

2023-2024

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:

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:

Title IV funding helps support the cost of the NWEA subscription to measure student growth and provide instructional guidance for teachers. While the District purchases 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.

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 students.

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:

The West Central School District, as a whole, is reviewing data to prepare for a new District Strategic Plan and a District Accreditation Review. The Accreditation Committee and the Data Committee consist of certified staff from each West Central school building and administration team, while building level committees such as PBIS and RTI meet at each school. In addition, Hartford Elementary’s school wide plan is reviewed annually by the Title I School Wide Advisory Committee who reviews the current needs of the students and makes adjustments according to these needs. The members of these committees and teams analyze both perception data and academic data. The data is used to assist staff at Hartford Elementary (as well as at each district school) to establish goals for classrooms, grade levels, and at the building level.

CNA Data Sources	
Effective Leadership	Walkthroughs Evaluations Team meetings (with agendas) Agendas of in-service/professional days Safety/emergency plans Behavior/discipline procedure (being updated) Supervision plans Teacher survey Teacher focus group discussion

	Parent/family survey
Curriculum and Instruction	Lesson plans PD plan/agendas/schedule Curriculum documents/pacing guides (Scope & Sequence) Teacher survey Teacher observation SD State Assessment NWEA DRAs
Talent Development	PD plan/agenda/schedule Teacher survey New teacher inservice Mentor program
Family, Culture and Climate	Teacher survey Parent/family survey Student behaviors observation Translated communications

Summarize the results and conclusions of the CNA process:

Narrative:

Our data with the Comprehensive Needs Assessment process indicates Hartford Elementary needs to prioritize the following areas:

- Reading, Language, and Math instruction
- Teachers, administrators and other staff trained and fully implement PBIS

The following goals and action plans have been developed:

Reading/Math Goals Based on AMO Growth Target:

Reading:	Seventy-percent of students in Kindergarten through Second Grade at Hartford Elementary will score at or above the 60th percentile in reading utilizing the NWEA MAP Growth assessment during the winter and spring benchmark testing periods.
Language:	In the NWEA Map Growth Language assessment winter and spring benchmarks, percentages of 2nd Grade student achievement will fall into or above the traditional Response to Intervention percentage model (5%, 15%, 80%).
Math:	Eighty-percent of students in Kindergarten through Second Grade at Hartford Elementary will score at or above the 60th percentile in math utilizing the NWEA MAP Growth assessment during the winter and spring benchmark testing periods.

Additional School Improvement Goals: PBIS

Over the course of the year, each student will be recognized and celebrated for positive character and behavior.

Reading Action Plan and Timeline

Action steps for staff members that will have an impact on reaching growth targets for reading

Action	Owner	Timeline
Utilize DRA as a reading screener and progress monitor.	Classroom Teachers	2022-2023 School Year
Utilize Really Great Reading phonics curriculum in classrooms with fidelity.	Classroom Teachers	2022-2023 School Year
Designing curriculum to meet individual student needs.	Classroom, Title, and Special Education Teachers	2022-2023 School Year

Utilize NWEA data to guide instruction and interventions	Classroom, Title, and Special Education Teachers	2022-2023 School Year
Utilize additional assessments (DRA, Phonics Screeners, Multiple Measures Assessment) as needed to help guide assessment.	Classroom, Title, and Special Education Teachers	2022-2023 School Year

Math Action Plan and Timeline		
Action steps for staff members that will have an impact on reaching growth targets for math and reading		
Action	Owner	Timeline
Differentiating curriculum to meet individual student needs.	Classroom, Title, and Special Education Teachers	2022-2023 School Year
Utilize building math curriculum with fidelity.	Classroom Teachers	2022-2023 School Year
Utilize educational technology programs (Zearn, Prodigy, Dreambox, Boddle) for student supplemental instruction	Classroom and Special Education Teachers	2022-2023 School Year

PBIS Action Plan and Timeline

Action steps for staff members that will have an impact on reaching growth targets for behavior

Action	Owner	Timeline
Educate parents on the PBIS program and its expectations.	PBIS Team, Classroom Teachers, Counselors, School Psychologist, Administrators	2022-2023 School Year
Increase communication with parents, specifically with phone calls.	Classroom Teacher, Supervisors, Administrators	2022-2023 School Year
Educate students, in both large and small groups, on character education and behavior strategies.	Classroom teachers, counselors, administrators, Carroll Institute	2022-2023 School Year
Utilize Sanford Harmony curriculum in Elementary Guidance classes.	Elementary Counselors	2022-2023 School Year

Fall 2022 Data

	Mean Score	Norm Mean	Norm Difference	Lo	LoAvg	Avg	HiAvg	Hi
K Math (84)	147.4	136.6	10.8	1	2	13 (15%)	29 (35%)	39 (46%)
				1%	2%	97%		
K Reading (84)	141	134.1	6.9	1	3	25 (30%)	36 (43%)	19 (23%)
				1%	4%	95%		
1st Math (76)	167.2	157.2	10	2	3	9 (12%)	28 (37%)	34 (45%)
				3%	4%	93%		
1st Reading (75)	161.5	153	8.5	4	7	14 (19%)	20 (27%)	30 (40%)
				5%	9%	86%		
2nd Math (92)	181.8	172.4	9.4	3	5	7 (8%)	38 (41%)	39 (42%)
				3%	5%	92%		
2nd Reading (92)	171.1	169.6	1.5	13	21	19 (21%)	21 (23%)	18 (20%)
				14%	23%	63%		
2nd Language (92)	173.3	170.8	2.5	7	24	20 (22%)	22 (24%)	19 (21%)
				8%	26%	66%		

Table 1 Winter 2023 NWEA Data

	Mean Score	Norm Mean	Norm Difference	Lo	LoAvg	Avg	HiAvg	Hi
K Math (84)	161	150.1	10.9	1	2	10 (12%)	29 (35%)	42 (50%)
				1%	2%	97%		
K Reading (83)	155	146.3	8.7	0	7	17 (20%)	22 (27%)	37 (45%)
				0%	8%	92%		
1st Math (75)	179	170.2	8.8	1	9	10 (13%)	30 (40%)	25 (33%)
				<1%	12%	87%		
1st Reading (75)	171.2	165.8	5.4	5	12	14 (19%)	19 (25%)	25 (33%)
				7%	16%	77%		
2nd Math (92)	190.4	184.1	6.3	3	3	24 (26%)	40 (43%)	22 (24%)
				3%	3%	94%		
2nd Reading (92)	186.3	181.2	5.1	6	17	19 (21%)	24 (26%)	26 (28%)
				7%	18%	75%		
2nd Language (92)	186.5	183.8	2.7	10	16	20 (22%)	31 (34%)	15 (16%)
				11%	17%	73%		

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Referrals by Location
Drill Down

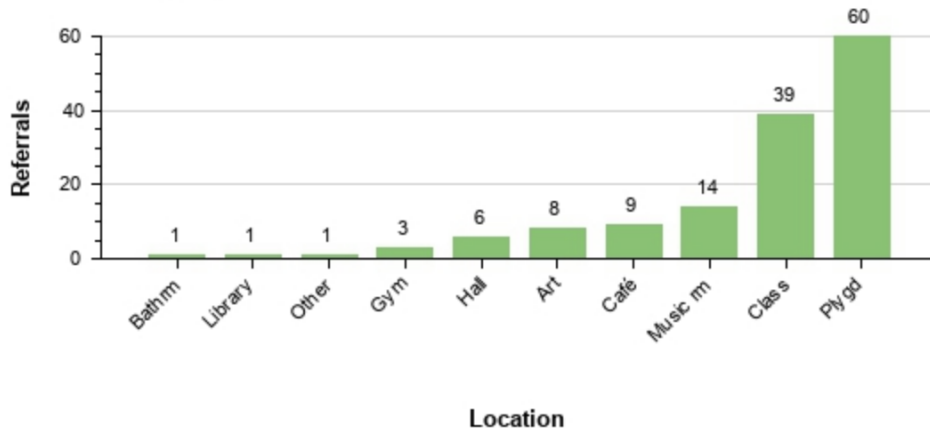


Graph Type*

Location

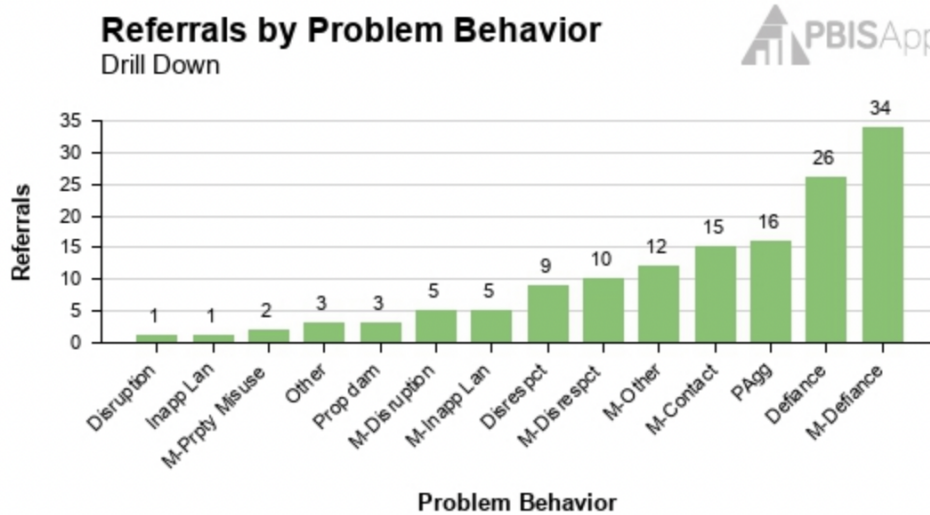
Options:

Show Values on the Graph



Summary

Referrals	142
Students	28
Staff	10



Graph Type*

Problem Behavior

Options:

Show Values on the Graph

Show Additional

Summary

Referrals	142
Students	28
Staff	10

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 Schoolwide program at the elementary level engages the entire educational program of our school in order to provide improved instruction and support for all students. Flexible instructional groups based on assessment data, using Response to Intervention (Rtl), 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, flexibility and more effective use of teacher time.

In an effort to educate the whole child, the West Central School District also implements PBIS practices within each of its buildings. The goal of PBIS is to ensure the procedures and practices of our building

foster positive behavior and relationships among staff and students. It is the PBIS program that allows us to differentiate behavioral supports in order to meet each student at his/her level.

In order to educate the whole child, an emphasis is placed on home to school connection. This is done through family engagement events, consistent communication, and opportunities for parent and stakeholder input and collaboration.

- **PBIS**
 - District reboot
 - Bi-weekly building meetings
 - Quarterly district meetings
 - Tier I and Tier II Interventions
 - Check in, check out
 - Individualized behavior plans
- **Rtl**
 - Student concern conversations (PLC's)
 - Classroom differentiation
 - Benchmark data analysis (Rtl model focus)
 - Progress monitoring data analysis
 - TAT Process
- **Academic Intervention**
 - Push in services
 - Small group
 - Individual
 - Pull out services
 - Small group
 - Individual
 - Teacher collaboration
- **Building Goals**
 - Student Survey (5th grade)
 - Certified Staff Survey
 - Teacher Survey
- **Parent Communication**
 - Parent/Teacher conferences
 - Class Dojo
 - Newsletters
- **Family Engagement**
 - Trojan Reading Bowl
 - Donuts with Dear Ones

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 utilizing NWEA data, SWIS data, and PBIS fidelity checks at each elementary building. Data will be analyzed at the classroom, grade, and building levels to ensure our instruction and interventions are appropriate for specific skill deficits and student needs.

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:

West Central School District utilizes research based curriculum at all grade levels. Curriculum is vetted and adopted through district wide committees in six year intervals to ensure that the curriculum that is adopted is the most current and effective. This allows for the evolution of state standards, as well as best practices in teaching. It is the goal of the West Central School District that a minimum of 80% of students are meeting instructional goals at the Tier I classroom level.

- **Current adopted curriculum:**
 - English/Language Arts
 - Really Great Reading (K-2nd)
 - Handwriting Without Tears (JK-2nd)
 - Tara West Grammar (JK-1st)
 - Learning at the Primary Pond (2nd)
 - Benchmark Literacy (K-2nd)
 - Open Court (3rd-5th)
 - Math
 - Tara West Math (K-2nd)
 - Zearn (3rd-5th)

- **Instructional Minutes**

K-2 Minute Breakdown		3-5 Minute Breakdown	
Subject	Minutes per day	Subject	Minutes per day
Morning Meeting	30	Morning Meeting	15
Specials	62	Specials	62
Recess	30	Recess	30
Lunch	25	Lunch	25
Science/Social Studies	25	Science/Social Studies	30
Math Instruction	60	Math Instruction	60
Guided Math	30	Guided Math	30
ELA Instruction	110	ELA Instruction	120
Guided ELA	30	Guided ELA	30
	402 min/day		402 min/day

- **Instructional Strategies**

- Whole group instruction
- Small group instruction
- One - on - one instruction
- Skills based differentiation within classrooms

- **District Assessments**

- NWEA
 - MAP Growth
 - MAP Fluency
 - DRA

- **Professional Development**

- District PBIS Reboot
- Tier II interventions in the classroom setting
- Science of Reading professional development

- **Collaboration**

- Vertical meetings for transition among grade levels.

- District Intervention committee meetings
 - District PBIS committee meetings
 - District Data committee meetings
 - District Mentoring program
 - Building Intervention meetings
 - Building grade level meetings
 - Building PBIS committee meetings
- **Social/Emotional Supports**
 - Classroom guidance (Sanford Harmony)
 - Individual counseling
 - Social skills groups
 - Community resource partnerships
 - Southeastern Behavioral Health
 - Lutheran Social Services
 - Carroll Institute

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).

Evaluations will be based on:

- State Assessment data
- NWEA scores
- Fidelity checks, such as walkthroughs
- Survey results
- Professional Development feedback
- Behavioral data

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 11% 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.

At Hartford Elementary, we employ two Academic Interventionists who support students in grades K-2 who have shown gaps in their reading and math skills through classroom instruction and district assessments. Academic Interventionists see students individually, in small groups, and push into the classroom. The interventionists utilize research-based intervention programs (Really Great Reading, Heggerty, Orton-Gillingham, the Souday System, Bridges) when working with students and/or groups of students. These curriculums allow for the interventionists to pinpoint specific areas the student needs additional support and utilize research-based material to cater the instruction to best fit the student's needs.

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 School program is also available. During Summer School, 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, and the Trojan Reading Bowl 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. The below sources are utilized to evaluate student progress both academically and as a whole child.

- NWEA MAP Benchmark Assessments (3 times a year)
- Curriculum Assessments
- Quarterly Report Cards
- RTI Team Meetings
- TAT Team Meetings
- PBIS Team Meetings
- Discipline Referrals
- Counselor Referrals
- District Data Team Meetings
- District PBIS Team Meetings
- Weekly PLC Meetings