



2019-2020

Title I Schoolwide (SW) Plan

District:

Lake Preston School District #38-3

School:

Lake Preston Elementary School

Building Principal:

Mrs. Melissa Bothun

- 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:

6/5/2019

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: School District staff meet throughout the school year to update/review data as new test scores, survey information, and demographic information become available and use this data to monitor goals. While examining this performance data, the team looks at each individual student as well as the district’s subgroups’ results to determine if there are any achievement gaps. Program information is also discussed on this data and measurable objectives and instructional strategies are determined for each building. Throughout the school year, staff is given time to work together to discuss implementation of strategies, monitor student achievement results, and determine if new strategies need to be implemented.

In addition to Smarter Balance, we use IXL, NWEA Mapping, Accelerated Reader, and daily homework and testing scores to monitor student achievement.

The district has procedures in place to identify and account for any potential groups such as EL, migrant, homeless, and foster care students. The district uses Infinite Campus data to determine which of the subgroups has students and needs to be examined. Data analysis is then conducted on the subgroup to determine if additional measures are needed.

Teacher and paraprofessional qualifications are examined every year to determine the number of teachers and/or paraprofessionals needed for each grade level. All PK-5 core content teachers are qualified to teach the subject and/or grade for which they are assigned. Paraprofessionals work under the direct supervision of qualified teachers.

Professional development and in-service opportunities are generated by what curriculum and assessments we are using within our building.

A variety of survey data is used to determine the school culture and community perceptions of the district. At the Lake Preston Elementary School, surveys are sent out to student’s grades 3-

Component 1: §1114(b):

5, 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.

Involvement for Title I is gathered through meetings held during the school year. There is a Title I Informational meeting in the fall. At this meeting, information about the Schoolwide Program is shared. Parents are asked to examine the Parent Involvement policy and make any suggestions. At the Spring Title I Parent Night, parents are surveyed to gather their input about the implementation of the Title I program.

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.

Staff meets quarterly during early release time to evaluate curriculum, instruction, and make adjustments as needed in our PK-5 building. Teachers are educated on how to pull reports from assessment databases and school wide curriculum at the end of each semester.

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.

Information concerning the Consolidated Application and the district's Report Card will be presented to board members at the local school board meeting at the appropriate times. These items are also reported in the newspaper and the district newsletter as well as posted on the district's website.

Summarize the results and conclusions:

Narrative:

Strengths:

Students are challenged academically with dual credit and continuing education opportunities. Students feel safe and comfortable at school which does not inhibit their learning.

Public feels welcome in our building and facilities.

Teachers and administrators are concerned about individual students and each other.

Parents have up-to-date access to students' information via Infinite Campus/parent portal as well as the addition of social media (Facebook).

Utilize technology in education in all content areas.

Teachers incorporate a variety of instructional strategies.

Student to Staff Ratio is 8.7.

Teachers offer multiple incentives to motivate students.

Tailor instruction to meet the needs of individual students.

Promote inclusion along with Special Olympics sports and unified partners.

Multiple communication tools used throughout the district.

Component 1: §1114(b):

Areas for Improvement:

Using differentiated instruction for Reading and Math grades PK-12.
Adjust classroom instruction to move students from proficient to advanced levels.
Working with advanced level students with enrichment exercises.
Equip students with a variety of study skills.
Utilize small group and individualized instruction focusing on individual learner needs.
PK-5 counseling instruction unit on bullying.
Title I needs more consistency in services for grades K-5.
Staff meetings during our early release days along with the PD.

Conclusions:

The Comprehensive Needs Assessment indicates the following:
Benchmark all students K-12 and provide research-based interventions/enrichment activities.
Establish the importance of education.
Prevention of Bullying.
Ensuring that all students receive a quality education at Lake Preston School and are ready for continuing education beyond high school or the workforce.

The Title I Schoolwide Program will be implemented at the elementary. Professional development opportunities include Technology Training, SLO's, Frontline/MyLearningPlan, Student Safety, Safe and Drug Free Schools, and Mental Health/Suicide Prevention.

The district determined which schools would be served based on the data analysis and the amount of funding that the district receives for Title I and REAP. Title I funds will be used to support students at the elementary through the schoolwide program. The funds support the salary and benefits of one teacher at the elementary. Support for students needing extra assistance meeting state standards is provided through the schoolwide program, IXL, NWEA Mapping, Accelerated Reading, and daily homework and testing scores. We offer an afterschool program that provides a safe place for students to go when school dismisses. This program allows students to receive healthy snacks, play opportunity, and homework assistance if needed. The supervisors of this program are currently the classroom teachers who are certified in CPR and First Aid.

Budget Implications: Federal Title I funds are used to support the salary and benefits of one teacher at the elementary. REAP funds support afterschool and professional development activities.

Component 3: §1114(b) (7)(A)(ii):

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:

Goal:

By the end of the 2019-2020 school year - 65% of all Lake Preston students, K-12, will be proficient or advanced in ELA/Reading.

By the end of the 2019-2020 school year – 65% of all Lake Preston students, K-12, will be proficient or advanced in mathematics.

Reportable incidences of bullying will be 5 or less for the 2019-2020 school year.

Attendance rate of 97% or above for all students for the 2019-2020 school year.

We integrate multiple strategies into the curriculum to so that all children have the opportunity to meet the state’s challenging academic achievement standards. We monitor educational trends, as well as test scores, to make sure the strategies we have selected have been shown to increase student achievement.

The strategies we are implementing include:

Offer 4 year old preschool program.

Utilize technology in the classroom.

Provide One-on-One and Small Group Instruction to at-risk students.

Implement Journeys Reading Curriculum, Hands-on Manipulatives, and Technology Applications through classroom instruction.

Utilize NWEA Mapping, IXL and Accelerated Reader as a supplemental curriculum.

Professional development opportunities include Technology Training, SLO’s, Frontline/MyLearningPlan, Student Safety, Safe and Drug Free Schools, and Mental Health/Suicide Prevention.

Budget Implications: Federal Title I funds are used to support the salary and benefits of one teacher at the elementary. REAP funds support afterschool and professional development activities.

Benchmark/Evaluation:

We use a variety of assessments to monitor the effectiveness of the reform strategies. These include:

NWEA Mapping

Accelerated Reader

IXL

Interim Assessments (Smarter Balance Benchmarks)

Smarter Balance

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:

Goal: Students enter 3rd grade proficient or advanced in reading and math.

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

Provide One-on-One and Small Group Instruction to at-risk students.

Professional development opportunities include Technology Training, SLO's, Frontline/MyLearningPlan, Student Safety, Safe and Drug Free Schools, and Mental Health/Suicide Prevention.

2) Increase the amount and quality of learning time

Offer 4 year old preschool program.

Teachers are available before and after school to assist students with assignments and re-teaching the material. Kids First After School Program.

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

Provide One-on-One and Small Group Instruction to at-risk students.

Implement Journeys Reading Curriculum, Hands-on Manipulatives, and Technology Applications through classroom instruction.

Provide leveled trade books in each classroom with Journeys Reading curriculum.

Utilize NWEA Mapping, IXL and Accelerated Reader as a supplemental curriculum.

Budget Implications: Federal Title I funds are used to support the salary and benefits of one teacher at the elementary. REAP funds support afterschool and professional development activities.

Benchmark/Evaluation:

We use a variety of assessments to monitor the effectiveness of the reform strategies. These include:

NWEA Mapping

Accelerated Reader

IXL

Interim Assessments (Smarter Balance Benchmarks)

Smarter Balance

Evidence-Based Research Resources

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: The instructional coach, classroom, 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 the elementary staff. The teachers follow the school's curriculum but may use different teaching strategies to help these students succeed. Teacher Assistance Team meetings are held to discuss the needs of students.

The school guidance counselor educates our elementary students once a week and as needed per student request. We also provide the school Backpack Program through Kingsbury County Food Pantry. We also use outside resources such as NESCC, community counselors, and mentor/mentee programs for students and staff members as needed. We have updated our student handbook and discipline policies to ensure we do not overuse certain discipline practices.

Our school district 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. We use in-service time to bring in outside resources, like DOE, to make sure we are utilizing SLOs, teacher evaluations, and dissecting data to help better our school district as a whole. A behavior analyst is available 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

Evidence-Based Research Resources

program for 4 year olds. 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: Federal Title I funds are used to support the salary and benefits of one teacher at the elementary. REAP funds support afterschool and professional development activities.

Benchmark/Evaluation:

We use a variety of assessments to monitor the effectiveness of the reform strategies. These include:

NWEA Mapping

Accelerated Reader

IXL

Interim Assessments (Smarter Balance Benchmarks)

Smarter Balance