



2021-2022 Title I Schoolwide (SW) Plan

District:

Meade School District

School:

Sturgis Elementary

Building Principal:

Chantal Ligtenberg

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:

April 21, 2021

Introduction

The 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. Sufficient detail must be provided to ensure anyone reading the plan will understand the basic education program at the school.

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. If a district is consolidating funds as allowed under Section 1114(a)(1)(3), please make that clear in the budget implication sections.

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: On an annual basis, a Title I committee reviews the Comprehensive Needs Assessment as well as current needs of the students and makes adjustments accordingly to reflect the changes in our dynamics. Preliminary student data from the past school year is provided to instructional staff at the end of each year. The assessment coordinator along with building level administrators and leadership teams assist instructional staff in the reflection of the data. A building level data retreat occurs in the Fall of each year. The most recent data retreat occurred September 16, 2020. Ongoing reflection on data occurred throughout the school year to tweak plans for this school year and also make preparations for the 2021-2022 school year.

Summarize the results and conclusions:

Budget Implications: Intervention and instructional teachers assist students in the progress of these goals. Dreambox and Lexia are supplemental programs that have been purchased to assist all students at their instructional levels as well as grade level standards.

Goals were developed based on data from all assessments. The following was identified as strengths and weaknesses:

Kindergarten:

Math: Strength: Rote Counting to 5

Weakness: 1:1 correspondence, writing, and identifying numerals and numbers

Reading/Writing: Strength: Identifying all letter and writing their first name.

Component 1: §1114(b):

Weakness: Consonant and letter sounds. Rhyming

First Grade:

Math: Strength: Geometry

Weakness: Operations and Algebraic Thinking

Reading/Writing: Strength: Vocabulary Use and Functions

Weakness: Language and Writing

Second Grade:

Math: Strength: Geometry

Weakness: Numbers and Operation

Reading/Writing: Strength: Vocabulary Use and Functions

Weakness: Language and Writing, Foundational Skills

Third Grade:

Math: Strength: Operations and Algebraic Thinking, Measurement and Data

Weakness: Geometry, Numbers and Operations

Reading/Writing: Strength: Informational Text

Weakness: Vocabulary

Fourth Grade:

Math: Strength: Measurement and Data

Weakness: Operations and Algebraic Thinking

Reading/Writing: Strength: Informational Text

Weakness: Vocabulary: Acquisition and Use

Based on the identified strengths and weaknesses, grade level developed the following goals:

Kindergarten:

Math: Students will identify, write, sequence and meaningfully count 0-20.

Reading/Writing: Students will read and comprehend emergent texts.

First Grade:

Math: Students will improve in their ability to determine the unknown number in an addition or subtraction equation.

Reading/Writing: Students will improve in their ability to arrange words in their correct order to form a meaningful sentence.

Second Grade:

Math: Students will use strategies to improve numbers and operations.

Reading/Writing: Students will improve in the foundational skills within language and writing.

Third Grade:

Math: Students will increase mastery in numbers and operations.

Reading: Students will increase mastery in knowledge of vocabulary.

Fourth Grade:

Math: Students will recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Students will identify line-symmetric figures and draw lines of symmetry.

Reading/Writing: Students will compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.

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.

Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards. **Include a description of how the reform strategies will be evaluated for effectiveness.**

Narrative:

The general education teachers, intervention teachers and special services' staff focus on the individual needs of students by re-teaching and supporting them in areas 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. 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. To determine if students needs have been met, teachers will examine classroom work, informal math and reading assessments, and results of the standards-based assessments that are given three times a year. In addition, we will utilize the state assessment to make comparisons on the percentages of our proficiencies. All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of students' district-wide. Weekly grade level meetings will address the progress of students and ways in which to meet their individual needs. Additionally all third and fourth grade students will participate in a customized learning segment of time (What I Need Time- WIN) where students will be grouped based on need to cover areas that may not be within their current grade level standards, but a concept they need additional instruction with in the area of English Language Arts and Math. First and second grade staff are currently reviewing ways they may also provide a similar opportunity for their students.

Budget Implications (this must be reflected in the budget in the Consolidated Application): Five full time Intervention teachers and two paraprofessionals are utilized to provide intervention services.

Benchmark/Evaluation: Students' progress is continually monitored through informal assessments, curriculum assessments, and the tri-annual assessment. Grade level teams monitor the data and alter students receiving an intervention based on growth and/or mastery of a concept. Based on need, some students may receive more intense support while others may only need maintenance of effort. Weekly, grade level members meet and alter support of students based on 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.

These strategies should be evidence-based and strengthen and enrich the academic program.

Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

1. Individual intervention for all students: Sturgis Elementary utilizes two supplemental online programs. Lexia is an online program that works on decoding and comprehension. It is a PK through fifth grade program. Each student works at his or her individual level. Educators monitor progress of individual students and provide mini lessons to students when they are unable to work through a certain portion of the 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 interventions and differentiation and the ability to meet the needs of all students. Intervention teachers use the data from these programs to assess the areas of intervention they will do with small groups and/or individual students.
2. What I Need (WIN) time: All third and fourth grade students will participate in a customized learning time four days a week. Data will be used from the tri-annual assessment. Students will be grouped based on concepts that are identified as a need for them based on the NWEA Continuum of Learning Table. Staff will meet regularly to regroup students and identify the concepts that will be taught.
3. Third and fourth grade intervention teachers will serve identified students with the use of Leveled Literacy Intervention.
4. A Title I paraprofessional provides pull out math services K-4 to students who struggled on a given grade level concept.
5. Junior Kindergarten: Sturgis Elementary is in our third year of Junior Kindergarten. Students are selected based on date of birth, exposure to preschool previously, and social/emotional maturity. Students that enter this program spend the year better preparing for kindergarten the subsequent year.

Budget Implications: Dreambox and Lexia Program, 5 intervention teachers, 2 paraprofessionals,.

Benchmark/Evaluation: All teachers check the data from the online supplemental programs on a weekly basis. Intervention teachers check data on individual students they are tracking daily. This is fourth year of full implementation of these programs. Individual student progress may be tracked on these programs. The customized learning time is in its second year. The tri-annual assessment and state assessment will be used to review and reflect on the effectiveness. Junior kindergarten will have its second group of students attend kindergarten next year. Input from our kindergarten teachers will assist us in how we continue to proceed with the program.

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 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.

Evidence: 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. **Include a description of how the reform strategies will be evaluated for effectiveness.**

Narrative:

Family Support:

Parents are provided with professional development at the local level. Parents are encouraged to attend the following events: Open House, Family Engagement activities, PTA meetings, parent/teacher conferences, and parenting classes. Information is disseminated to parents through monthly newsletters, district web site, parent displays, brochures, formal and informal meetings, personal phone calls, emails, social media, and the School Messenger Program.

Parents of students who we have school attendance concerns shall receive letters of notifications of accumulated days they have missed. They may receive phone calls or have personal meetings with administration to try to increase attendance. Facts about school attendance and promoting good school attendance are stated on social media and monthly newsletters. The district's social worker and resource officer also assist with home visit of families where a child's school attendance is poor. During the 2019-2020 school year, there were random monthly drawings of students that have perfect attendance on a monthly basis to attend a special activity with the building principal. This practice will be implemented again during the 2020-2021 school year.

Sturgis Elementary has partnered with Behavior Management Systems (BMS) to provide

Component 4: §1114(b) (7)(A)(iii):

counseling services and bridge our resources between home and school. The counselor is provided an office space in our school. School Guidance counselors provide guidance lessons weekly that are age appropriate to the social needs of the students. Students that struggle with social skills and/or developing friendships are seen in social groups to increase skills. School counselors have sent out informational emails regarding mental health on a weekly basis. School psychologists provided presentations to teachers on mental health, growth mindset, and classroom management strategies that are successful.

Academic Assistance:

A Needs Assessment is done at the end of the year to identify students that would benefit from summer school. During the month of June, 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, assessments are conducted on students to assist in identifying students that are in need of some additional interventions. Classroom data and the continuation of the tri-annual assessment continues 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 Teach (SST) to determine if further testing and/or considerations need to be made for special education.

Professional Development of Staff: There will be a continuation of a focus on data analysis this school next year. There will also be a continuation from the previous year's book study which was on classroom transformations. Teachers will be working together to enhance the culture of the building vertically with a developed K-4 house system. Staff will have additional professional development with mental health issues and the math curriculum that was implemented the previous year.

Budget Implications: Intervention teachers, NWEA assessment

Benchmark/Evaluation: The ongoing review of data drives the decisions on what students need and what types of interventions that will take place.

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.

