



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

2019-2020

Title I Schoolwide (SW) Plan

District:

Meade School District

School:

Whitewood Elementary

Building Principal:

Brit Porterfield

Select One:

Initial Plan for new SW Program

Revised Plan for a school currently operating an approved
SW Program

SD DOE Title I Representative

Jennifer Palmer

Date Completed:

6/6/2019

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: Whitewood Elementary’s school wide plan is reviewed annually by the Title I School Wide Advisory Committee who review the current needs of the students and make adjustments according to these needs. This committee consists of parents, teachers, and district wide staff members. Parents are encouraged to attend the following events: Open House, Family Engagement activities, parent-teacher conferences, and parenting classes. Information is disseminated to parents through monthly newsletters, district web site, quarterly district wide newsletter, parent displays, brochures, formal and informal meetings, personal phone calls and emails, and School Messenger.

Preliminary student data from the present school year is provided to instructional staff at the end of each year. The assessment coordinator asks the instructional staff to reflect on certain questions when looking over their students’ data. Data retreats are held in the fall of the new school year to further analyze the data vertically and horizontally. The district assessment coordinator is available to assist teachers in interpreting student assessment data and developing goals and instructional strategies to meet the needs of individual students.

In the 2019-2020 school year, more focus will be placed on “data to drive instruction.” Two days of professional development will be devoted to last year’s data and the first of year data in the fall to determine strengths and weaknesses in the overall student grade levels as well as for individual students.

Summarize the results and conclusions:

Component 1: §1114(b):

Narrative: Data from the end-of year MAP assessments for 2018-19

Kindergarten: Math: 83% Met proficiency; ELA: 76% Met proficiency

First Grade: Math: 55% Met proficiency; ELA: 68% Met proficiency

Second Grade: Math: 92% Met proficiency; ELA: 92% Met proficiency

Third Grade: Math: 54% Met proficiency; ELA: 73% Met proficiency

Fourth Grade: Math: 71% Met proficiency; ELA: 65% Met proficiency

Fifth Grade: Math: 71% Met proficiency; ELA: 85% Met proficiency

Conclusions from district tri-annual assessment data:

71% of the WW students met proficiency for their grade level in the area of math.

76.5% of the WW students met proficiency for their grade level in the area of ELA.

Data from Smarter Balanced Assessment for 2018-19:

Third grade: ELA: 64% Level 4 and Level 3; Math: 55% Level 4 and Level 3

Fourth grade: ELA: 53% Level 4 and Level 3; Math: 53% Level 4 and Level 3

Fifth grade: ELA: 79% Level 4 and Level 3; Math: 50% Level 4 and Level 3

Conclusions from Smarter Balanced assessment data:

65.3% of the WW students scored at Level 4 or Level 3 for their grade level in the area of ELA.

52.8% of the WW students scored at Level 4 or Level 3 for their grade level in the area of math.

A data retreat was held on November 2, 2018. Teachers reviewed the beginning of year MAP assessments to determine weaknesses that were evidenced by those assessments:

Kindergarten:

ELA: Foundational skills

Math: Numbers and operations—understand place value, counting, cardinality

Grade 1:

ELA: Foundational skills—phonics, consonants, decoding, high frequency words, rhyming

Math: Measurement and Data—length, money, time, weight/mass, problem solving with unit

Grade 2:

ELA: Literature and informational text

Math: Numbers and Operations—whole numbers (place values) and compare and order whole numbers

Grade 3:

ELA: Informational text

Math: Geometry

Grade 4:

ELA: Literary text: language, craft, structure, use of language (conventions)

Math: Fractions—equivalent and comparing

Grade 5: Fractions

ELA: Informational text

Component 1: §1114(b):

Budget Implications: 1.5 instructional staff; Lexia and Dreambox are intervention programs that provide students with supplemental instruction and grade level standards.

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: The general education teachers, intervention teacher, and special services staff focus on the individual needs of students by re-teaching and supporting them in areas in which they exhibit weaknesses in and implement reform strategies through a concerted effort. Students are instructed in a variety of strategies in whole group, small group, and individual settings. Skills-based technology programs will also be used to supplement learning. Instructional strategies will follow the methodology of guided curriculum instruction. In math, the emphasis will be on problem-solving with students exploring mathematical strategies and explaining mathematical reasoning. In reading, the emphasis will be on using proven strategies for guided reading as well as exploration into cross-curricular activities such as inquiry units. All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of students district-wide. Building level meetings will address the progress of students and ways in which to meet their individual needs. Progress monitoring by teachers is used to generate discussions about curriculum, classroom practices, and needs in the school.

Budget Implications (this must be reflected in the budget in the Consolidated Application): 1.5 instructional staff

Benchmark/Evaluation: Students' progress is continually monitored through informal assessments, CORE assessment, and the tri-annual MAP assessments. Teachers found the MAP reports helpful in determining student need. Teachers used this data to develop goals for their students in the areas of math and ELA. At the end of the year, teachers revisited the MAP data to determine how their students progressed in the past year. Building level teams monitor the data and determine intervention groups or additional assistance based on growth and/or mastery of a concepts or standards. In addition, the state assessment will be utilized to make comparisons on the percentages of our proficiencies. Based on need some students may receive more intense support while others may only need maintenance of effort. Intervention groups and other assistance to students is a dynamic process based on assessment (formal or informal) results.

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: Whitewood Elementary utilizes two supplemental online programs to assist in the intervention of all students. Lexia is an online program that works on phonics, decoding and comprehension. It is a PK through 5th grade program. Each student works at his or her individual level. Educators monitor progress and provide mini lessons to students when they are unable to work through a certain portion of their program. Dreambox is an online math supplemental program that is utilized by all students. This program also assesses students' individual levels and provides them with lessons and activities at their level. In addition, teachers are able to assign grade level content to their classroom of students to supplement what is being taught in the classroom. Both programs allow for differentiation and the ability to meet the needs of all students. Intervention teachers, administrator and classroom teachers collaborate on the use of the data from these programs to provide interventions through small group and individual student settings.

A new math curriculum (Envision) will be implemented in the coming year. Teachers will use that curriculum as the basis for their mathematical instruction.

A Needs Assessment is done at the end of each year to identify students that would benefit from summer school. During the month of June, summer school services are provided to these identified students to attempt to boost our efforts in their academic progress in reading and math.

In the Fall of each year, along with the consideration of the Needs Assessment and the first trimester tri-annual assessment, a CORE assessment is conducted on students to assist in identifying students that are in need of some additional interventions. Classroom data and the continuation of administering the CORE and tri-annual assessments continue to be used in identifying students with needs throughout the year. Students that make minimal or no academic gains with the intervention assistance are referred to our Student Solution Team (formerly TAT) to determine if further testing and consideration need to be made for special education services.

The daily schedule at Whitewood includes three 15 minutes recess for grades K-3 and a 15 minute lunch period. Students in grades 4-5 do not have the afternoon 15 minute recess to allow for more instructional time. They do, however, receive additional physical education time to compensate. The length of the time in session was increased by 15 minutes three years ago. Concerted attempts are made to protect learning time during the school day and school year.

A full-time gifted educator is employed by the district to serve students with giftedness in grades K-7. The gifted educator evaluates students for eligibility, provides weekly enrichment classes, offers consultation to classroom teachers in how to differentiate to the gifted child, and gives information to families on special clubs, activities, camps, and classes for their child in the gifted program.

Component 3: §1114(b) (7)(A)(ii):

Students at Whitewood participate in choir, robotics/science club, student council, honors and festival choir, DARE, computer instruction, and library presentations to enhance their overall experiences at the school. The Whitewood PTO provides opportunities for after school events, school assemblies, and buses for field trips to add to the students learning opportunities.

Budget Implications: 1.5 instructional staff; salary and supplies for summer school program; Dreambox and Lexia Intervention programs

Benchmark/Evaluation: Teachers and administrator check the progress of students utilizing the Dreambox and Lexia programs at least once every two weeks. Discussions are held between teacher/administrator or teacher/interventionist to make adjustments to time students are allowed to work on the programs or to determine if interventionist or teacher will teach the supplemental skills lessons identified by the program. Our goal is to have students at or near grade level skills completion at the end of the school year.

Results of Smarter Balanced assessment and MAP assessments gives us indicators as to effectiveness of interventions and curriculum.

Student interest in the other activities is monitored by participation numbers in offerings such as Festival/honor choir, student council, robotics/science club, etc. Approximately 25 students participated in Robotics Club this past year.

Teachers for the Title-supported summer school program conduct pre and post assessments to determine growth of individual students who participate in the program. This data is part of the other assessment data gathered throughout the year so adjustments can be made annually.

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:

Each classroom receives guidance activities from our school counselor one time a week. In addition, counselors provide individual and small group sessions. The school counselor also discusses career awareness with students. Our school social worker is also available to assist families with needs they may need. One specific task of our social worker is supporting and maintaining organization of our Back Pack Program through the Feeding SD Program. The counselor and social worker make referrals to area mental health services if they feel students and/or their families would benefit from these. Students in fifth grade partake in the DARE program. The 5th grade teacher and administrator complete surveys as to the effectiveness of the DARE program.

All teachers, paraprofessionals, administrators, and other support staff are trained in the Boys and Girls Town Model of Classroom Management upon hire. Updated training is provided to staff periodically. The district utilizes a train-the-trainer model so staff can be trained or updated by utilizing in-house personnel. These trainers are also available to provide coaching to staff through the course of a school year.

The Meade School District offers a mentor program for new teachers to the profession and/or district which provide guidance, direction and point of contact. The new teachers involved with a

Component 4: §1114(b) (7)(A)(iii):

mentor teacher are surveyed at the end of the school year to determine the effectiveness of their support. The staff at Whitewood Elementary is always ready in any way needed.

Building level administrators are directly involved in the implementation and improvement of skills through participation in the PASS training process, teacher evaluations and classroom observation/discussion. Teachers are made aware of professional development opportunities in which they may attend trainings, conferences, or workshop that support identified goals. Whitewood Elementary has a Preparing All Students for Success (PASS) team that lead professional development in the school with the train the trainer model. Professional development for 2019-2020 will focus on the new math curriculum. Inservice time is also allowed for grade level and department meetings. At these meetings teachers can give input and make determinations about curriculum and assessment resources and training needed to support these. Teachers are surveyed for their input on desired professional development as well as effectiveness of professional development and technology implementations.

Meade School District employs approximately 207 FTE certificated staff, 130 FTE classroom/playground support staff, and 11 administrators. The credentials of all staff is reviewed on an annual basis to ensure they have the correct certifications. Currently, all certificated staff and classroom paraprofessionals are highly qualified. If an employee is not highly qualified, a Plan of Intent is written for that individual. Meade School District ensures all staff on Plans of Intent are following through on the courses they need and/or taking the necessary Praxis exams.

Meade School District uses the school website, Applitrack, and ASBSD Teacher Placement for recruitment purposes. When the district is having difficulties filling a position, advertisements in the local newspaper classified ads is used to find applicants. Due to the location of the district, positions are typically filled in the areas of certification which ensures there are no disparities with students being taught by inexperienced or out-of-field teachers.

Whitewood Elementary collaborates with Youth and Family Services Rural Pre-age 5 program to identify and direct services to families of children needing early intervention services. That intervention sometimes leads to referrals to the Early Intervention Program offered by the special services department of the district. Whitewood Elementary conducts a spring kindergarten and preschool screening event which provides the school and district with insights on needs of children entering kindergarten or who may need earlier interventions.

Budget Implications: 1.5 teachers

Benchmark/Evaluation:

The teacher mentor program is evaluated at the end of the year by sending new teachers a questionnaire as to how effective they felt the guidance they received from their mentor was.

PASS leadership receives feedback from all district staff through surveys. Teachers are also surveyed as to ideas for future PD.

Triannual assessments are conducted three times per school year—beginning, middle, end of year.

Component 4: §1114(b) (7)(A)(iii):

These assessments provide the data teachers need to design/adjust instructional focus based on needs that show from the data. MAP reports give teachers data needed to make decisions on student achievement and needed instructional and intervention processes.

Evidence-Based Research Resources