



**south dakota**  
**DEPARTMENT OF EDUCATION**  
Learning. Leadership. Service.

# 2017-2018 Title I Schoolwide (SW) Plan

District:

Lake Preston School District 38-3

School:

Lake Preston Elementary

Building Principal:

Mr. Dana Felderman

Select One:

Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE Title I Representative

Jenifer Palmer

Date Completed:

09/08/2017

## 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. 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:** At the Lake Preston Elementary School, surveys are sent out to student’s grades 3-6, all district teachers that must complete the survey, and parents that take a survey at parent/teacher conferences. Those surveys are turned back in to the building principal, documented, and data is generated from the surveys to determine the best direction for educating students in our district.

We also hold parent/teacher conferences bi-annually or upon parent request to inform parents of their child’s academic abilities, growth, issues, or struggles. Teachers are directed to post grades weekly and communicate with parents via email or phone call to determine if a parent’s child needs extra assistance or help throughout the year. Midterms, progress reports, and report cards are sent home throughout the year for all grades in the Lake Preston School.

Professional development and in-service opportunities are generated by what curriculum and assessments we are using within our building. We continue to monitor IXL, Reading Plus, Dibels, Smarter Balance, and daily homework and testing scores when determining where our district can improve and educate children in a safe and learning setting.

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

**Narrative:** Staff meets quarterly during early release time to evaluate curriculum, instruction, and make adjustments as needed in our K-12 building. Teachers are educated on how to pull reports from assessment databases such as SDStars and school wide curriculum at the end of each semester. We are also looking into NWEA mapping for the upcoming year to provide essential growth components and find students that may be struggling before it may be too late.

Teachers review Smarter Balance testing scores and our testing coordinator presents the data to

## Component 1: §1114(b):

our school board at the September/October board meeting. Discussion, ideas, and dialogue are present during this meeting with many stakeholders in the school district and community.

Staff will evaluate all strategies and actions in the spring/fall as well as give feedback to administration on new curriculums or requisitions in the spring.

**Budget Implications:** Title I funds within the Lake Preston School are used for a half-time preschool teacher and half-time Title I coach. Funding makes it possible for us to have 3 and 4 year old preschool and to utilize this staff member in the afternoons for Title with grades kindergarten through 6<sup>th</sup> grade. Our Title coach assists students in reading and math to make sure we are utilizing our resources, curriculum, and progressing in our benchmark and testing scores.

## 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 the 2017-2018 school year, Lake Preston School will be consistent with implementing one reading curriculum (Journeys) in grades K-12. Our district feels that consistency is key for the better understanding of content areas and progression in learning. We are looking at transitioning all math in the elementary to the same curriculum and we will research curriculum this summer when our renewal license is up. As of the 2017-2018 school year, grades K-5 use (MyMath) and grade 6 uses (GoMath). We will determine the best curriculum for our students, school, and teachers with the year for math. We also provided teachers an additional curriculum of IXL (math, ELA, social studies, and science) for aligning their lessons to the content standards.

**Budget Implications (this must be reflected in the budget in the Consolidated Application):** Title I funds within the Lake Preston School are used for a half-time preschool teacher and half-time Title I coach. Funding makes it possible for us to have 3 and 4 year old preschool and to utilize this staff member in the afternoons for Title with grades kindergarten through 6<sup>th</sup> grade. Our Title coach assists students in reading and math to make sure we are utilizing our resources, curriculum, and progressing in our benchmark and testing scores. We are also purchasing supplemented curriculum for teachers to enhance their teaching and lessons to the content standards. We have purchased IXL, TypingWithoutTears, ReadingPlus to enhance our student learning and testing scores.

**Benchmark/Evaluation:** The Lake Preston School uses IXL, Star Reports, Reading Plus, Smarter Balance, and Dibels to monitor student growth. We also use this data and reports to enhance areas of concern or improvements on a yearly basis.

### **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:** The collaboration of the classroom and title I coach in educating to students of each class will be utilized in the Lake Preston School. Each classroom within the elementary has a designated area for our Title teacher to enter the classroom on a schedule that allows them to work with each student in the classroom without pulling the children out of their class. Leveled trade books are located in each classroom with our new reading curriculum that will be utilized as well as a Title library that is located within our elementary school. Our district will also use the DOE and area workshops to enhance our Title program as well as our school district as a whole.

**Budget Implications:** Funds will be used for the salary of our preschool and title I teachers as well as providing professional development of our curriculum and implementation of preschool within our district.

**Benchmark/Evaluation:** Our reading and math curriculum has the option for providing resources that involve differentiated instruction. We also use Dibels and reading plus three times a year will all elementary students to monitor their progress throughout the year in reading and also use the diagnostics within IXL to determine math progression and learning. Many of our supplemental curriculums are web based and can be used at home or away from the classroom.

Smarter Balance testing scores are also a way for our school to look at our ELA and math scores to determine what needs to be addressed and implemented on a yearly basis. The Lake Preston School goes over testing scores and data yearly in our in-services to provide insight for teachers.

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:** At the Lake Preston School, we offer a full time guidance counselor who assists in online classes and dual credit courses. The school guidance counselor also educates our elementary students once a week and 7-12 students as needed per student request. We also provide the school Backpack Program through Kingsbury County Food Pantry. We also use outside resources such as NESAC, community counselors, and mentor/mentee programs for students and staff members as needed. Each year, the Lake Preston School District evaluates our CTE courses and clusters to enhance student learning in the workforce. Our school district also encourages staff members throughout all grades and content areas to attend trainings, professional development opportunities, workshops, and summer events to better themselves in their area of education. Our district utilizes our in-services time to bring in outside resources and to utilize the DOE staff to make sure we are utilizing SLOs, teacher evaluations, and dissecting data to help better our school district as a whole. In the past year, we have also hired a behavior analyst to administer data of students on IEPs and to attend the student’s yearly meeting.

The Lake Preston School has a kindergarten round-up, birth to 3 screening, and a preschool program that has 3 year old and 4 year old sections. At the end of each year, we dissect data as an entire staff and put together a focus area for improving in the future. Parents are also informed about open house nights, family engagement activities, monthly newsletters, updated website, social media, School Messenger, and Infinite Campus (grades and behavior).



**Budget Implications:** Depending on the funds available, funds may be used for professional development opportunities, trainings, and workshops within the area. Yearly feedback from teachers allows us to provide specific trainings within the school during in-service hours as well.

**Benchmark/Evaluation:** The yearly review of all data and implementations allows our school district to provide resources to enhance student learning and professional development. In-services throughout the year allow our staff to communicate with one another and provide insight for what our students and school needs to the upcoming year. By researching curriculums and monitoring data and growth, the Lake Preston School District is proactive when determining the best education for their students, teachers, and school.