# An Overview of the White Lake Elementary Schoolwide Plan

# 12-13

### Planning Team

**Our planning team members:**

**Teresa Thiry-Moeller Title I Director**

**Marlys Williams Paraprofessional**

**Kris Pursell Paraprofessional**

## Michelle Wysuph Testing Coordinator

**Betty Van Soest 1st/2nd Grade Instructor**

**Mr. Robert Schroeder Supt/Elementary Principal**

**Susan Suelflow Head Start/Home Start**

**Jackie Konechne Daycare Provider**

### Schoolwide Planning Summary

The White Lake School District believes our philosophy and mission statement support our quality programs for all students and we hope to have better parent involvement.

The District has been using a new reading program since the 09-10 school year in grades K-6.

Our schoolwide planning has included total reading and total math curriculum and professional development.

This plan was reviewed during the 11-12 school year and included these major meetings and activities:

1.).Teachers will attend professional development workshops to enhance reading and math in the classrooms.

2.) School Board meetings throughout the year to inform the Board of the Team’s progress**.**

3.) Weekly staff meetings to provide an opportunity for updates to other staff members and answer any questions they might have.

4.) All teaching staff will meet in the fall of the school year to discuss the data results from the DakotaSTEP Testing last spring.

1. A Parent survey was conducted. We had a better return on this Parent survey and will use the information to help increase Parental Involvement. Parental involvement is a need.

### Technical Assistance

Documentation of technical assistance is on file at our school.

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Meetings to attend include: September 26, 2012 Data Retreat at Mid Central

Educational Cooperative by a team of 4 teachers.

Inservices throughout the year for Project Based

Learning for all Teachers

Fall Inservice for Data Analysis roll out for all

Teachers to discuss data.

**Comprehensive Needs Assessment**

# Title I Schoolwide Program

The emphasis of our program is to increase the academic achievement of all students in grades K-6 with special focus on increasing the skills of the students who are basic and below. Title I teachers are team teaching in the classroom and work with all students with the goal that all students will become proficient in the total reading and total math skills needed at that grade level.

We use multiple measures to show growth for all students in the elementary grades. These multi-measures include the CBM’s, Dakota STEP, and classroom tests in Guided Reading, Developmental Reading Assessment, and teacher-made checklists. Services provided will be supplemental and do reinforce skills taught in the regular classroom. Title I teachers use computers, when needed to work with students on skills they need to help them achieve proficiency.

### Strengths and Weaknesses

The information gathered is from the 2012 Dakota STEP tests. This information plus the information from other multiple measures shown above shows the results of data analyzed by the elementary teachers in the 2012-13 school year. This will give teachers an opportunity to diagnose the needs of students in the classroom prior to the beginning of the 2013 school year.

**3rd Grade**

**Strengths Weaknesses**

**Reading Comprehension Reading Comprehension**

**\*Demonstrate literal, interpretive, & \*Recognize organizational**

**critical comprehension by answering how structures of fiction & nonfic.**

**\*Identify various story elements – ex. \*Use reference tools to locate**

**character, setting, conflict, plot, theme information – ex. dictionaries,**

**maps, encyclopedia, periodicals**

**Math Problem Solving Math Problem Solving**

**\*Apply measurement concepts in \*Analyze procedures to**

**practical applications transform algebraic expressions**

**\*Apply probability to predict events \*Use a variety of algebraic**

**(outcomes & solve problems) concepts and methods to solve**

**problems**

**4th Grade**

**Strengths Weaknesses**

**Reading Comprehension Reading Comprehension**

**\* Use text organization \*Describe the structural**

**and prior knowledge to differences of various**

**make predictions & comprehend imaginative forms of**

**information in various content areas literature. Ex. fantasies,**

**Ex. headings, graphics. Fables, myths, legends,**

**\*Use appropriate context and semantic clues and fairytales.**

**to construct meaning from text. Ex. Pronoun \*Use text and graphic**

**references, noun-verb agreement. features to categorize**

**information and gain**

**meaning from**

**informational materials.**

**Ex. Topic sentences, key**

**words, diagrams,**

**illustrations, charts & maps.**

**Math Problem Solving Math Problem Solving**

**\*Apply relations & functions \*Analyze and describe**

**to complex problem solving situations that involve one or**

**situations. more variables.**

**\*Apply number operations with real \*Analyze geometric figures**

**numbers and other number systems. from a variety of**

**perspectives.**

**5th Grade**

**Strengths Weaknesses**

**Reading Comprehension Reading Comprehension**

**\*Applying appropriate context and semantic \*Locating info. in text**

**clues to construct meaning from text. \*Inferences, conclusions,**

**\*Strategies – skimming, scanning predictions, generalizations**

**Math Problem Solving Math Problem Solving**

**\*Analyze & describe properties & behaviors \*Algebraic Concepts**

**of relations, fractions, and their inverses \*Geometric Figures**

**\*Analyze procedures to transform algebraic**

**expressions**

**6th Grade**

**Strengths Weaknesses**

**Reading Comprehension Reading Comprehension**

**\*Construct meaning from text using context \*Identify and understand**

**and semantic clues figurative language**

**\*Organizational structures and patterns in \*Recognize direct &**

**literary texts (fiction/nonfiction) implied meaning to**

**extend understandings of**

**materials read**

**Math Problem Solving Math Problem Solving**

**\*Apply relations & functions to complex \*Laws of probability**

**problem solving situations predicting outcomes and**

**\*Analyze procedures to transform algebraic solve problems**

**expressions \*Apply number opera-**

**tions with real numbers**

**& other number systems**

#### Schoolwide Program Action Plan for Reading

**GOAL # 1**

All students will achieve high academic standards in total reading.

**OBJECTIVE: To improve total reading performance of students in grades 3-6 so that students show a 5% increase as measured by the Dakota STEP and Stanford Writing Test.**

**Benchmark**: For the purposes of this project, the benchmarks are based on

Stanford Writing –5th Grade, Dakota STEP Grades 3-6.

On the Dakota STEP, 89% of the White Lake students in grades 3-6 prove to be proficient.

### Instruction Program - Activities and Strategies for Reading

1. **The district has implemented an updated edition in the reading curriculum in grades K-6 during the 2009-2010 school year. The district has selected Macmillan-McGraw Hill because it aligns with our Guided Reading Program and content standards.**
2. **Grades 1, 2, 3, 4 & 5 use the Guided Reading Program and the leveled books with Guided Reading.**

C. Additional in-service and emphasis is being placed on aligning the

curriculum with Common Core standards and data analysis will be

on-going.

1. **Leveled Reading and take-home books are emphasized to increase children’s reading to parents. These books are at the independent reading level.**
2. **Pull out times are decreased by increased Title I teacher time in class which will improve contact time with students and teachers.**

The 1st grade uses AREA Reading-Guided Reading Program. This program includes working with students in small groups. The students also take home guided reading books for extra practice reading at home. The students read these books to parents, the Title I teacher or volunteers. The 1st grade teacher uses Daily Oral Language to build language skills and a word wall to emphasize high frequency words. The students have browsing boxes filled with books to choose from and read that are at their independent reading level. Shared reading time and story time is for modeling good reading strategies.

The 2nd grade teacher uses AREA Reading-Guided Reading Program. This program has the students work in small groups and the students take home books to read to parents. The 2nd grade students have Daily Oral Language each morning to build language skills and a word wall to build vocabulary. The 2nd grade students have DEAR reading, and independent reading-browsing boxes to help them understand the importance of reading for pleasure.

The 3rd grade uses the AREA Guided Reading Program. They also use Daily Oral Language to build language skills. The 3rd grade students have a word wall to build and reinforce their vocabulary, and they have daily activities that improve listening skills.

The 4th grade students use Daily Oral Language to build language skills. The 4th grade has daily activities that focus on context, critical analysis and process strategies for reading. These skills will help students improve their functional and recreational reading skills.

The 5th and 6th grade students have DEAR reading daily to build their independent reading skills. They also use Daily Oral Language to reinforce and build on language skills.

**Assessments:**

1. **First Grade—Guided Reading, DRA’s, DIBELS**
2. **Second Grade—Guided Reading, DRA’s, DIBELS**
3. **Third Grade—DakotaSTEP, Guided Reading, DRA’s**
4. **Fourth Grade-DakotaSTEP, DIBELS**
5. **Fifth Grade— Dakota STEP, Stanford Writing, DIBELS**
6. **Sixth Grade—Dakota STEP, DIBELS**

**Schoolwide Program Action Plan for Mathematics**

**GOAL # 2**

**All students will achieve high academic standards in total math.**

**OBJECTIVE: To improve total math performance of students grades 3-6, so the students will show a 5% increase as measured by the Dakota STEP.**

**Benchmark**: For this project the benchmarks are based on Dakota STEP.

Data will be based on teacher observations, other statistical data and 3-6th grade cut scores prove that 85% will be proficient.

### Instruction Program - Activities and Strategies for Mathematics

Math skills are emphasized across the curriculum so that at the completion of each of the following grade levels students will have an understanding of basic math skills.

The first grade uses Daily Oral Math, and begins each day with calendar exercises that deal with graphs, patterns, and money. Throughout the day they use drill, timed tests, and flashcards to master basic math facts. They relate math to real life situations such as buying from a play grocery store. All grades use IXL math on the computer.

The 2nd grade students work with hands-on activities in geometry and measurement. They use Daily Oral Math and reinforce skills in charts and graphs with activities every morning on the calendar. The 2nd grade improves math facts in addition and subtraction with daily drills and timed tests.

The 3rd grade math strategies include the use of math meeting that incorporates a daily problem solving activity. They also use math wrap-ups to improve math facts. The 3rd grade teacher has strategies that incorporate the use of borrowing and renaming earlier in the year. The 3rd grade teacher uses geometry terms such as flip, slide and turn when teaching shapes and figures. They also use ordering pairs of numbers on a grid to show patterns and relations.

The 4th grade math program uses daily activities that includes strategies that will help improve basic symmetry and geometric figures, relating real-life activities to help in ordering fractions and decimals. The 4th Grade students use flashcards to improve their math facts.

The 5th and 6th Grade students will improve math skills by doing daily activities that involve graphs, fractions and decimals. The 5th and 6th grade students use real-life activities to convert units of measurement, and show patterns and relationships.

Our district will use special strategies in instruction when dealing with these areas where students have shown weaknesses in previous years.

1. **First & Second Grade-Math Facts, Measurement, and Money**
2. **Third & Fourth Grade-Geometry**
3. **Fifth & Sixth Grade-Geometry, Decimals, Fractions, Probability and Statistics**

**Assessments:**

1. **Dakota STEP- Grades 3, 4, 5, & 6**
2. **Teacher Observation and Work Samples-Grades K, 1 & 5**

**C. Stanford Writing Test Grade 5**

**South Dakota Content Standards**

The elementary staff at the White Lake School completed the Standards Implementation Indicators. Data that was gathered helped generate our school profile to determine strengths and needs.

**Inservice activities scheduled for the fall of 2012 for the purpose of Data Analysis.**

**INDICATOR 1.3: Timelines for Teaching Curriculum Units**

**STRATEGY: Each teacher will identify, analyze and implement strategies to correlate curriculum with the time line for teaching curriculum units.**

**INDICATOR III.4: Use Student Assessment Data Systematically**

**STRATEGY: Each teacher will analyze testing results, monitor and improve program activities.**

**INDICATOR IV.2: Inform Parents about Standards and Related Curriculum Assessment.**

**STRATEGY: Develop materials that inform parents about standards and curriculum related assessment. The teachers will send materials to each family before conferences so they will have a background and can ask questions about their child’s needs.**

**Plans will be made to meet the individual educational needs of students who do not perform successfully on standardized and classroom assessments.**

### Instructional Program

An instructional strategy that has been addressed by the White Lake School District include selecting a reading curriculum that is aligned with the South Dakota Content Standards so as to meet the needs of all students at all levels. We have selected Macmillan-McGraw Hill for grades K-6, this is a newer Edition of the reading we had in place.

Because the content standards are vague, teachers must have a better and more detailed understanding of what students must know and be able to do in a specific grade level to become proficient in reading and math. Our district will accept help from the State to get this information. When we get this we will provide it to the parents as a component of our parent involvement program.

Our K-6 teachers will be able to assess student learning and progress by using the assessment tools that will show growth in all areas of academics. These assessment tools will include but not be limited to Guided Reading, Curriculum Based Measurement, Six plus 1 Traits Writing Assessment, Stanford Achievement Test and Dakota Assessment of Content Standards developed by EdVision. The data collected from these assessments will give the teachers information they need to best meet the needs of their students. Throughout the school year each teacher will be able to track individual students progress.

Our main goal is to reach all students so that they not only show adequate progress in the areas of basic and below, but also show adequate progress in the areas of proficient and advanced.

The elementary staff at White Lake School meets weekly to discuss progress in areas of curriculum and any student concerns. At these meetings, the Title I teachers will report on the progress of our program and receive input from the regular classroom teachers on any changes that need to be made to best meet the needs of all students.

### Professional Development

At this time we are looking to the State for leadership to provide us with Scientifically Based Research (SBR) strategies we can use in our staff development and instructional programs.

**For the 2012-13 school year our training plan includes:**

**In-service activities for the year include:**

In May, attending a Danielson Learning/Project Based Learning 3 day in-service at Mid-Central Educational Cooperative for all Teachers.

September 2012, a day of In-service for follow-up of Danielson Learning in Platte.

November 12, 2012 a one day in-service for all Teachers follow-up on Danielson Learning in the White Lake school.

February11, 2012 a one day in-service for all Teachers on Danielson Learning.

# Parent Involvement

The White Lake School District has parents on the planning team. They will continue to be involved in this ongoing process. We have included in this packet our Parent Involvement Policy and School/Parent Contract. Because we feel parent involvement is a priority the Planning Team developed the following goal and strategies at the Data Retreat.

**GOAL # 3**

**Parents will share the responsibility for education of their children.**

**OBJECTIVE: Parents will engage in learning activities with their children.**

**Activities and Strategies:**

1. **Parents will read weekly with their children.**
2. **A Parent/Student/School compact will be signed by parents, students, teachers and administration at the beginning of the school year and returned to school.**
3. **Parents will assist by volunteering at school.**
4. **Parents will attend Parent/Teacher conferences.**
5. **Parents will encourage their children to use extended-day activities.**
6. **Parents will be informed about content standards, curriculum and assessment through the school newsletter and teacher generated materials.**
7. **Parents will review student math homework and periodically correspond with the teacher about progress (as in signing a progress note.)**
8. **In the spring of 2012, our “Reading Across America” program will have parents and community members come to read to the elementary students.**

**Assessments:**

1. **Success will be determined through parent participation in one or more of the above activities.**
2. **90% or better attendance at parent/teacher conferences.**

**Monitoring/Evaluation**

At the beginning of the 2012-2013school year, a team of teachers will attend Data Retreat in Platte, SD to evaluate our testing data. We used DakotaSTEP diagnostic information to track progress. Throughout the school year we use DIBELS Testing and 6+1 Writing Traits to monitor student’s progress. Classroom teachers will gather data on student’s progress. We continue to track progress using Dakota STEP testing results. We have also begun Curriculum Mapping to track content standards and check for overlapping.

Our K-6 teachers will be able to assess student learning and progress by using the assessment tools that will show growth in all areas of academics. These assessment tools will include but not be limited to Guided Reading, Curriculum Based Measurement, Six plus 1 Traits Writing Assessment, and Dakota STEP developed by EdVision. The data collected from these assessments will give the teachers information they need to best meet the needs of their students. Throughout the school year each teacher will be able to track individual student’s progress.

Our main goal is to reach all students so that they not only show adequate progress in the areas of basic and below, but also show adequate progress in the areas of proficient and advanced.

The elementary staff at White Lake School meets weekly to discuss progress in areas of curriculum and any student concerns. At these meetings, the Title I teachers give reports on the progress of our program and receive input from the regular classroom teachers on any changes that need to be made to best meet the needs of all students.

We hold Parent-Teacher conferences two times a year in the fall and spring.

We are working with Penny McCormick, Special Education Director, and Steve Gilles, School Psychologist of Mid-Central Cooperative to develop an intervention team, which will assist us in identifying specific student needs.

### Transition for Preschoolers

The White LakeSchool District has combined elementary classrooms. Beginning with this school year, 2012-2013, we are providing Preschool services 5 days a week in the Pre/Kindergarten classroom. To be able to meet the needs of children in our district before they are school age the White Lake School District is providing Preschoolers with the opportunity to be in a formal setting and be engaged learners. We hope to provide a foundation for them so they will be prepared for Kindergarten. The Pre/K Teacher will be able to evaluate and provide support for the needs of the preschool students while they are in her classroom.

The students who attend preschool have access to our computer lab, gymnasium or facility whenever they need it.

The White Lake School holds an Open House in the spring. These students and their parents are invited to the school for a morning of activities that will help them become acquainted with our school and program. A kindergarten handbook is presented to each student and family that states our expectations. Students who have attended our Preschool class will be eligible to attend this open house also.

Transition is still a very important aspect. In the fall, the Preschool children need to be familiar with our schedule and what is expected of them. The parents are encouraged to visit with the teacher about their student. This is an important time in their lives and we want them to feel safe in our environment. In the Spring of the year, we have an Open House for all incoming Pre/K students and parents. This is a way for them to learn about their teacher and room.

### Program Development

This plan is reviewed at least once each year at a time when all of the annual testing information has become available. At this time the team evaluates the goals, determine if the benchmarks were reached and decide on new goals and objectives for the next year.

The members of the committee will be in constant communication and if any member sees a need for a revision in our plan we will have a meeting and make those changes.

The planned fall data retreat will provide all teaching staff an opportunity to discuss the test information, relate it to the goals, strategies and staff development and make modifications as we enter the 2012-2013 school year. Similar sessions will be provided annually for program review and development.

In addition to the annual review, staff members will have opportunities throughout the year to express ideas and concerns at the monthly Tuesday morning faculty meetings. At these meetings members of the planning committee have opportunities to report progress to other faculty members so that all staff will be informed of our program.

### Fiscal Requirement

Title I funds will be included in our Consolidated Grant Application as a part of REAP to hire staff needed to meet the needs of all the students in grades K-6 in the White Lake School District.

Reallocation of Resources

ARRA and REAP funds are used in the after-school program. Academics are emphasized and reinforced in the after-school program, with open communication between regular classroom teachers and the after-school director.

The Consolidated Application we wrote continues to use REAP funds to enhance a Reading program for the 7th and 8th grade students. The White Lake school district realized the need for this program, so the school district has assumed responsibility for that portion of the Guidance Counselor/ Reading Teacher salary. The funds used for the 7th and 8th grade reading program will be made available and be used for staff development.

See the attached documents:

The White Lake mission statement and philosophy

The policy and contract for parent involvement