

2022-2023

Title I Schoolwide (SW) Plan

District: West Central School District 47-9

School: Hartford Elementary

Building Principal: Ashley Bahrenfuss

Select One: Initial Plan for new SW Program
 Revised Plan for a school currently operating an approved SW Program

SD DOE State Title I Representative: Jordan Varilek

Date Completed: 05/17/2022

Budget Implications

Describe how federal funds will support the Schoolwide Plan. Narrative provided here must be supported by budget entries in the Consolidate Application. If funds other than Title I will be used, please include this in the description.

Narrative:

NWEA subscription to measure student growth and provide instructional guidance for teachers. Purchase evidence-based resources and materials focusing on both Tier I instruction and Tier 2/3 interventions in the areas of ELA, Math, and PBIS. Local funds are used for most resources. Title IV funding is used for our NWEA subscription.

Salary and benefits will be provided for our Academic Interventionists. The District's federal funding allocation provides only a fraction of salaries/benefits. Local funds provide the majority of the salaries and benefits for our interventionists.

Staff Professional Development - substitutes and Conferences/Workshops/In-services are not supported through federal Title funding.

Component 1: §1114(b):

Comprehensive Needs Assessment (CNA)

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 once every five years and use the results to regularly monitor and revise the plan. (ESEA section 1114(b)(3) and section 1114(b)(6)). In addition, plans should be evaluated annually to ensure they accurately reflect the education program provided to student.

Through the needs assessment process, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)), and examine relevant academic achievement data to understand students' most pressing needs and their root causes. 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.

Describe the school's Comprehensive Needs Assessment (CNA) process.

Narrative:

In the fall of 2018, the West Central School District began the work to develop a new Strategic Plan through a district-wide Comprehensive Needs Assessment. The strategic planning facilitator, Mr. Swanson, met with the core team of district leaders on August 10, 2018. The discussion focused on the team's priorities for what to include in the strategic plan and who should be involved in the process. A steering committee was formed which included the core team of district leaders plus representatives from the teaching staff, support staff, parents, community leaders, and students. Steering committee members met in October of 2018 and offered their perceptions of the district's current condition, including strengths, weaknesses, opportunities, and threats. A list of data to be collected to inform the process was also

identified. Three focus group discussions were held on November 8, facilitated by Mr. Swanson. A small group of students, community leaders, and parents were asked to provide their thoughts about the district's strengths, weaknesses, opportunities, and strengths. An online survey was sent to all staff in the district in December 2018. Staff members were asked for their thoughts about district threats, weaknesses, opportunities, and threats – as well as their general input for the strategic plan.

The steering committee met again on January 11-12, 2019. The committee first examined data which had been collected regarding district finances, demographics (including enrollment projections), and academic achievements. Results from the 2018 AdvancED surveys of students, staff, and parents were also reviewed. The district's strengths, weaknesses, opportunities, and threats (SWOT) were discussed based on an analysis of perceptions gathered from the focus groups and staff survey.

Five broad goals were discussed and action steps were drafted for each goal. The goals were then prioritized. The two-day retreat concluded with members offering their individual visions for the future of the West Central district. The steering committee met for the final time on February 20, 2019 to review a draft of the strategic plan, offer revisions, and prioritize action steps.

Annually, a Title I advisory committee has met to review the Title I survey, Family Engagement Plan, the compact, and the building level plans. As the current needs of the students are considered with the data, adjustments are made to the documents and Title programming. Moving forward in the transition to Schoolwide, this Title I committee will continue to have input on the Schoolwide Plan's review and development. The committee consists of parents, teachers, and districtwide administrators. In addition, parents are asked to complete a survey, which provides us information on elementary programming strengths and recommendations the parents may have.

Each fall, data retreats are held to further analyze state and district assessments. Building and District goals are developed through the analysis. We continue to utilize this data in our K-12 curriculum alignment and instructional practices.

Qualitative data included in needs assessment: Parent Surveys, discussion from Annual Title I meetings, Title I parent surveys, feedback from building level committees, and stakeholders' input at school board meetings.

Quantitative data included in needs assessment: West Central Report Card, Demographic Data, South Dakota State Assessment (SD-ELA and SD-Math), Measure of Academic Progress (MAP), Attendance Data, SWIS behavior data, Classroom based assessments, DIBELS, DRAs

Due to a decline in SD-ELA and SD-MATH test scores within our Elementary school in the fall of 2018, building and district level teams participated in an in-depth analysis of DIBELS and classroom data. The teams found that all grade levels were failing to meet the recommended 80% of students meeting benchmark criteria or higher, as measured by district assessments. When further looking at that data, it was found that there was an abnormally high percentage of students going through the Teacher Assistance Team (TAT) process, as well as through the Special Education evaluation process. It was also found that there was a lack of valid math data for the team to properly analyze and utilize in instruction. That realization prompted a search for an assessment tool that would provide the district with valid and reliable data to utilize across curriculum areas. Further analysis of our programs identified the need to evaluate resources that support the whole child, including social and emotional programming.

The administrative team reviewed all of the information. Finding funds for a district-wide, multi curricular assessment tool was made a high priority. Our district purchased and began implementing NWEA MAP Suites in the fall of 2019 in grades K-11. Sanford Harmony was adopted as a K-6 Social/Emotional curriculum tool to address the social emotional concerns. A district team began creating and prioritizing expectations for the different tiers of the RtI model, both at a classroom and school-wide level. The changes that were implemented to progress our student success were shared with community stakeholders at an information night. During this meeting, stakeholders were provided the opportunity to voice concerns and ask questions regarding the newly implemented improvements. It was determined that a schoolwide approach to Title I services would best fit our commitment, at the Elementary level, to teach the whole child.

The West Central School District will be conducting the next Comprehensive Needs Assessment and Strategic Plan throughout the 2023-2024 school year.

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.

NOTE: If federal funds will be used to provide food for family engagement activities the school MUST include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable.

Narrative:

The transition to a Schoolwide program at Hartford Elementary promotes an upgrade of the entire educational program of our school in order to provide improved instruction for ALL students. Services are offered to all students struggling through the application of differentiation without the stigma attached to the Title I student classification. Flexible instructional groups based on assessment data, using Response to Intervention (RtI) continue to allow for specific, targeted instructional practices in all classrooms. Schoolwide Title I allows for increased differentiation opportunities and support based on student needs. Schoolwide allows for greater flexibility and more effective use of our time.

Curriculum adoptions have taken place for the Tier 1 core content in math and ELA and will continue to be monitored for effectiveness. Professional development will be ongoing. In grades K-5 our core math curriculum is research based and has built in Tier 2 supports. In grades k-2 a researched based phonics and phonemic awareness curriculum was purchased and implemented to support our reading curriculum. In grades 3-5 our core ELA curriculum is research based and has built in Tier 2 supports.

All students can receive additional services. No student identification of being a “Title I student” is made. Students identified as most at-risk are given additional assistance. While no parent notification of additional services to students is necessary in a Schoolwide program, it is important to us that families are communicated with on a regular basis.

Hartford Elementary’s school-wide plan is executed through a concerted effort of all staff in the building. The general education teachers, academic interventionists, special educators, and other special services personnel all focus on the individual needs of students. Hartford Elementary uses a tiered model for interventions that is based on the school’s Response to Intervention (RtI) model for both academic and behavior.

At Tier I, the core level instruction, curricular and instructional practices are analyzed to create an emphasis on classroom interventions and data tracking. Schedules within the school day include specific intervention times for both ELA and math at grade levels. Fall, winter, and spring NWEA data will be analyzed by grade level teams to determine strengths and weaknesses in each content area. Individual student data will be studied and aligned to the curriculum maps to identify gaps in learning. This information will drive individual instruction as well as whole group instruction by leading instructors to standards that have not yet been mastered and determine current student progress, example: individual skill deficits. Classroom teachers implement interventions and track those interventions that have been implemented with students during Tier I instruction.

The building counselors are trained on the curriculum Sanford Harmony and provide training to building staff. This curriculum is utilized in the classroom for targeted lessons biweekly with the building counselors. The Buddy Up question of the day is included in daily, school-wide announcements and utilized in classrooms for multiple activities. PBIS at Tier I, through our building's PBIS program, consistent school-wide behavioral expectations of Be Respectful, Be Responsible and Be Safe are taught and reinforced to students on a daily basis. There is on-going communication with parents via Class Dojo, phone calls and face to face meetings regarding student behaviors.

The Tier II level of the RTI model is initiated when data indicates that the student is not meeting grade level standards through the core curriculum. The district analyzes the NWEA data to ensure that 80% of students fall into average, high average, or high categories. If data indicates that this criteria is being met, Tier II would be initiated. Teachers collaborate during PLCs to identify students who are not meeting grade level standards and who would benefit from additional interventions. The team analyzes data to determine specific areas of need and groups students accordingly. During guided time, those needs are targeted in a smaller group setting (may utilize academic interventionists for support) and data is collected. Rtl meetings to discuss students' needs and support are held on a routine basis which include the principal, school psychologist, special education teacher and the academic interventionists. Students that make adequate academic progress (utilize data; interventions may be needed for 6-8 week prior to seeing change as well as professional judgment) will then move back to Tier I and those who are not will remain at Tier II (different intervention). The classroom teachers communicate with parents about their concerns upon recognition of a deficit. Teachers Assistant Teams will be scheduled when student data indicates that a transition will be needed to Tier III support.

For the social emotional component of Tier II, building counselors utilize data from classroom lessons and teacher observations to create small group or individual sessions. These sessions focus on specified, targeted needs for the group or individual in order to provide early intervention.

At Tier III, the approach for student support promotes assessment followed by intensive interventions to hit targeted deficits. Academic Interventionists implement more targeted assessments to identify deficits. The Academic Interventionist provides explicit instruction to fill those deficits. Academic Interventionists will work one on one or in a small group to address specific deficits with the goal of student(s) returning to the classroom. Academic Interventionists track and monitor student progress and communicate with classroom teachers for an adequate amount of time (generally 6-8 weeks). If progress is being made, the student can go back to Tier II. If progress is not being made, the student may be considered for a comprehensive special education evaluation.

RTI at Tier IV, instruction is delivered and monitored for our students that have an Individualized Education Plan (IEP) with academic and/or behavioral needs.

Include a description of how the reform strategies will be evaluated for effectiveness. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

Benchmark/Evaluations:

Effectiveness of the schoolwide program will be continually monitored by a district team as well as by classroom teachers, academic interventionists, and parents. Data will be implemented and analyzed at the classroom, grade, and building levels to ensure that our instruction and interventions are constantly being catered to the information provided by the data. Parent surveys will be conducted and analyzed.

Specific benchmark data will be collected from NWEA MAP Suite assessments, South Dakota state assessments, DRA assessments, and classroom materials and observations. Data will also be collected on the utilization and effectiveness of Sanford Harmony and our building measures to encourage PBIS implementation at all levels.

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.

NOTE: If federal funds will be used to provide food for family engagement activities the school MUST include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

Narrative:

Utilizing a team approach to instructional practices and development is a priority at Hartford Elementary. When incorporating the practices of schoolwide intervention, teams will be utilized to analyze effectiveness, as well as promote progression and development of the program in

its entirety. A Response to Intervention (RtI) team convenes biweekly to discuss student data, instructional techniques, and overall school practices and data. The team is made up of Special Education, Academic Interventionists, School Psychologist and administration. This team takes a targeted approach at the academic side of teaching the whole student.

Another team, the PBIS Tier 1 team, meets biweekly within the building, as well. Their focus is on the behavioral aspect of teaching the whole child as well as school and classroom expectations. This team is made up of grade level teachers, specials' teachers, school counselor, special education teacher, and administration representation. The Tier 2 team looks deeply at student behavioral data, behavior strategies, schoolwide trends in the data, and works to individualize behavioral intervention at the student level. This team consists of special education, PBIS coordinator, school counselor, school psychologists, and administration.

The district continues to emphasize the importance of curricular alignment K-12. Committees continue to monitor curriculum development and implementation to ensure alignment with the South Dakota State Standards. In addition, evidence-based, multi-sensory curriculum is purchased and implemented to enhance instruction at the classroom level to ensure that 80% of students are meeting grade level standards.

Instructional time continues to be a priority. Classroom schedules ensure that the recommended time for each curricular area was being met at each grade level. Thirty minutes of guided time is implemented for targeted intervention for both math and ELA with the focus of providing specific student support at each grade level.

Academic support staff are crucial for students to meet grade-level academic standards. Hartford Elementary has transitioned from a Targeted Assist Title I program to a School-wide approach. With this shift, our Title I teachers now have the title of Academic Interventionists. The interventionists work collaboratively with classroom teachers to ensure that all elementary students are making substantial academic progress. Analyzing and providing data to grade level teams assists in making decisions about student progress. Ongoing collaboration is structured and consistent. Academic interventions in reading and math are a combination of push-in and pull-out services. Our schoolwide program allows us to increase and strengthen our efforts to provide a differentiated learning experience that meets the needs of all our students. Academic Interventionists provide specific instructional support to any student not meeting grade level standards. Flexible instructional groups based on assessment data allows for specific, targeted instructional practices in all classrooms. Progress is monitored according to our NWEA results combined with close collaboration between classroom teachers and the interventionists.

Another avenue of support that West Central provides certified staff, specifically those who are new to the district, is our Mentoring Program. Through this program, staff who are new to the profession, as well as new to the district, are provided a mentor teacher with whom they work

with throughout the year. There are monthly PD meetings with the whole committee, as well as meetings throughout the month with the mentor pair focusing on more individualized topics.

Overall, the district provides opportunities for professional development to support our staff in strengthening the academic and social/emotional programs to provide for a well-rounded education. Collaboration time for curricular committees and aligning of the curriculum areas are given priority. Training for the full potential implementation of NWEA is supported through PD. In addition, training in new curriculum, instructional strategies, and social/emotional continue to be included in focus of our professional development. Staff are also encouraged to attend conferences and workshops that match our strategic plan goals.

Include a description of how the reform strategies will be evaluated for effectiveness. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

Benchmark/Evaluations:

As with any of our committees, a main priority is to continually monitor and gather feedback on the progression and effectiveness of what's being implemented. We do this through different fidelity checks, survey results, and a cumulative look at data at all levels (an example: Teachers provide feedback through professional development surveys).

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 of 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.

Narrative:

A variety of community and school based programs and activities are implemented to address the needs of all children in the school, especially those who may be at risk to not meet the state academic standards at the elementary level.

The West Central School District has a 15.16% population of students qualifying for Free/Reduced lunch. To help assist with those students in need, there is a weekly backpack program through Feeding South Dakota that distributes weekly food items for students to take home with them.

Schools have full time counselors that provide classroom lessons, meet with individuals and groups for counseling sessions, and refer students for additional care when needed. As mentioned above, the district utilizes the Sanford Harmony program to help meet the social and emotional needs of our students.

West Central has a Positive Behavior Intervention and Supports (PBIS) team that encourages students to: Be Respectful, Be Responsible, and Be Safe. The team meets on a bi-weekly basis to analyze behavior referrals and students with significant behaviors in addition to planning and implementing behavioral expectations for students across all settings within the school. Incentives and activities to encourage positive choices are planned and implemented.

The district also looks to bring in outside organizations to provide students with opportunities to learn and participate in real world experiences. Junior Achievement is a program that is brought in for students grades 1-12 that focuses on business, entrepreneurship, and STEM strategies. All West Central students participate in the DARE program in 5th grade to encourage healthy and positive choices.

West Central provides opportunities for students to bridge their learning from one year to another. For students coming into Kindergarten, a week long KinderCamp class is held to provide students with exposure to what Kindergarten entails and the academic, social, and behavioral skills that it requires. For students K-5, a Summer Tutoring program is also available. During Summer Tutoring, highly qualified teachers host students individually or in small groups to work on skills in reading, writing, and math. Students have flexibility to meet

with teachers for as little as 3 days a week for three weeks, or for three days a week for six weeks. Transition activities are implemented and provided for students who are moving to different buildings in the district. Transition meetings among the general educators and the special educators to discuss student concerns, successful interventions and academic and behavioral data take place each spring. Meetings for transition are also held for students entering kindergarten from our early childhood special education program to ensure that supports and services follow each student.

Students that are struggling socially/emotionally, behaviorally, and academically are discussed at weekly PLCs. This is an opportunity for teachers to share out with team members the current practices and interventions that are being utilized with that student. Recommendations are provided to teachers to support and improve progress for students in need. If students continue to struggle, it is recommended that the teacher takes the student to either the Response to Intervention (RtI) or PBIS committee to discuss further planning and action. At those committee meetings representatives provide feedback to teachers and ask questions to define current progress. The committees will make the recommendation of further interventions or if the student should be referred on to a Teacher Assistance Team (TAT) to determine the need for special education testing or additional interventions or resources.

The West Central School District complies with Child Find measures. The district hosts an annual Early Childhood Screening each fall with the community and special education screenings and evaluations are conducted throughout the year. Child Find continues throughout the year with parent communication and teacher referrals.

Hartford Elementary encourages parents to attend and engage in activities such as open house, parent/teacher conferences, the Trojan Reading Bowl, and the K-8 Carnival that support all of our learners. Information is disseminated to parents through Class Dojo, personal phone calls, emails, social media, Campus Messenger, monthly building newsletters, district newsletter, and the district website.

Include a description of how the reform strategies will be evaluated for effectiveness and what evidence will be used. 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.

Benchmark/Evaluations:

Continuous cycles of data analysis drives the decisions on the need for student interventions and what types of interventions will be utilized. Stakeholders, including all staff, parents, and administrators provide feedback on the strengths and needs of each program and service.