

2024-2025

Title I Schoolwide (SW) Plan

District:

Jones County School District

School:

Jones County Elementary

Building Principal:

Mrs. Debra O'Reilly

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

Dawn Smith

Date Completed:

June 2024

Budget Implications

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

Narrative:

Title I funds will provide funding for an Elementary/Grade 5-8 Interventionist, a portion of salary for a para-professional, professional development for staff, and classroom materials and supplies to engage students in reading and math activities, as well as, family engagement activities. License needs for Accelerated Reading, Math Seeds, and Reading Eggs will also be addressed.

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 three 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:

The Jones County School district has a Title I Schoolwide Program, K through 8th grade. We believe the educational focus should be the development of students of all abilities. Most of all, to produce motivated and competent learners, capable of solving the intellectual, emotional, and ethical problems they encounter, and of reaching their personal goals. We operate with the mindset that all of our students receive benefits to increase their academic success.

Jones County just finished their third year of working with guidance reviewing data and working through the Results Driven Accountability (RDA) of our SPED program with valuable data, analysis, prioritizing needs and formulating a plan as to improvements and/or strengths we can provide for the student of our school. That process is a similar process to the CNA and our findings, students' needs and implementation of ideas will also improve instruction for all students. We have also recently conducted a CNA of our CTE program; that process and findings has also and will also benefit our students. Review, refinement and celebration of successes will be an ongoing process as we continually review our Schoolwide Plan and all aspects of educating our students.

Summarize the results and conclusions:

Narrative:

Through this process we have gathered more accurate and objective information to help us conduct thoughtful, deliberate and reflective discussion intended to improve our leadership, our instruction and our students' learning.

Teachers use a variety of instructional strategies; to address and manage student behavior in constructive manner. Teachers state use of a variety of instructional practices that impact their student learning in a positive manner. Teachers align lessons to state standards. Lesson plans show and reference use of standards, curricular mapping, learning objectives, formative assessments and other instructional strategies. Teachers meet and discuss regularly, often daily, with one another about lessons, challenges with students, share victories and concerns. A great benefit to a small school.

When planning and designing professional development we use a collaborative approach, staff input for needs/wants; we program with students' needs in mind. Sometimes a student with special needs or a special circumstance merits the need for all staff to be trained/educated to better handle/teach and support the situation – awareness of student population and needs. Staff is asked what professional learning is needed and/or desired to assist in effectively teaching their students. We recognize staff also in need of social and emotional support.

The school has regular communication with parents; elementary teachers have more notes that go home; school supplies 'take-home' folder for each student k-8 and practices and continually uses them each day. Concerted effort is made by all staff to provide positive reinforcement of social and emotional support. Jones County staff prides itself on ensuring a safe, clean and positive environment for our students. Students feel safe in school and have people at school who they feel comfortable asking for help from. Many groups, young and old support our school district – from the PTO purchasing daily planners for grades 1-12 and running the concession stands, to local sportsman clubs supporting and teaching hunters safety each fall, to the 6th grade class and sponsoring, as many as a dozen students to attend a week long Conservation Camp in the Black Hills, to the Book and Thimble community ladies group sponsoring the Artist in Residence week long art class, to sending middle school students to music and Governors Camp at USD; multiple organizations and businesses awarding scholarships to graduating students; Lions volunteer ticket taking at games, American Legion assisting with our Veterans Day Program, NHS commitment to our community with blood drives, spring clean-up day, etc.

The Jones County School District also had new leadership in a superintendent/elementary principal for the upcoming school year, as well as, losing one long-term school board member and replacement of new member.

The teachers at Jones County agree or strongly agree that administration provide multiple design structures that support staff learning needs like coaching, feedback, collaborative dialogue, opportunity to attend conferences/trainings, mentor/peer support plans, etc. Our teachers align lessons to the standards and lesson plans show and reference use of standards, curricular mapping, learning objectives, formative assessments and other instructional strategies.

Family and community play an important part of the education of our students. Parents agree they have opportunities to volunteer at school, all have viewed and used the new website; teachers and administration need to continue to have deliberate communication with parents and other teachers through multiple avenues to ensure we are educating our students so they can reach their personal goals.

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:

Jones County operates a school wide Title I program. Assistance will be provided for students in Kindergarten to Fourth grade. Additional teachers, paraprofessionals, or peer-tutors spend time in the classrooms assisting the classroom teacher with small groups and answering questions students may have on an assignment. Students in need of more intervention will work individually or in small groups. Targeted intervention strategies such as those from the Florida Center for Reading Research and CORE Reading are utilized. We offer all students opportunities to become successful in reading and math.

We have a preschool program in conjunction with Oahe Head Start for children ages 3-5. It is four mornings a week and helps foster early growth.

Additional education assistance will include but not limited to: Reading Eggs, Math Seeds, I Ready, and Exact Path software programs available to provide remediation to those with delayed reading and math skills. Free reading will take place every day in each classroom with the amount of time to vary according to grade level with Accelerated Reading tests available. Students in grades 2-4 will read once a week with Community Readers- Students in grades K-6 are encouraged to read for 20 minutes each night and document with parents signature in their planners or reading logs. Before and after school tutoring is available and summer school classes and resources are offered to students for remediation and maintenance of reading and math skills.

Regular scheduled staff meetings and the use of a SAT, Student Assistance Team, allow staff to discuss and share concerns and issues of students struggling in order to reach a plan of action to intervene when a student needs guidance and support. Through the RDA process an updated SAT intake form and rubric were developed to ensure a better understanding of students' needs are assessed and addressed.

Our curriculum is on a rotation schedule of five to seven years, so we keep up to date on all curriculums needed to reach our goals.

South Dakota State ELA, Math, and Science testing takes place the last four weeks of the testing window at Jones County School District. Students are tested over multiple days, concentrating on one subject test at a time.

Multiple posters of social-emotional, positive sayings, and outcomes are displayed throughout the school building; included in daily announcements, and on the school website. Concerted effort is made by all staff for positive reinforcement of social and emotional support. Jones County staff prides itself on ensuring a safe, clean, and positive environment for our students.

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:

Benchmark and progress monitoring of ESGI, I Ready, and Exact Path scores will be closely monitored for phonemic awareness and sight word fluency along with math, language, and reading concepts.

Classroom participation/observation, report card grades, campus grading system, Accelerated Reading (Gr. 2-4), assignment scores, and test scores as well as South Dakota ELA and Math (Gr. 3-4) scores will be monitored.

If a student is not making gains in a month, they will be referred to SAT (Student Assistance Team).

Component 3: §1114(b) (7)(A)(ii):

Provide a description of school wide 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:

Free reading will take place every day in each classroom with the amount of time to vary according to grade level with Accelerated Reading tests available. Students in grades 2-4 will read once a week with Community Readers. Students in grades K-6 are encouraged to read for 20 minutes each night for five days a week and keep an account in their planners or reading logs. Students in grades K-4 are encouraged to practice their math facts.

Reading Eggs, Math Seeds, I Ready, and Exact Path software programs are available to provide remediation to those with delayed reading and math skills. Classroom teachers are encouraged to take their classes to the computer lab frequently to allow students time to become comfortable with technology and all that it has to offer. Technology is available for all students in the form of laptop computers, Surface Pro's, iPad, and Promethean Boards. Technology instruction begins in Third grade.

Before and after school tutoring will also be available. Students in need of intervention are given the opportunity to work before school and during free time with all teachers. Summer school classes are offered to students for remediation and maintenance of reading and math skills. If we can reach students early in the learning process, gaps are less in the intermediate grades. Individual help is offered when needed as well. Jump Start Kindergarten will be held in August. Schoolwide enrichment and accelerated curriculum opportunities are provided through Exact Path and I Ready programs. Classroom teachers provide further enrichment activities.

Grades K-4 use the Go Math series from Houghton Mifflin Harcourt. The Go Math series from Harcourt Mifflin Harcourt is aligned to the common core standards and includes Math on the Spot videos and lessons from a personal math trainer to assist in teaching the lessons daily.

Jones County Schools uses Into Reading and Foundations from Houghton Mifflin Harcourt in grades K-4. These series provide instruction and practice for all strands of ELA instruction: close reading of authentic, complex text; writing to sources; process writing; speaking and listening activities; academic vocabulary development; and grammar lessons by using a variety of genres. It also includes interactive whiteboard lessons to use.

Communication correlates to academic success in reading and math. Communicating with parents about expectations aids to a well-rounded learner. The parents and school have contact through calls, emails, and social media; newsletters from the principal are sent home regularly with calendar updates, school events, and academic advice; many teachers send home weekly/monthly updates dependent on grade. Parents are strongly encouraged to use the school's website for additional information and parent portal to check grades. Progress reports/midterms are given to parents each quarter. The teachers have students put information about weekly happenings and special events in a take-home folder and/or write assignments in their student planner. Each student (grades 1-12) is provided a student planner from the

generosity of our Parent Teacher Organization.

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:

Benchmark and progress monitoring of ESGI, I Ready, and Exact Path scores will be closely monitored for phonemic awareness and sight word fluency along with math, language, and reading concepts.

Classroom participation/observation, report card grades, campus grading system, Accelerated Reading (Gr. 2-4), assignment scores, and test scores as well as South Dakota ELA and Math (Gr. 3-4) scores will be monitored.

If a student is not making gains in a month, they will be referred to SAT (Student Assistance Team).

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:

Capital Area Counseling provides 'Systems of Care for Schools & Community Partners' for Jones County. They come to our schools on a regular basis, usually weekly to provide services, fully funded, to students and families where a need is identified by the school and parent for health, basic need, safety, social support, emotional/behavioral, community involvement, housing, or educational need.

Jones County School District is safe and drug free. Programs and assemblies dealing with character and positive school climate may be presented throughout the year. Bullying prevention is stressed throughout our school and addressed immediately upon its occurrence to promote positive emotional growth.

Ron Clark's House System has been incorporated in grades K-6 focusing on the six character pillars and sense of community. All grades have been placed randomly in four different houses and meet regularly to discuss character traits and do activities.

Clear expectations and procedures are set for all students at the beginning of each school year and are practiced throughout the school year. Regularly scheduled teacher meetings allow teachers to communicate as a group to discuss strategies not only to help our students succeed academically but socially as well. These meetings have helped us identify student behaviors that might be right on the edge of becoming a problem and working on interventions or strategies, many times including their parents, to help the student get through the challenge. The Parent/Student Handbook is posted on the school website prior to the start of school, and parents are asked to review the handbook and sign a statement that they have read the handbook. A school discipline matrix is located in the handbook to give clear direction to consequences. Acceptable Internet and Network Use policy is reviewed with students each fall prior to receiving internet and network privileges at school. All of the above are ways we work to be proactive with discipline practices and try to ensure all parties are well informed and safe within our schools. The Parent/Student handbook, as

well as, all school policies and important documents are located and updated regularly on our website.

We have a Student Assistance Team, SAT, which works to identify solutions for students who are experiencing difficulties with academics, behavior, and other school issues. The SAT will give teachers and parents ideas and strategies to try with the student and then follow up effectiveness.

We offer many opportunities for professional development throughout the year, expressing the importance of continued learning. The school district has a stipend fund that teachers can apply for reimbursement for tuition when taking college courses. The district encourages teachers to gather new information and education; thus, rewarding our students with up to date instructional strategies. This stipend money is used for all teaching staff to further their education, which helps us retain teachers in our district.

The Kindergarten teacher talks to the parents at a joint Head Start parent meeting to help establish a positive relationship with families. She also invites Kindergarten eligible students into the Kindergarten classroom in May to read a book to them. In addition, we conduct an annual visitation day in which parents and students get better acquainted with the kindergarten teacher. Informal sessions with families are held to share the school's approach to meeting the needs of all students. A handbook is given to the parents in the spring which encourages visits and volunteering in the classroom. Helpful pamphlets for families on what the school will expect of them and tips on things they can do at home to prepare their children for school is provided.

Each spring our elementary school holds a preschool screening activity conducted by our faculty, community members, and the Oahe Head Start. During this activity, incoming kindergarten students and their parents meet and visit the school facility and their future teacher. Student records are collected by the screening personnel and submitted to the school business office at the end of the activity.

An Open House is held each fall for parents and students prior to the start of the school year to create excitement, ease anxieties, and introduce the student and the parent to teachers and staff, visit the classroom, and work to start the new school year in a positive manner. Transition events for students and parents in kindergarten, 6th grade, and 8th grade are also important events parents are strongly encouraged to attend as their child moves to a significant and exciting step forward in their education.

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:

Classroom participation/observation, report card grades, campus grading system, Accelerated and Reading scores, assignment scores, and test scores will be monitored to watch for understanding of skills taught. If a student is not making gains in a month, they will be referred to SAT (Student Assisted Team).

All activities are evaluated by attendance, feedback of attendants – both parent and student, as well as, number of behavioral referrals and continued increase usage of counseling services.

The district will meet the student's needs academically, physically, and emotionally.

Evaluation of the professional development will be determined by student engagement, teacher feedback, and shared tips at in-service with all staff.

