, classroom instruction will be adjusted to meet the needs shown. In addition, intervention groups for the upcoming school year will be formed based on this data as well as instructional strategies.

**Budget Implications:** Funds will be used to hire staff.

**Component 1: §1114(b):**

## 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 5<sup>th</sup> and 6<sup>th</sup> grade math, MAP scores and classroom performance are used to form weekly intervention groups. In 5<sup>th</sup> and 6<sup>th</sup> grade reading, all students receive interventions every other week. These groups are based on MAP scores and student achievement. In 7<sup>th</sup> and 8<sup>th</sup> grade math, MAP scores and classroom performance are used to form intervention groups. The duration of the interventions is based on student progress. In 7<sup>th</sup> and 8<sup>th</sup> grade reading, MAP scores and classroom performance are used to form intervention groups. The duration of the interventions is based on student progress. Teacher SLO's and student MAP growth are used to evaluate the effectiveness on interventions used.

**Budget Implications (this must be reflected in the budget in the Consolidated Application):** Funds will be used to hire staff.

**Benchmark/Evaluation:** Staff use fall, winter, and spring MAP scores, along with student performance and teacher SLO's, to evaluate effectiveness of interventions used.

### **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.**

<p><b>Narrative:</b> In strengthening instruction and curriculum, teachers use: Kagan Learning Strategies, Selective Grouping, Inquiry Based Strategies, Manipulatives, Web Based Learning, Kinesthetic Learning Activities, Semi-Self Contained Classroom, ICU, Structured Note Taking, Concept Maps, Graphic Organizers, Oceti Sakowin Standards, Picture Walks, Life Long Learning (school greenhouse and garden), advanced math classes which include 8<sup>th</sup> grade Algebra for high school credit, and STARBASE.</p>
--

<p><b>Budget Implications:</b> Funds will be used to hire staff that use the above strategies.</p>
--

<p><b>Benchmark/Evaluation:</b> Staff use fall, winter, and spring MAP scores, along with student performance and teacher SLO's, to evaluate effectiveness of the strategies used.</p>
--

## 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:** Various strategies and procedures are used to meet social and behavioral needs of students. The following strategies are used in the Middle School: Job's for America's Graduates (JAG) in 7<sup>th</sup> and 8<sup>th</sup> grade, a semi-self contained, looped classroom is used for at-risk students in 5<sup>th</sup> and 6<sup>th</sup> grade, TRIO (7<sup>th</sup> 8<sup>th</sup> grade), comprehensive school counseling program serves all students (including individual, small group, and classroom settings), Clinical Counselors are available on site upon referral, Positive Behavioral Instructional Strategies (PBIS), Top 20, ELL Strategies, Boys Town, Kagan Strategies, Incentive Based Overnight Field Trips (Henry Doorly Zoo 5<sup>th</sup> grade and Black Hills 6<sup>th</sup> grade).

**Budget Implications:** Funds will be used to hire staff which use the above strategies.

**Benchmark/Evaluation:** Attendance, discipline referrals, test scores, grades, and ICU data are all used to evaluate the success of the strategies targeting the social and behavioral needs of students.



## 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.

