

2024-2025
Title I Schoolwide (SW) Plan

District:

Hamlin School District #28-3

School:

Hamlin Middle School

Building Principal:

Jeff Sheehan

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 1 teacher at the middle school. Funds support .32% of the salary and benefits.

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 middle school utilizes SD Interim assessments two times a year. Additionally, NWEA Map and iReady diagnostic testing in Math and Reading is given at the elementary level 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:

ELA Standard: Listening and Speaking.

Math Standard: Problem Solving, and Data Analysis

Dedicated teachers that push students to succeed.

Good leadership that listens to parental concerns.
Spanish teacher assistance in the EL program.

Weakness:

ELA Standard: Writing

Math Standard: Reasoning, Concepts & Procedures.

More focus is needed when it comes to STEM courses.

More focus on EL.

It was decided to maintain the district wide reading and math goals since we are progressing towards the AMO's by implementing best practices, studying curriculum, and participating in professional development.

Title I services will continue at the middle school. Professional development opportunities include writing strategies. NWEA MAP and Smarter Balance Interim 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 middle school through the schoolwide program. The funds support the salary of one teacher. Support for students needing extra assistance meeting state standards is provided through the schoolwide program and Moby Max, Accelerated Reader, No Red Ink, and Quill.org.

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

1. Presentation to the local board of education.
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:

Goal: Students enter 9th grade proficient or advanced in reading and math.

Strategies:

Specific attention is given to any students who are considered at risk by not completing homework and not being engaged.

One-to-One PC Computers to monitor and target student motivation and engagement.

Implement Moby Max, Accelerated Reader, No Red Ink, and Quill.org.

EL Coach is dedicated to monitoring and working with EL students.

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 is the most impactful school level factor necessary to ensure student learning is 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:

Smarter Balanced Test

Smarter Balanced Interim Tests

NWEA MAPS Testing

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% in English Language Arts according to Smarter Balance.

Increase the percentage of students at Level 3 or 4 by 5% in Math according to Smarter Balance.

1) Use methods and instructional strategies that strengthen the academic program:
Examine South Dakota Content Standards and Align to Reading and Math Curriculum.
Professional Development

2) Increase the amount and quality of learning time
One-to-One PC Computers to monitor and target student motivation and engagement.
Teachers are available before and after school to assist students with assignments and re-teaching the material.
Examine the amount of academic learning time, enrichment activities, and teacher professional development to see if there are ways we can utilize our time with students more effectively and/or increase the quality of teaching.

3) Provide an enriched and accelerated curriculum
Implement Moby Max, Accelerated Reader, No Red Ink, and Quill.org.
EL teacher provides diversified teaching sessions to EL students.

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:

- Smarter Balanced Test
- Smarter Balanced Interim Tests
- NWEA MAPS Testing

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:

Title I staff, the regular classroom teachers, and special education teachers meet on a regular basis to coordinate the delivery of the various programs to ensure no duplication of services. Title I services are coordinated with other educational services by having planned staff meetings and personal communications between Title I staff, regular classroom teachers, and special education teachers. The teachers will follow the school's curriculum but may have to use different teaching strategies to help these students succeed. Teacher Assistance Team meetings are held to discuss the needs of students.

Middle School Counseling Program: Because middle school creates a degree of independence and more student accountability than has been experienced in elementary school, the need to help students cope with physical, mental, and intellectual changes is a must. The Hamlin School District employs a middle school counselor who serves in a couple of different capacities. First, she goes into middle school classes and teaches social/emotional, academic and career components to help students understand the changes and to prepare them for meeting those challenges. It also helps her create a rapport with students. In a second capacity, she meets with both individuals and groups of students to counsel specific needs that middle schoolers have. She also serves in the capacity of middle school testing coordinator. Doing this helps her understand each specific student and their areas of strength and weakness.

Career Readiness Program: The ability for the middle school and the high school to coordinate their programs for a smooth transition for students to prepare them for the workforce is an asset in the district.

There are ways in which even middle school students prepare and advance themselves. First, 7th graders are promoted through the math curriculum as they can take 8th grade math during their 7th grade year. During their 8th grade year, they then progress on to take Algebra I. This allows them to go into high school with the ability to take higher level courses and further their learning. This also opens the door for the students to be able to take the Dual Credit and AP courses that are offered in high school in the district. The counseling department also uses the SDmylife site to begin the thought process of future goals with the middle school students. This directly influences the classes they will then take during their high school coursework. Using the career aptitude and interest survey, students get an understanding of what workforce options they have in the future based on their interest and talent levels.

Referral Process: The middle school implements a referral process for special education follows the process set up by the NESC whereby research-based interventions are used for a period and data is collected before the group makes decisions on further testing. 504 plans have also been utilized to provide assistance to students in need of them.

Transitioning Plan: Because it can be a difficult transition between elementary and middle school, the elementary principal, elementary counselor, middle school principal, and middle school counselor worked together to create a plan for transitioning students so that at-risk factors are explored. At the spring in-service and again during the fall in-service, 5th and 6th grade teachers, administration, and counselors meet to be proactive about students at-risk to make the transition easier.

Professional development for each of the in-service days is planned using the input from the above groups and is based on the needs of the staff and students and goals that are set for the district, along with data. Several professional development opportunities specifically for middle school staff are planned, including Curriculum Mapping and differentiated instruction.

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 early childhood programs was gathered from the Best Evidence Encyclopedia.

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:

Smarter Balanced Test
Smarter Balanced Interim Tests
NWEA MAPS Testing

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.