



# 2018-2019 Title I Schoolwide (SW) Plan

District:

Viborg-Hurley School District

School:

Viborg-Hurley Elementary

Building Principal:

Peggy Petersen

Select One:

Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE Title I Representative

Date Completed:

May 10, 2018

## 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:**

**Summarize the results and conclusions:**

**Narrative:**

The following district goals were identified after reviewing our district data:

\* All students will demonstrate knowledge of math, reading, and writing skills at increasing levels of complexity for a variety of purposes based upon individual strengths.

\* A safe, healthy, and comfortable learning environment will be provided to all students and healthy lifestyle decision making will be encouraged.

\* We will successfully use and integrate technology into the curriculum at all levels to ensure that all students continue to improve their research, problem solving, writing, and communication skills in order to prepare them for a future in an ever changing world.

**Budget Implications:**

A 1.0 FTE Certified Math/Reading Specialist trained in both RtI and Reading Recovery will be hired by the district. Federal funding will be used to provide for her salary and benefits. We will also be hiring an additional 1.0 FTE certified second grade teacher so that we are able to split this class into two groups and reduce the class size numbers in our second grade classrooms. Federal REAP dollars will be used to provide salary and benefits for this second teacher.

## **Component 1: §1114(b):**

General fund money and Classroom Innovation Grant money will be set aside to provide funding for:

- Professional development for teachers in areas of reading/math/and technology integration
- Guidance Counselor – 1.0 FTE salary/benefits
- Pre-school teacher – 1.0 FTE salary/benefits
- Technology training, acquisition of technology, and replacement of equipment as needed - to allow implementation of one-to-one environment in grades 5-12 and lab carts for Pre-K-4.

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## 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:**

Reform strategies will be implemented through a combined effort of classroom teachers, Title I staff and special services staff to focus on the individual needs of students by re-teaching and supporting students in areas that data and observations identified where each student has weaknesses. Students will be instructed in a variety of strategies in whole group, small groups and individual settings.

Reading Recovery is a first grade intervention, designed to serve the lowest achieving first grade students. The selection of these students is based on prior achievement, diagnostic testing and teacher recommendations. This program is supplemental to classroom instruction with one-on-one sessions. These sessions take place daily for 30 minutes over a 12-20 week period and are taught by a specially trained Reading Recovery instructor.

We have several interventions in place that are used to strengthen all students' academic achievement. We have implemented an RtI reading intervention program for all students in K-4. During this time, students are grouped based on a variety of factors: DIBELS Next data, DIBELS Deep data, and DRA levels as well as NWEA data. This RtI learning time is in addition to the core reading instruction at each grade level. The group size is dependent upon the individual student's needs. The high risk students are placed in groups with teachers who have specialized training.

We are able to meet our individual student needs by utilizing a Schoolwide Title I program because it allows us greater flexibility within the elementary school. Our groups are more fluid and flexible and have the ability to be adjusted based on the student's response to the instruction and data.

Our Math/Reading specialist will strengthen the interventions mentioned above and also the core curriculum. It is also directly correlated to the following qualitative findings in the Card Sort Activity:

- Strategies for teaching critical thinking skills are used with all students.
- Teachers regularly provide opportunities for students to demonstrate in writing their understanding of the core content areas of math, science, and social studies.
- Opportunities are provided for all students to meet high standards
- Teachers use hands on, highly interactive curriculum to build a strong foundation for communication, decision making, and problem solving within a real-world context.
- More consistent use of data to drive instruction.

We have also hired an additional certified teacher to reduce class size in grade 2. This allows us to provide a students that are emerging readers with small group instruction and it also allows us to better meet individual student needs in the areas of reading and math.

To determine if the student's needs have been met, teachers will examine classroom work, informal reading assessments, DRA levels, results of the DIBELS Next, DIBELS Deep data and NWEA growth data. RtI grade level meetings address the progress of students and ways in which to meet the needs of students. Our RtI groups are fluid and flexible, so we can adjust the instruction to meet each student's needs.

All reform strategies are consistent with the district goals and ways in which we measure the

## Component 2: §1114(b) (7)(A)(i):

instructional needs of students.

**Budget Implications (this must be reflected in the budget in the Consolidated Application):** A 1.0 FTE Certified Math/Reading Specialist trained in both RtI and Reading Recovery will be hired by the district. Federal funding will be used to provide for her salary and benefits. We will also be hiring an additional 1.0 FTE certified first grade teacher so that we are able to split this class into two groups and reduce the class size numbers in our first grade classrooms. Federal REAP dollars will be used to provide salary and benefits for this second teacher.

**Benchmark/Evaluation:**

To determine if the student's needs have been met, teachers will examine classroom work, informal reading assessments, DRA levels, results of the DIBELS Next, DIBELS Deep data and NWEA growth data three times per year (fall, winter, and spring) to check individual student growth. RtI grade level meetings address the progress of students and ways in which to meet the needs of students. Our RtI groups are fluid and flexible, so we can adjust the instruction to meet each student's needs.

### **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:**

Reform strategies will be implemented through a combined effort of classroom teachers, Title I staff and special services staff to focus on the individual needs of students by re-teaching and supporting students in areas that data and observations identified where each student has weaknesses. Students will be instructed in a variety of strategies in whole group, small groups and individual settings.

Reading Recovery is a first grade intervention, designed to serve the lowest achieving first grade students. The selection of these students is based on prior achievement, diagnostic testing and teacher recommendations. This program is supplemental to classroom instruction with one-on-one sessions. These sessions take place daily for 30 minutes over a 12-20 week period and are taught by a specially trained Reading Recovery instructor.

We have several interventions in place that are used to strengthen all students' academic achievement. We have implemented an RtI reading intervention program for all students in K-4. During this time, students are grouped based on a variety of factors: DIBELS Next data, DIBELS Deep data, and DRA levels as well as NWEA data. This RtI learning time is in addition to the core reading instruction at each grade level. The group size is dependent upon the individual student's needs. The high risk students are placed in groups with teachers who have specialized training.

We are able to meet our individual student needs by utilizing a Schoolwide Title I program because it allows us greater flexibility within the elementary school. Our groups are more fluid and flexible and have the ability to be adjusted based on the student's response to the instruction and data.

Our Math/Reading specialist will strengthen the interventions mentioned above and also the core curriculum. It is also directly correlated to the following qualitative findings in the Card Sort Activity:

- Strategies for teaching critical thinking skills are used with all students.
- Teachers regularly provide opportunities for students to demonstrate in writing their understanding of the core content areas of math, science, and social studies.
- Opportunities are provided for all students to meet high standards
- Teachers use hands on, highly interactive curriculum to build a strong foundation for communication, decision making, and problem solving within a real-world context.
- More consistent use of data to drive instruction.

We have also hired an additional certified teacher to reduce class size in grade 2. This allows us to provide a students that are emerging readers with small group instruction and it also allows us to better meet individual student needs in the areas of reading and math.

To determine if the student's needs have been met, teachers will examine classroom work, informal reading assessments, DRA levels, results of the DIBELS Next, DIBELS Deep data and NWEA growth data. RtI grade level meetings address the progress of students and ways in which to meet the needs of students. Our RtI groups are fluid and flexible, so we can adjust the instruction to meet each student's needs.

### Component 3: §1114(b) (7)(A)(ii):

All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of students.

**Budget Implications: ):** A 1.0 FTE Certified Math/Reading Specialist trained in both RtI and Reading Recovery will be hired by the district. Federal funding will be used to provide for her salary and benefits. We will also be hiring an additional 1.0 FTE certified first grade teacher so that we are able to split this class into two groups and reduce the class size numbers in our first grade classrooms. Federal REAP dollars will be used to provide salary and benefits for this second teacher.

**Benchmark/Evaluation:** To determine if the student's needs have been met, teachers will examine classroom work, informal reading assessments, DRA levels, results of the DIBELS Next, DIBELS Deep data and NWEA growth data three times per year (fall, winter, and spring) to check individual student growth. RtI grade level meetings address the progress of students and ways in which to meet the needs of students. Our RtI groups are fluid and flexible, so we can adjust the instruction to meet each student's needs.

## 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:**

The Viborg-Hurley School District employs a full time school counselor. This counselor works with all students in classroom groups, small groups, and through individual counseling sessions. She also is responsible for assisting students with their individual learning plans, career investigations, advanced placement and/or dual credit coursework, and scholarship opportunities to help better prepare students for success in their post-high school endeavors. The Viborg-Hurley school promotes and encourages students to take advantage of the many opportunities for dual credit at both the technical and college institutions across South Dakota while in high school.

Professional development is provided to teachers in-house at a minimum of one afternoon per month and we have also scheduled several full day inservice opportunities throughout the year as outlined in our professional development plan to help teachers meet district-wide goals which are data driven and linked to our identified goals. An effort has also been made to provide professional development funds for teachers throughout the year to enable them to take classes for college credit and/or to attend workshops, as well as, state/regional conferences. A mentor program for new staff is at the beginning stages in our district. We are working to team up beginning level teachers with more experienced staff. We also provide new staff with the opportunity to observe in a peer's classroom.

## **Component 4: §1114(b) (7)(A)(iii):**

Reading Recovery is a first grade intervention, designed to serve the lowest achieving first grade students. The selection of these students is based on prior achievement, diagnostic testing and teacher recommendations. This program is supplemental to classroom instruction with one-on-one sessions. These sessions take place daily for 30 minutes over a 12-20 week period and are taught by a specially trained Reading Recovery instructor.

The Viborg-Hurley District provides all students 4 years of age that reside in the district the opportunity to attend pre-school during the school year. A 1.0 FTE highly qualified certified teacher is provided to work with these children. She works closely with both the early childhood special education staff, head start, and our kindergarten teacher to ensure that these students have a successful transition into the kindergarten program.

Our upper elementary and middle school teachers work together to help the transition of students from our elementary to the middle school easier. We also bring our fourth graders to our middle school near the end of the school year so that they can experience a day at the middle school. Our guidance counselor helps them with their schedule for the upcoming year in the middle school and our middle school principal and tech director meet with the students and their parents prior to the beginning of the year to review handbooks, give instruction on the use of one to one chromebooks that we have put in place at the middle school, tour the building and answer any questions that the students or parent might have. The same procedures are used when eighth graders transition from the middle school to the high school with the high school principal and the high school tech director.

**Budget Implications:** The Viborg-Hurley district provides funding for the following services through the use of general fund dollars.

- guidance counselor- 1.0 FTE salary/benefits,
- Professional Development money – registration, mileage, hotel, meals where applicable,
- Pre-school teacher – 1.0 FTE salary/benefits,

Federal funding (Title I and REAP) is used to provide:

- Title I Reading/Math Specialist/Reading Recovery teacher – 1.0 FTE salary/benefits
- Elementary teacher to reduce class size in first grade and provide students with small group instruction – 1.0 FTE salary/benefits

### **Benchmark/Evaluation:**

Teacher professional development will be evaluated based upon teacher evaluations/observations in the classroom and retention of staff.

Preparation for post-secondary will be evaluated through student surveys, dual credit/advanced

#### **Component 4: §1114(b) (7)(A)(iii):**

placement enrollments, success, and completion rates.

Success of transition services will be evaluated based upon parent surveys and teacher observation of student success and growth in the transition grades.

To determine if the student's needs have been met, teachers will examine classroom work, informal reading assessments, DRA levels, results of the DIBELS Next, DIBELS Deep data and NWEA growth data three times per year (fall, winter, and spring) to check individual student growth. RtI grade level meetings address the progress of students and ways in which to meet the needs of students. Our RtI groups are fluid and flexible, so we can adjust the instruction to meet each student's needs.

## 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.

