

**2024-2025**  
**Title I Schoolwide (SW) Plan**

District:

Hamlin School District #28-3

School:

Hamlin Elementary School

Building Principal:

Dustin Blaha

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:

6/17/2024

## 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 the salary and benefits of 2 teachers at the elementary school. Funds support 100 % of the salary and benefits. Title I funds are also used for the salary and benefits of one .5 FTE preschool teacher.

## 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.

##### **Narrative:**

###### *District Needs Assessment and Data Review Process*

The district closely examines the South Dakota ELA, Math, and Science Assessment results in collaboration with school staff and stakeholders. Once a year, district staff participate in an annual data review to analyze data from various sources, including assessment scores, survey information, and demographic data. The SD Department of Education's Comprehensive Needs Assessment Process guides the district's evaluation process. The district analyzes overall student performance and subgroup results to identify any achievement gaps. Smart goals along with action steps and instructional strategies are determined for each school building.

Following the annual review, monthly leadership meetings are held to continuously review ongoing data, assess the effectiveness of implemented strategies, and update goals as necessary. These regular check-ins ensure that the school implements the identified action steps, monitors progress of the intended goals, and remains responsive to emerging needs.

###### *Monitoring Student Achievement*

To track student achievement, the district utilizes NWEA MAPS and Acadience diagnostic assessments three times a year. Additionally, iReady diagnostic testing in Math and Reading is given to determine individual progress and growth of students in the areas of math and reading. These assessments, along

with formative assessments, provide critical data that informs instructional decisions and helps tailor interventions to meet individual student needs.

#### *Identification and Support of Subgroups*

The district has established procedures to identify and support various student subgroups, including special education, low socio-economic, English Learners (EL), and migrant. Infinite Campus data is used to identify these subgroups and determine the necessary focus areas. Data analysis is conducted on these subgroups to assess if additional measures or supports are required to ensure their academic success.

#### *Teacher and Paraprofessional Qualifications*

Each year, the district reviews the qualifications of teachers and paraprofessionals to ensure adequate staffing for each grade level. All K-5 core content teachers are certified to teach their respective subjects and grades. Paraprofessionals work under the direct supervision of qualified teachers, ensuring they receive proper guidance and support in their roles.

#### *School Culture and Community Perception*

The district collects a variety of survey data to understand school culture and community perceptions. Parent surveys are conducted through the Title I program and by the district to gather feedback on various aspects of the school environment. This feedback is used to make informed decisions that enhance the overall educational experience for students and families.

#### *Reporting and Communication*

The State of the District Address is conducted in the fall to provide information about the overall status of the school, including information about the building, proposed budget, school report card, and activities. Also included is the information regarding the Title I program, consolidated application, and overall goals. Following the meeting, the information is posted on the district website. This ensures transparency and keeps stakeholders informed about the district's current status, progress, and performance.

Throughout the year, parent involvement is also encouraged by attending a variety of family engagement activities. During these meetings, parents are encouraged to review and suggest improvements to the Parent Involvement policy and Parent, Student, Teacher Compact. Parent-teacher conferences are also organized in the fall and spring, providing an opportunity for parents to discuss curriculum, instruction, and student achievement directly with classroom teachers.

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

#### **Narrative:**

The review of the district's test scores, perceptions, and demographic information using data analysis shows a need to continue to support student academic achievement in reading and math for all students.

#### **Strengths:**

- The third grade scored slightly above and below the state average on the South Dakota ELA and Math Assessment respectively.
- The fourth grade scored 70% proficient, 23% higher than the state average in English and Language Arts on the South Dakota ELA Assessment.

- The fifth grade scored 59% proficient, 18% higher than the state average in Math on the South Dakota Math Assessment. Fifth grade also scored 64% proficient, 23% higher than the state average on the South Dakota Science Assessment.
- Parents take an active interest in academic performance and progress with over 95% attendance of families during parent/teacher conferences.
- Strength in fidelity of implementation and collective efficacy among staff of Math curriculum resources.
- Strong relationships between staff, students, and families.

#### Areas of Growth:

- Writing is a weakness across in grades 3-8 with a lack of curriculum resources and professional development for grades KG-5.
- Alignment of curriculum maps and pacing guides with current ELA and Math resources.
- Development of professional learning communities, along with protocols for data analysis and common formative assessments.
- Consistent instruction and resources for phonics and phonemic awareness for grades KG-3.
- Review, analysis, and alignment of diagnostic assessments for students in grades KG-8

It was decided to maintain the district wide reading and math goals since we are aligning the current resources with curriculum maps and paces guides

Title I services will continue at the elementary school. Professional development opportunities include exploration of writing strategies and development of professional learning communities, along with data analysis and common formative assessments. NWEA MAP and iReady diagnostic assessment data will be used to monitor growth of student learning.

The district determined which schools would be served based on the data analysis and the amount of funding that the district receives for Title programs. Title I funds will be used to support students at the elementary school through the schoolwide program. The funds support the salaries of two teachers as well as the preschool teacher. Support for students needing extra assistance meeting state standards is provided through the schoolwide program.

Student Achievement and assessment data will be disseminated to all stakeholders in the district through the following ways.

1. Presentation parents, families, and community during the fall State of the District address.
2. The LEA Report Card will be reported in the newspaper and the district newsletter.
3. Individual student reports will be distributed to parents.
4. Parent Teacher Conferences.
5. Report card will be available on the district's website.

## 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:

#### Strategies:

- Offer free preschool to 4-year-olds.
- Provide small-group reading and math intervention support to monitor academic progress and provide targeted instruction for all students.
- Monitor fidelity of implementation of phonics and phonemic awareness materials in grades Preschool through 2<sup>nd</sup> grade.
- Implement high-quality, research-based intervention materials:
  - Jill Jackson intervention materials (phonemic awareness/phonics intervention).
  - Read Naturally Live (fluency/comprehension)
  - iReady Reading and Math (online personalized learning platforms)
- Continue professional development opportunities on the Science of Reading.
- Provide targeted EL support to EL students.
- Implement Charger Challenge which aligns to core elements of PBIS.

#### Evidence-Based Research:

The strategies listed above are based on practices or programs that have evidence to show they are effective at producing results and improving outcomes when implemented. They fall in line with Tier 3 – Promising Evidence and Tier 4 – Demonstrates a Rationale. Evidence has shown that a guaranteed and viable curriculum, along with collective efficacy, is the most impactful school level factor necessary to ensure student learning achieved at the highest potential. Research supporting one-on-one and small group instruction as well as before/after school programs was gathered from the What Works Clearinghouse.

**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:

- SD State Math and ELA Assessments
- SD State Math and ELA Interim Tests
- NWEA MAPS diagnostic assessment three times per year in grades 1<sup>st</sup>-5<sup>th</sup>
- Acadience/DIBELS diagnostic assessment three times per year in grades Kg-2<sup>nd</sup>
- iReady Reading and Math Assessments diagnostic assessment three times per year Kg-5<sup>th</sup>
- Charger Challenge/PBIS

The various assessments listed above are implemented as identified and reviewed by the appropriate administration, instructors, and support staff a minimum of three times per year. A “data dig” is conducted annually. Adjustments to instructions and individualized plans are made as appropriate according to the data.

### **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:**

Increase the percentage of students at Level 3 or 4 by 5% over the previous year in English Language Arts according to SD State ELA Assessment.

Increase the percentage of students at Level 3 or 4 by 5% over the previous year in Math according to SD State Math Assessment.

1) Use methods and instructional strategies that strengthen the academic program:

- Examine South Dakota Content Standards and Align to Reading and Math Curriculum.
- Reading and Math Interventionists monitor progress and assists in differentiated reading and math instruction for targeted students.
- Provide One-on-One and Small Group Instruction to at-risk students.
- On-going professional development opportunities on the science of reading.

2) Increase the amount and quality of learning time

- Offer free preschool to 4-year-olds.
- Teachers are available before and after school to assist students with assignments and re-teaching the material.
- Create master schedule and school-wide calendar with opportunities for professional development and common planning times for professional learning communities.

3) Provide an enriched and accelerated curriculum

- Provide one-on-one and small group instruction to at-risk students
- Implement Read Naturally Live (fluency/comprehension)
- Utilize iReady Reading and Math online personalized learning platforms
- Provide diversified instruction to EL students.
- Implement Charger Challenge/PBIS.

#### **Evidence-Based Research:**

The strategies listed above are based on practices or programs that have evidence to show they are effective at producing results and improving outcomes when implemented. They fall in line with Tier 3 – Promising Evidence and Tier 4 – Demonstrates a Rationale. Research supporting one-on-one and small



group instruction as well as before/after school programs was gathered from the What Works Clearinghouse.

**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:**

- SD State Math and ELA Assessments
- SD State Math and ELA Interim Tests
- NWEA MAPS diagnostic assessment three times per year in grades 1<sup>st</sup>-5<sup>th</sup>
- Acadience/DIBELS diagnostic assessment three times per year in grades Kg-2<sup>nd</sup>
- iReady Reading and Math Assessments diagnostic assessment three times per year Kg-5<sup>th</sup>
- Charger Challenge/PBIS

The various assessments listed above are implemented as identified and reviewed by the appropriate administration, instructors, and support staff a minimum of three times per year. A “data dig” is conducted annually. Adjustments to instructions and individualized plans are made as appropriate according to the 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:**

Hamlin Elementary works to provide a safe and welcoming learning environment that aligns with the schools strategic plan and priorities. The school strives to meet students where they are academically, socially, and culturally.

- The school uses the district’s Charger Challenge, based on the principles of PBIS, to promote positive behavior and character development. A train-the-trainer and mentoring program is used to provide ongoing professional development and support for new staff.
- Hamlin Elementary utilizes a tiered process to monitor individual student progress. Title I staff, classroom teachers, and administration meet on a regular basis to coordinate the delivery of the various programs. The PST Team meetings are held weekly to discuss academic, social, and behavior needs of students, provide support for the classroom teacher, and monitor student progress and growth.
- Hamlin Elementary partners with NESC to provide kindergarten and preschool screening. The screening provides parents with information on programs and services available to help parents prepare their child for kindergarten and transition from the early childhood setting to kindergarten. Immunizations can be scheduled at this time. Parents and students attend screening at the school and discuss development and readiness with the kindergarten teachers. Staff also discuss individual

development, student expectations, daily schedules, and activities to help prepare the children for school, as well as a classroom visit and tour of the school.

- During the Back-to-School open house, class lists, insurance options, student handbooks, an explanation of payments, opportunities to purchase school lunches, and medical forms are completed.
- Hamlin Elementary works with the middle school level counselors and administration to provide transition activities for outgoing 5th graders entering 6th grade.
- Professional development to increase collective efficacy by staff for working with at-risk students will utilize staff meetings, book studies, online modules and peer observation focused on tier 1 classroom management practices and de-escalations strategies.

**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:

- SD State Math and ELA Assessments
- PST meeting notes and agendas
- Infinite Campus reporting data for behavior referrals
- Charger Challenge/PBIS