

# **Lead-Deadwood Elementary School School Wide Plan**

**2016-2017**

## **School Wide Plan Committee:**

**Rachel Stagner – 4<sup>th</sup> Grade Teacher**  
**Lynette Wermager – 3<sup>rd</sup> Grade Teacher**  
**Cheryl Wilder – Literacy Leader**  
**Nancy Mertens – 2<sup>nd</sup> Grade Teacher**  
**Tim Kusters – Elementary Principal**  
**Pam Smith – Math Recovery**  
**Michelle Williams – 3<sup>rd</sup> Grade Parent**  
**Tony Biesiot – 9-12 Principal**  
**Jay Beagle – 6-8 Principal**  
**Thomas Paulsen – 4<sup>th</sup> Grade Teacher**  
**Betty Campbell – High School Teacher**  
**Ashley Schreurs – Middle School Teacher**  
**Laura Shuck – Middle School Teacher**  
**Linda Sperlin – 9<sup>th</sup> Grade Parent**  
**Bonnie Fuller – Job Corps Principal**  
**Wendy Schamber – Middle School Teacher**  
**Lecia Stagner – Elementary PE Teacher**  
**Lindsey Aberle – Middle School Special Education Teacher**  
**Suzanne Rogers – Board Member/ Parent**  
**Brittany Mattson – Parent**  
**Dusty Pinske - Parent**

# **Program Development**

## **Lead-Deadwood School District Mission**

*Our students will graduate equipped with the skills needed to be successful and responsible citizens.*

## **Vision**

*Our school district will focus on core academic subjects, while ensuring the development of the whole child through positive relationships, character, service, wellness, and community collaboration.*

## **Beliefs**

### ***STUDENTS AND LEARNING***

*All students can learn.  
Different students learn at different paces and have different learning styles.  
Motivated and productive students show up, work hard, and follow the rules.  
Responsible students treat others as they wish to be treated.  
Students need to share in the responsibility for their own learning and achieving.  
Motivated students are productive students.*

### ***TEACHERS AND LEARNING***

*Positive relationships are the essence of good teaching.  
Individualized programs and differentiated instruction maximize learning.  
Teachers must be involved in the decision making process of the school district.  
Commitment to the content standards is important.  
Technology must be integrated in an effective 21<sup>st</sup> century learning experience.*

### ***SCHOOL AND DISTRICT/COMMUNITY***

*A strong family and community support base is the foundation upon which all learning is built.  
Families must be positive, active partners with schools in educating children.  
Open communications between the community and schools must be an ongoing commitment.  
All school personnel play a vital role in student success.  
Decisions must be based on what is best for students.  
A school environment that promotes health and wellness is beneficial to students and their futures.*

## District Overview

The Lead-Deadwood School District is located in the Northern Black Hills of South Dakota. The district presently serves a population of approximately 8,500 residents including children in Lead, Deadwood, Nemo, Central City, Rochford, and surrounding areas with four attendance centers: Lead-Deadwood High School, Lead-Deadwood Middle School, Lead-Deadwood Elementary School, and the Career and Technical Education Campus at the Box Elder Job Corps site. The area is less than 15 miles from I-90 and 50 miles from Rapid City and Mt. Rushmore.

The Deadwood School District was founded in 1886, and the first high school graduation was held in 1896. The Lead School District was founded in 1895 with the first high school graduation being held the same year. The Lead and Deadwood school systems were combined to form the Lead-Deadwood School District in 1971. The district high school has been NCA accredited since 1908. During the 1970's enrollment peaked at well over 2,500 students.

The communities of the Lead-Deadwood School District are rich in tradition and history. The population of Deadwood is 1,284. Lead has 3,154 residents. The Lead-Deadwood community is primarily supported by the tourism, gaming, and mining industries. Due to its rich heritage and tradition Deadwood has been deemed a National Historic Landmark. Major employers in the area include: Lead-Deadwood School District, gaming, logging, Lead-Deadwood Clinic and Hospital of Deadwood, City of Lead, City of Deadwood, and Lawrence County. The cities have one grocery store, a general merchandise store, banks, tourism businesses, and many restaurants and motels. There are two public libraries available. Nine churches of various denominations are in the area. The Sanford Lab at Homestake and the Opera House are located in Lead. There are also outstanding museums available in Lead and Deadwood.

In addition, the region offers many outdoor recreational activities such as: golfing, snow skiing, cross-country skiing and water skiing, snowmobiling, sledding, swimming, hiking, horseback riding, hunting, fishing, and ice fishing. There is also the Mickelson Trail and other outdoor parks for picnics and other activities. Indoor recreation is available at the Lead Handley Recreation Center and Deadwood Recreation Center. Deadwood celebrates the Annual Days of '76, Wild Bill Hickok Days, Kool Deadwood Nights, Oktoberfest and Deadwood Jam. Lead has the Gold Day Camp Jubilee 4<sup>th</sup> of July celebration, the Festival of Trees during Christmas, Lead live in January, the Flavor of Lead Festival, and Winterfest. The Historic Deadwood-Lead Arts Council is very active in the fine arts in both communities. Within 50 miles of the area, higher education is available at the South Dakota School of Mines and Technology, Black Hills State University, National University, Crazy Horse College, and Western Dakota Technical Institute.

At the elementary school there are currently three sections of Kindergarten, first, second, third and fifth grade and four sections of fourth grade along with an early intervention program. There are a total of 397 students in our school. During the 2009-2010 year, the district began utilizing our Title IIA (class size reduction) dollars to reduce the teacher/student ratio for Language Arts instruction in Kindergarten through fifth grade. All staff members at the elementary are highly qualified in accordance with No Child Left Behind.

The school provides newsletters that are sent home on a monthly basis. Friday Folders are sent home containing academic ideas, suggestions for parents, and upcoming school and community events. Reading books at the child's level are sent home for an at-home reading experience. Parenting courses are taught each fall and spring and utilize the Boy's Town Common Sense Parenting coursework. Parent counseling sessions are available to help parents work with their children.

The elementary school uses the Character Counts philosophy in conjunction with the Olweus Bullying Prevention Program to implement a framework of basic social skills. The Olweus Bullying Prevention Program is a research-based, school-wide effort that involves all adults and students in the community. Our bullying prevention program involves administrators, counselors, cafeteria staff, custodial staff, bus drivers, librarians, parents, and members of the community. Beginning in the 2012-2013 school year, we are focused on positive rewards for attendance. We provide a monthly ice cream socials for students with perfect attendance during the previous month. We also provide individual rewards for students with good attendance on a monthly basis.

### Notable Achievements

The elementary school underwent a three-year pilot preschool program that began in the 2009-2010 school year. Since the inception of the preschool program, the community has added the Northern Hills Alliance for Children's First Step Childcare Center and Preschool Program. The Preschool Program is housed in the elementary school, and the First Step Childcare Center is across the street from the elementary building. Both programs offer preschool services. Due to the increase in community early learning resources over the past three years the Lead-Deadwood School District chose to terminate our general education preschool program at the conclusion of the 2011-2012 school year. Our elementary school now has regular education students integrated into our Early Intervention Preschool.

The District's plan to enhance our Reading and Math Recovery programs is an important and meticulously planned intervention in the lives of struggling first grade students. Both the Reading and Math Recovery programs are designed for early intervention to ensure students are not falling behind grade level in either core subject. They are intended to serve the lowest-achieving first grade students not currently receiving special education services. Selection of students to be served in a recovery program is based on prior achievement, diagnostic testing, and teacher recommendations. These programs supplement the classroom instruction with one-on-one tutoring sessions. These sessions take place daily for 30 minutes over 12-20 weeks and are taught by trained Reading and Math Recovery specialists.

During the 2010-2011 school year the elementary school applied to the South Dakota Department of Education to become a Response to Intervention (RtI) school. Our school continues to receive assistance from the state to improve our RtI efforts. All of the elementary school staff members have been trained to administer the DIBELS Next assessment in reading. Our instructors administer the Benchmark DIBELS Next assessment three times per year. The first assessment is conducted in the first two weeks of school, the second takes place two weeks prior to the Christmas break, and the third DIBELS Next assessment is administered two weeks prior to the end of the school year.

Instructors analyze the data to place students in small groups for differentiated instruction. Students who are not at benchmark after specific interventions are progress monitored every two weeks. All students Kindergarten through fifth grade, receive 30 minutes of tier two reading interventions per day. Our instructors continue to receive professional development targeted at CORE literacy instruction. The RtI process continues to strengthen our CORE literacy instruction.

Although South Dakota does not offer a state-approved RtI model for math, our instructors have made a commitment to offering an RtI program for math in our school. All of the elementary school teachers and paraprofessionals have been trained to administer Add+Vantage Math assessments. Our instructors administer a grade-level screener, three times per year, that is based on Add+Vantage Math assessments and the Common Core. The first assessment is conducted in the first two weeks of school, the second takes place the first two weeks of January, and the third screener is administered the first two weeks of May. Instructors analyze the data to group students for individualized instruction. All of our students receive 30 minutes of tier two math interventions at their level per day.

In addition to highly-trained classroom teachers, students benefit from support staff and community involvement. The support staff includes a school nurse, school psychologist, and counselor, as well as a full-time School Resource Officer who facilitates the Drug and Alcohol Resistance Education (DARE) program. The elementary has an extensively-equipped math resource room staffed by two math interventionists who teach Math Recovery classes, Math RtI classes and offer on-going math training to the entire elementary staff. The Elementary also has four reading interventionists who lead Reading Recovery groups, Reading RtI groups and Guided Reading groups. The reading and math interventionists also host Reading and Math Nights to invite more parent/community involvement. Community involvement also is supported by an active Parent-Teacher Organization which organizes monthly Family Fun Nights, the school-wide Read-a-Thon, the Santa Shop and a school carnival. Many community organizations support the school by helping to sponsor the Reading is Fundamental (RIF) program, Donuts for Dads, Muffins for Moms, Kids Voting and the Jr. Achievement program. Two full-time P.E. teachers, one full-time music teacher, a librarian and art teacher supplement the Elementary's core curriculum. The P.E. program includes an extensive outdoor education program, giving students the opportunity to experience skiing, biking, snowshoeing, swimming, bowling, and participation in a triathlon.

Two relatively new programs to the school are a formal mentoring program and the Alternative Classroom Environment (ACE) room. The mentoring program increases teacher retention rates, promotes teacher success, and ensures quality instruction by matching new teachers with experienced educators who can share their skills and ideas. The ACE room offers disruptive students time and space away from the classroom. Because the ACE room is staffed by a full-time paraprofessional, students are able to regain self-control and continue to work on their lessons until they are able to return to the classroom.

## **Lead-Deadwood Elementary PBIS Program**

Positive Behavior Intervention Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below:

Tier 1:

- Behavioral Expectations Defined
- Behavioral Expectations Taught
- Reward system for appropriate behavior
- Continuum of consequences for problem behavior
- Continuous collection and use of data for decision-making

Tier 2:

- Universal screening
- Progress monitoring for at risk students
- System for increasing structure and predictability
- System for increasing contingent adult feedback
- System for linking academic and behavioral performance
- System for increasing home/school communication
- Collection and use of data for decision-making

Tier 3:

- Functional Behavioral Assessment
- Team-based comprehensive assessment
- Linking of academic and behavior supports
- Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed.
- Collection and use of data for decision-making

In the fall of 2014 Lead-Deadwood Elementary School began full implementation of PBIS. The Lead-Deadwood Elementary School established a PBIS team that is made up of the principal, two classroom teachers, the school counselor, the school psychologist, the behavior room teacher and a paraprofessional. The PBIS team initiated the process by collecting information from staff and teachers to create expectations and shared language for addressing the social/behavioral needs of our students. The team created lesson plans for areas of concern within the building. The lesson plans were disseminated to teachers to assist in teaching the expected behaviors. The PBIS team created a referral form for behaviors. This form is used to document behaviors and/or make referrals to the ACE (alternative classroom environment) room. The school purchased the SWIS computer program to collect and monitor data. The SWIS program is designed specifically for PBIS and allows the school to track behaviors of all students and allows the PBIS team to collect specific data i.e. time, place, teacher/staff, day of the week and others involved. This data collection/management system provides reliable and easily accessible data to assist in the team's evaluation and decision-making process.

## Additional Information

The Lead-Deadwood Elementary School free and reduced lunch rate has increased from 42% in 2004 to 59% in 2014 and at the end for the 2015-2016 school year our school was at 55%. Our school operates as a SchoolWide Title building which allows us to qualify every student as a Title I student. We offer a summer school program to all students who struggle in reading or math. Our summer school program operates three hours per day, four days per week for two weeks in June and two weeks in July. Based on our free and reduced lunch percentages, our school has qualified for and offered two separate federal programs allowing us to feed our students. The Fresh Fruits and Vegetables grant allows us to offer fresh fruits or vegetables to our students on a daily basis. We use the healthy snacks as a morning or afternoon snack for our students. During the 2013-2014 school year, we were fortunate to qualify and offer this grant for a second year. In the summer of 2014, we began offering every child, 0 to 18 years of age, free breakfast and lunch at the elementary school under the Seamless Summer Feeding Program. Every child, including non-district children, were given the opportunity to partake in a healthy breakfast and lunch in our school if they chose to participate. We look forward to the opportunity of offering the Seamless Summer Feeding Program during the 2016 summer.

Research is clear that the single most important factor in improving a child's classroom experience is the teacher. The teachers at the Lead-Deadwood Elementary School are some of the best and brightest in the education field. Our teachers' dedication to our students is the reason we are continually able to reach our adequate yearly progress goal. Our teachers dedicate 100% percent of their talents and abilities to continually improving our school. Our teachers are focused on making decisions that will positively impact the students in our classrooms.

## STUDENT DEMOGRAPHICS CHARTS

2013-2014

	K		1 <sup>st</sup> Grade		2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>TOTAL NUMBER of students in the class</b>	51		64		68		67		45		51	
% WHITE	43	84%	56	92%	55	81%	57	85%	36	80%	46	90%
% NATIVE AMERICAN / ASIAN	3	6%	1	2%	2	3%	2	3%	2	4%	2	4%
% BLACK	2	4%							2	4%		
% HISPANIC	2	4%	1	2%	3	4%	6	9%	5	11%	1	2%
%ECONOMICALLY. DISADVANTAGED	30	59%	39	61%	44	65%	34	51%	26	58%	28	55%
% DISABILITIES	9	18%	9	14%	10	15%	13	20%	9	20%	5	10%
% MALE	24	47%	33	52%	40	59%	40	60%	23	51%	24	47%
% FEMALE	27	53%	31	48%	28	41%	27	40%	22	48%	27	53%

2014-2015

	K		1 <sup>st</sup> Grade		2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>TOTAL NUMBER of students in the class</b>	44		55		64		65		67		41	
% WHITE	41	93%	46	84%	57	89%	52	80%	58	87%	34	83%
% NATIVE AMERICAN / ASIAN	1	2%	5	9%	3	5%	2	3%	2	3%	2	5%
% BLACK	0		2	4%	0		1	2%	0		1	2%
% HISPANIC	0		1	2%	1	2%	3	5%	5	7%	3	7%
%ECONOMICALLY. DISADVANTAGED	26	59%	26	47%	35	55%	37	57%	29	43%	24	59%
% DISABILITIES	4	9%	8	15%	11	17%	12	18%	10	15%	3	7%
% MALE	24	55%	25	45%	35	55%	35	54%	40	60%	20	49%
% FEMALE	20	45%	30	55%	29	45%	30	46%	27	40%	21	51%

2015-2016

	K		1 <sup>st</sup> Grade		2 <sup>nd</sup> Grade		3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>TOTAL NUMBER of students in the class</b>	41		49		52		62		65		64	
% WHITE	37	90%	46	94%	43	83%	55	89%	49	75%	57	89%
% NATIVE AMERICAN	0		0		3	6%	1	2%	2	3%	1	2%
% BLACK	0		0		2	4%	0		1	2%	0	
% HISPANIC	2	5%	0		1	2%	0		4	6%	4	6%
%ECONOMICALLY. DISADVANTAGED	17	41%	30	61%	27	52%	35	56%	38	58%	34	53%
% DISABILITIES	7	17%	5	10%	8	15%	8	13%	13	20%	11	17%
% MALE	25	61%	27	55%	23	44%	32	52%	34	52%	40	63%
% FEMALE	16	39%	22	45%	29	56%	30	48%	31	48%	24	38%

**ATTENDANCE PERCENTAGE OF STUDENTS WHO WERE ABSENT**

The following tables display attendance rates for each grade level at the Lead-Deadwood Elementary School from 2013-2014 through the 2015-2016 school year.

**2013-2014**

<b>% STUDENTS WHO MISSED</b>	<b>K Total # &amp; % in class</b>	<b>1<sup>st</sup> Total # &amp; % in class</b>	<b>2<sup>nd</sup> Total # &amp; % in class</b>	<b>3<sup>rd</sup> Total # &amp; % in class</b>	<b>4<sup>th</sup> Total # &amp; % in class.</b>	<b>5<sup>th</sup> Total # &amp; % in class</b>
<b>0-9 DAYS</b>	<b>38 (67%)</b>	<b>48 (75%)</b>	<b>52 (71%)</b>	<b>63 (86%)</b>	<b>35 (76%)</b>	<b>37 (70%)</b>
<b>10-19 DAYS</b>	<b>15 (26%)</b>	<b>15 (23%)</b>	<b>17 (23%)</b>	<b>7 (10%)</b>	<b>10 (22%)</b>	<b>12 (23%)</b>
<b>20 OR MORE DAYS</b>	<b>4 (1%)</b>	<b>1 (1%)</b>	<b>4 (1%)</b>	<b>3 (1%)</b>	<b>1 (1%)</b>	<b>4 (1%)</b>

**2014-2015**

<b>% STUDENTS WHO MISSED</b>	<b>K Total # &amp; % in class</b>	<b>1<sup>st</sup> Total # &amp; % in class</b>	<b>2<sup>nd</sup> Total # &amp; % in class</b>	<b>3<sup>rd</sup> Total # &amp; % in class</b>	<b>4<sup>th</sup> Total # &amp; % in class.</b>	<b>5<sup>th</sup> Total # &amp; % in class</b>
<b>0-9 DAYS</b>	<b>24 (55%)</b>	<b>41 (75%)</b>	<b>42 (66%)</b>	<b>47 (72%)</b>	<b>52 (78%)</b>	<b>30 (73%)</b>
<b>10-19 DAYS</b>	<b>15 (34%)</b>	<b>12 (22%)</b>	<b>17 (27%)</b>	<b>18 (28%)</b>	<b>12 (18%)</b>	<b>12 (29%)</b>
<b>20 OR MORE DAYS</b>	<b>5 (11%)</b>	<b>5 (9%)</b>	<b>5 (8%)</b>	<b>6 (9%)</b>	<b>2 (3%)</b>	<b>1 (2%)</b>

**2015-2016**

<b>% STUDENTS WHO MISSED</b>	<b>K Total # &amp; % in class</b>	<b>1<sup>st</sup> Total # &amp; % in class</b>	<b>2<sup>nd</sup> Total # &amp; % in class</b>	<b>3<sup>rd</sup> Total # &amp; % in class</b>	<b>4<sup>th</sup> Total # &amp; % in class.</b>	<b>5<sup>th</sup> Total # &amp; % in class</b>
<b>0-9 DAYS</b>	<b>34 (74%)</b>	<b>30 (63%)</b>	<b>35 (63%)</b>	<b>49 (77%)</b>	<b>44 (66%)</b>	<b>49 (76%)</b>
<b>10-19 DAYS</b>	<b>8 (17%)</b>	<b>15 (31%)</b>	<b>20 (35%)</b>	<b>16 (25%)</b>	<b>18 (27%)</b>	<b>16 (25%)</b>
<b>20 OR MORE DAYS</b>	<b>4 (9%)</b>	<b>3 (6%)</b>	<b>2 (3%)</b>	<b>1 (1%)</b>	<b>5 (7%)</b>	<b>1 (1%)</b>

**This table includes all District campuses (Elementary, Middle, High School, and Career and Tech Ed)**

<b>District Low-Income Students (includes Job Corps) 2013-2014 School Year</b>		<b>District Low-Income Students (includes Job Corps) 2014-2015 School Year</b>		<b>District Low-Income Students (includes Job Corps) 2015-2016 School Year</b>	
<b>Grade Level</b>	Number of poverty (Free & Reduce Lunch) students	<b>Grade Level</b>	Number of poverty (Free & Reduce Lunch) students	<b>Grade Level</b>	Number of poverty (Free & Reduce Lunch) students
<b>Age 3-5 (not K)</b>	9	<b>Age 3-5 (not K)</b>	13	<b>Age 3-5 (not K)</b>	
<b>K</b>	30	<b>K</b>	26	<b>K</b>	17
<b>1</b>	39	<b>1</b>	26	<b>1</b>	30
<b>2</b>	44	<b>2</b>	35	<b>2</b>	27
<b>3</b>	34	<b>3</b>	37	<b>3</b>	36
<b>4</b>	26	<b>4</b>	29	<b>4</b>	38
<b>5</b>	28	<b>5</b>	24	<b>5</b>	34
<b>6</b>	31	<b>6</b>	26	<b>6</b>	24
<b>7</b>	30	<b>7</b>	26	<b>7</b>	23
<b>8</b>	26	<b>8</b>	23	<b>8</b>	22
<b>9</b>	60	<b>9</b>	56	<b>9</b>	54
<b>10</b>	42	<b>10</b>	54	<b>10</b>	46
<b>11</b>	30	<b>11</b>	34	<b>11</b>	31
<b>12</b>	41	<b>12</b>	24	<b>12</b>	26
<b>Total:</b>	470	<b>Total:</b>	433	<b>Total:</b>	408

**Kindergarten DIBELS 6<sup>th</sup> Edition Assessment Results  
(Dynamic Indicators of Basic Early Literacy Skills)**

**Kindergarten DIBELS NEXT Assessment Results**

<b>School Year</b>	<b>Grade Level</b>	<b>First Sound Fluency (FSF)</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>2013-2014</b>	<b>Kindergarten</b>	<b>Well Below</b>	<b>46%</b>	<b>4%</b>	<b>NT</b>
		<b>Below</b>	<b>4%</b>	<b>14%</b>	<b>NT</b>
		<b>At or Above</b>	<b>50%</b>	<b>82%</b>	<b>NT</b>
		<b>Phoneme Segmentation Fluency (PSF)</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		<b>Well Below</b>	<b>NT</b>	<b>14%</b>	<b>0%</b>
		<b>Below</b>	<b>NT</b>	<b>12%</b>	<b>16%</b>
		<b>At or Above</b>	<b>NT</b>	<b>75%</b>	<b>84%</b>
		<b>Nonsense Word Fluency (NWF)</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		<b>Well Below</b>	<b>NT</b>	<b>14%</b>	<b>2%</b>
		<b>Below</b>	<b>NT</b>	<b>20%</b>	<b>52%</b>
		<b>At or Above</b>	<b>NT</b>	<b>67%</b>	<b>46%</b>
				<b>Composite</b>	<b>Fall</b>
		<b>Well Below</b>	<b>21%</b>	<b>12%</b>	<b>10%</b>
		<b>Below</b>	<b>25%</b>	<b>27%</b>	<b>26%</b>
		<b>At or Above</b>	<b>54%</b>	<b>61%</b>	<b>64%</b>

<b>School Year</b>	<b>Grade Level</b>	<b>First Sound Fluency (FSF)</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>2014-2015</b>	<b>Kindergarten</b>	<b>Well Below</b>	<b>34%</b>	<b>2%</b>	<b>NT</b>
		<b>Below</b>	<b>9%</b>	<b>7%</b>	<b>NT</b>
		<b>At or Above</b>	<b>57%</b>	<b>91%</b>	<b>NT</b>
		<b>Phoneme Segmentation Fluency (PSF)</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		<b>Well Below</b>	<b>NT</b>	<b>0%</b>	<b>0%</b>
		<b>Below</b>	<b>NT</b>	<b>11%</b>	<b>7%</b>
		<b>At or Above</b>	<b>NT</b>	<b>89%</b>	<b>93%</b>
		<b>Nonsense Word Fluency (NWF)</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		<b>Well Below</b>	<b>NT</b>	<b>7%</b>	<b>2%</b>
		<b>Below</b>	<b>NT</b>	<b>22%</b>	<b>10%</b>
		<b>At or Above</b>	<b>NT</b>	<b>71%</b>	<b>88%</b>
				<b>Composite</b>	<b>Fall</b>
		<b>Well Below</b>	<b>27%</b>	<b>7%</b>	<b>2%</b>
		<b>Below</b>	<b>18%</b>	<b>20%</b>	<b>17%</b>
		<b>At or Above</b>	<b>55%</b>	<b>73%</b>	<b>81%</b>

School Year	Grade Level	First Sound Fluency (FSF)	Fall	Winter	Spring
2015-2016	Kindergarten	Well Below	38%	0%	NT
		Below	9%	2%	NT
		At or Above	53%	98%	NT
		Phoneme Segmentation Fluency (PSF)	Fall	Winter	Spring
		Well Below	NT	2%	0%
		Below	NT	21%	2%
		At or Above	NT	77%	98%
		Nonsense Word Fluency (NWF)	Fall	Winter	Spring
		Well Below	NT	5%	0%
		Below	NT	12%	10%
		At or Above	NT	84%	90%
		Composite	Fall	Winter	Spring
		Well Below	34%	7%	0%
Below	17%	12%	5%		
At or Above	49%	81%	95%		

First Grade DIBELS Next Assessment Results

School Year	Grade Level	Composite	Fall	Winter	Spring
2013-2014	First	Well Below Benchmark	47%	54%	38%
		Below Benchmark	22%	10%	19%
		At or Above	31%	36%	44%
		Phoneme Segmentation Fluency (PSF)	Fall	Winter	Spring
		Well Below Benchmark	7%	NT	NT
		Below Benchmark	43%	NT	NT
		At or Above	50%	NT	NT
		Nonsense Word Fluency (NWF-CLS)	Fall	Winter	Spring
		Well Below Benchmark	32%	26%	36%
		Below Benchmark	37%	17%	22%
		At or Above	31%	57%	42%
		Nonsense Word Fluency (NWF-WWR)	Fall	Winter	Spring
		Well Below Benchmark		22%	8%
		Below Benchmark	66%	12%	38%
		At or Above	34%	67%	55%
		Oral Reading Fluency (DORF)	Fall	Winter	Spring
		Well Below Benchmark	NT	57%	38%
		Below Benchmark	NT	13%	28%
		At or Above	NT	30%	34%

School Year	Grade Level	Composite	Fall	Winter	Spring
2014-2015	First	Well Below Benchmark	60%	33%	13%
		Below Benchmark	10%	17%	28%
		At or Above	31%	50%	59%
		Phoneme Segmentation Fluency (PSF)	Fall	Winter	Spring
		Well Below Benchmark	12%	NT	NT
		Below Benchmark	56%	NT	NT
		At or Above	33%	NT	NT
		Nonsense Word Fluency (NWF-CLS)	Fall	Winter	Spring
		Well Below Benchmark	38%	21%	15%
		Below Benchmark	33%	16%	17%
		At or Above	29%	64%	69%
		Nonsense Word Fluency (NWF-WWR)	Fall	Winter	Spring
		Well Below Benchmark	0%	14%	7%
		Below Benchmark	52%	21%	17%
		At or Above	48%	66%	76%
		Oral Reading Fluency (DORF)	Fall	Winter	Spring
		Well Below Benchmark	NT	45%	22%
		Below Benchmark	NT	16%	24%
		At or Above	NT	40%	54%

School Year	Grade Level	Composite	Fall	Winter	Spring
2015-2016	First	Well Below Benchmark	33%	23%	17%
		Below Benchmark	15%	2%	4%
		At or Above	52%	75%	79%
		Phoneme Segmentation Fluency (PSF)	Fall	Winter	Spring
		Well Below Benchmark	7%	NT	NT
		Below Benchmark	30%	NT	NT
		At or Above	63%	NT	NT
		Nonsense Word Fluency (NWF-CLS)	Fall	Winter	Spring
		Well Below Benchmark	20%	15%	8%
		Below Benchmark	22%	10%	8%
		At or Above	59%	75%	83%
		Nonsense Word Fluency (NWF-WWR)	Fall	Winter	Spring
		Well Below Benchmark	0%	8%	6%
		Below Benchmark	26%	10%	8%
		At or Above	74%	81%	85%
		Oral Reading Fluency (DORF)	Fall	Winter	Spring
		Well Below Benchmark	NT	25%	21%
		Below Benchmark	NT	17%	8%
		At or Above	NT	58%	71%

## Second Grade DIBELS Next Assessment Results

School Year	Grade Level	Composite	Fall	Winter	Spring
2013-2014	Second	Well Below Benchmark	35%	37%	34%
		Below Benchmark	16%	10%	12%
		At or Above	49%	53%	54%
		Nonsense Word Fluency (NWF-CLS)	Fall	Winter	Spring
		Well Below Benchmark	25%	NT	NT
		Below Benchmark	25%	NT	NT
		At or Above	51%	NT	NT
		Nonsense Word Fluency (NWF-WWR)	Fall	Winter	Spring
		Well Below Benchmark	26%	NT	NT
		Below Benchmark	26%	NT	NT
		At or Above	47%	NT	NT
		DORF-Words Correct	Fall	Winter	Spring
		Well Below Benchmark	44%	43%	34%
		Below Benchmark	21%	18%	25%
		At or Above	35%	40%	41%
		DORF-Accuracy	Fall	Winter	Spring
		Well Below Benchmark	29%	32%	31%
		Below Benchmark	18%	21%	31%
		At or Above	53%	47%	38%

School Year	Grade Level	Composite	Fall	Winter	Spring
2014-2015	Second	Well Below Benchmark	33%	30%	25%
		Below Benchmark	20%	20%	23%
		At or Above	47%	50%	52%
		Nonsense Word Fluency (NWF-CLS)	Fall	Winter	Spring
		Well Below Benchmark	28%	NT	NT
		Below Benchmark	28%	NT	NT
		At or Above	44%	NT	NT
		Nonsense Word Fluency (NWF-WWR)	Fall	Winter	Spring
		Well Below Benchmark	14%	NT	NT
	Below Benchmark	39%	NT	NT	
	At or Above	47%	NT	NT	
	DORF-Words Correct	Fall	Winter	Spring	
	Well Below Benchmark	48%	47%	31%	
	Below Benchmark	16%	13%	30%	
	At or Above	36%	41%	39%	
DORF-Accuracy	Fall	Winter	Spring		
Well Below Benchmark	22%	22%	23%		
Below Benchmark	30%	19%	20%		
At or Above	48%	59%	56%		

School Year	Grade Level	Composite	Fall	Winter	Spring
2015-2016	Second	Well Below Benchmark	22%	18%	14%
		Below Benchmark	16%	24%	16%
		At or Above	62%	58%	14%
		Nonsense Word Fluency (NWF-CLS)	Fall	Winter	Spring
		Well Below Benchmark	16%	NT	NT
		Below Benchmark	25%	NT	NT
		At or Above	58%	NT	NT
		Nonsense Word Fluency (NWF-WWR)	Fall	Winter	Spring
		Well Below Benchmark	13%	NT	NT
	Below Benchmark	24%	NT	NT	
	At or Above	64%	NT	NT	
			DORF-Words Correct	Fall	Winter
Well Below Benchmark			38%	24%	14%
Below Benchmark			20%	25%	33%
At or Above			42%	51%	53%
DORF-Accuracy			Fall	Winter	Spring
Well Below Benchmark			15%	20%	14%
		Below Benchmark	16%	20%	18%
		At or Above	69%	60%	69%

Third, Fourth, Fifth Grades DIBELS Next Assessment Results

School Year	Grade Level	Composite	Fall	Winter	Spring
2013-2014	Third	Well below benchmark	22%	19%	21%
		Below benchmark	6%	10%	6%
		At or above	72%	71%	73%
		<b>DORF-words correct</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	30%	25%	29%
		Below benchmark	21%	22%	24%
		At or above	49%	53%	47%
		<b>DORF-accuracy</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	10%	12%	20%
		Below benchmark	15%	10%	24%
		At or above	75%	78%	56%
		<b>Daze-adjusted</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	27%	17%	12%
		Below benchmark	22%	17%	21%
At or above	51%	65%	67%		
School Year	Grade Level	Composite	Fall	Winter	Spring
2013-2014	Fourth	Well below benchmark	22%	16%	9%
		Below benchmark	20%	11%	7%
		At or above	58%	73%	84%
		<b>DORF-words correct</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	33%	13%	11%
		Below benchmark	22%	20%	25%
		At or above	44%	67%	64%
		<b>DORF-accuracy</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	16%	7%	2%
		Below benchmark	20%	16%	30%
		At or above	64%	78%	68%
		<b>Daze-adjusted</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	13%	4%	9%
		Below benchmark	27%	18%	9%
At or above	60%	78%	82%		

School Year	Grade Level	Composite	Fall	Winter	Spring
2013-2014	Fifth	Well below benchmark	21%	23%	18%
		Below benchmark	25%	14%	20%
		At or above	54%	63%	63%
		<b>DORF-words correct</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	39%	28%	35%
		Below benchmark	21%	25%	10%
		At or above	40%	47%	55%
		<b>DORF-accuracy</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	21%	18%	20%
		Below benchmark	12%	9%	27%
		At or above	67%	74%	53%
		<b>Daze-adjusted</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	19%	26%	16%
		Below benchmark	21%	21%	24%
		At or above	60%	53%	61%

School Year	Grade Level	Composite	Fall	Winter	Spring
2014-2015	Third	Well below benchmark	45%	34%	27%
		Below benchmark	7%	14%	13%
		At or above	48%	52%	61%
		<b>DORF-words correct</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	42%	36%	30%
		Below benchmark	15%	16%	20%
		At or above	43%	48%	50%
		<b>DORF-accuracy</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	28%	23%	19%
		Below benchmark	24%	16%	23%
		At or above	48%	61%	58%
		<b>Daze-adjusted</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	51%	27%	30%
		Below benchmark	16%	28%	23%
At or above	33%	45%	47%		
School Year	Grade Level	Composite	Fall	Winter	Spring
2014-2015	Fourth	Well below benchmark	35%	27%	27%
		Below benchmark	6%	9%	12%
		At or above	59%	64%	61%
		<b>DORF-words correct</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	33%	25%	30%
		Below benchmark	24%	25%	21%
		At or above	42%	49%	49%
		<b>DORF-accuracy</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	24%	15%	16%
		Below benchmark	20%	15%	22%
		At or above	56%	70%	61%
		<b>Daze-adjusted</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	26%	22%	19%
		Below benchmark	29%	21%	15%
At or above	45%	57%	66%		

School Year	Grade Level	Composite	Fall	Winter	Spring
2014-2015	Fifth	Well below benchmark	5%	10%	2%
		Below benchmark	30%	3%	17%
		At or above	65%	87%	80%
		<b>DORF-words correct</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	30%	23%	15%
		Below benchmark	23%	40%	22%
		At or above	48%	38%	63%
		<b>DORF-accuracy</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	13%	0%	0%
		Below benchmark	20%	18%	34%
		At or above	68%	83%	66%
		<b>Daze-adjusted</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	3%	3%	7%
		Below benchmark	20%	31%	17%
At or above	78%	67%	76%		

School Year	Grade Level	Composite	Fall	Winter	Spring
2015-2016	Third	Well below benchmark	28%	17%	21%
		Below benchmark	19%	20%	21%
		At or above	53%	63%	58%
		<b>DORF-words correct</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	36%	25%	21%
		Below benchmark	19%	18%	21%
		At or above	45%	57%	58%
		<b>DORF-accuracy</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	9%	6%	13%
		Below benchmark	25%	20%	27%
		At or above	66%	74%	60%
		<b>Daze-adjusted</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	45%	19%	21%
		Below benchmark	19%	28%	35%
At or above	36%	53%	44%		
School Year	Grade Level	Composite	Fall	Winter	Spring
2015-2016	Fourth	Well below benchmark	33%	21%	18%
		Below benchmark	12%	13%	22%
		At or above	55%	67%	60%
		<b>DORF-words correct</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	36%	20%	23%
		Below benchmark	19%	22%	28%
		At or above	45%	58%	49%
		<b>DORF-accuracy</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	19%	13%	12%
		Below benchmark	18%	19%	34%
		At or above	63%	69%	54%
		<b>Daze-adjusted</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	30%	21%	20%
		Below benchmark	22%	25%	15%
At or above	48%	54%	65%		

School Year	Grade Level	Composite	Fall	Winter	Spring
2015-2016	Fifth	Well below benchmark	16%	20%	13%
		Below benchmark	25%	11%	14%
		At or above	59%	69%	73%
		<b>DORF-words correct</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	42%	29%	25%
		Below benchmark	11%	22%	19%
		At or above	42%	49%	56%
		<b>DORF-accuracy</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	19%	12%	11%
		Below benchmark	20%	17%	34%
		At or above	61%	71%	55%
		<b>Daze-adjusted</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
		Well below benchmark	22%	17%	19%
		Below benchmark	13%	35%	19%
At or above	66%	48%	63%		

**DIBELS NEXT**  
**Year to Year Trends: At or Above Benchmark Students**

Grade	2012-2013 Percent at Benchmark		
	BOY	MOY	EOY
<b>Kind.</b>	51%	46%	75%
<b>1<sup>st</sup></b>	18%	36%	52%
<b>2<sup>nd</sup></b>	69%	51%	65%
<b>3<sup>rd</sup></b>	73%	79%	83%
<b>4<sup>th</sup></b>	57%	58%	65%
<b>5<sup>th</sup></b>	67%	69%	75%

Grade	2013-2014 Percent at Benchmark		
	BOY	MOY	EOY
<b>Kind.</b>	54%	61%	64%
<b>1<sup>st</sup></b>	30%	37%	44%
<b>2<sup>nd</sup></b>	49%	53%	54%
<b>3<sup>rd</sup></b>	71%	71%	73%
<b>4<sup>th</sup></b>	58%	73%	84%
<b>5<sup>th</sup></b>	56%	63%	63%

Grade	2014-2015 Percent at Benchmark		
	BOY	MOY	EOY
<b>Kind.</b>	55%	73%	81%
<b>1<sup>st</sup></b>	31%	50%	59%
<b>2<sup>nd</sup></b>	47%	50%	52%
<b>3<sup>rd</sup></b>	48%	52%	61%
<b>4<sup>th</sup></b>	59%	64%	61%
<b>5<sup>th</sup></b>	65%	87%	80%

Grade	2015-2016 Percent at Benchmark		
	BOY	MOY	EOY
<b>Kind.</b>	49%	81%	95%
<b>1<sup>st</sup></b>	52%	75%	79%
<b>2<sup>nd</sup></b>	62%	58%	71%
<b>3<sup>rd</sup></b>	53%	63%	58%
<b>4<sup>th</sup></b>	55%	67%	60%
<b>5<sup>th</sup></b>	59%	69%	73%

### **Observations from the 2015-2016 school year:**

Kindergarten: The Kindergarten scores can be attributed to our second year using the Reading Street Curriculum in CORE and being more familiar with it as well as getting farther in the series. Small group explicit instruction also contributed to Kindergarten success, which was possible through MTSS small grouping size because of the extra staff with the use of paraprofessionals in the classroom full time. Small class sizes and ongoing training with Julie Popham also contributed to Kindergarten success. We were heavy with behavior issues at the beginning of the year, but feel these did not define the success in kindergarten due to MTSS being in place in our school and having the support staff in the ACE room and full time paraprofessionals in each classroom.

1<sup>st</sup> Grade: First grade made gains in all areas of assessment. We are still concerned with NWF CLS since we have four students still in the Intensive category. The main factor for this is vowel and letter confusion. This will be focused on next year in small group intervention and CORE instruction to continue to increase fluency.

2<sup>nd</sup> Grade: Second grade made gains in every area except accuracy, which stayed the same. We focused on retell and retell quality as a grade level team and that is where the biggest gains were made with a 21% increases in Retell and 28% increase in Retell Quality.

3<sup>rd</sup> Grade: The third grade team discussed our "met-expected growth" data results. We recognized the importance of rigor and focus on the targeted goal for our individual MTSS small groups. We are dedicated to maintaining small groups (4-5 students) where the needs are greatest, and placing the best skilled staff to instruct those groups. Historically, Accuracy and Fluency continue to be a targeted focus at the Third grade. We discussed the resources available and have staff taking additional summer courses to increase instructional understanding using the CORE literacy.

4<sup>th</sup> Grade: Fourth grade made gains in all areas but accuracy. We feel with continued intervention and continued reading our students will have success. We are looking at motivational techniques and rewards to encourage our students to read more consistently on a daily basis.

5<sup>th</sup> Grade: As a fifth grade team, our overall composite scores improved by 14%. Fluency and DAZE comprehension skills continue to be a concern. We look to focus on student fluency by looking at incentives to increase daily student reading. We also plan to continue focusing on vocabulary to assist with reading fluency and comprehension.

### **Overall Goals:**

We will continue to work on targeted interventions to improve our students' reading skills. We hope to work more effectively on identification of specific skills and instruction and then monitoring and adjusting our instruction during our team level meetings.

### 2016-2017 Goals:

- Our goal will be to continue improving on our core instructional group practices, including differentiation in order to increase the number of benchmark students by the end of the year. We are working to ensure our instruction is taught with rigor and clear expectations in order for students to master the CCSS at each grade level.
- Everyone (K-5) is utilizing the Reading Street curriculum. The district has mandated that all classrooms will use the curriculum consistently and utilize questioning (HOT) techniques to improve core reading performance.
- All classrooms will be focusing on Common Core standards and skills.
- Our second goal is to focus on specific interventions (that target specific areas of need) for Below Benchmark students in Tier II.
- Our third goal is to begin fully implementing Tier III interventions for grades K-2 during the current school year. We have begun a K-8 RtI model and continue discussions toward a K-12 model.
- **Other K-5 Interventions used:**
  - Vocabulary Instruction and word/phonics work and activities and incorporate connected text
  - Reading Recovery strategies and procedures that incorporate connected/leveled text, writing, and HFW/word work
  - Repeated Readings with comprehension (Read Naturally)
  - Comprehension strategies utilizing: Predictions, Connections, Questioning, Flow Map, and Inquiry based questions. Incorporating more NF books to focus on various text features
  - Computer based Reading/Comprehension programs (Raz-Kids and AR)
  - 95% Group: MS Routines and Phonological Routines
  - Fluency: Repeated Readings and Reader's Theater



Math Screener Data Lead-Deadwood Elementary School  
Based on AddVantage Math and Common Core Standards

	Gr 1 13-14	Gr 1 14-15	Gr 1 15-16	Gr 2 13-14	Gr 2 14-15	Gr 2 15-16	Gr 3 13-14	Gr 3 14-15	Gr 3 15-16	Gr 4 13-14	Gr 4 14-15	Gr 4 15-16	Gr 5 13-14	Gr 5 14-15	Gr 5 15-16
<b>Fall</b>	66 Students			70 Students	61 Students	53 Students	70 Students	61 Students	61 Students	45 Students	64 Students	62 Students	56 Students	39 Students	62 Students
0-25%	32 (48.8%)			10 (14.3%)	2 3%	2 4%	5 (7.1%)	0 0%	2 3%	2 (4.4%)	1 2%	1 1%	6 (10.7%)	2 5%	4 6%
26-50%	20 (30.3%)			22 (31.4%)	4 7%	4 8%	13 (18.6%)	6 10%	2 3%	8 (17.8%)	5 8%	9 15%	14 (25%)	6 15%	9 15%
51-75%	10 (15.2%)			27 (38.6%)	13 21%	19 36%	14 (20%)	23 43%	15 25%	18 (40%)	24 38%	28 45%	20 (35.7%)	16 41%	13 21%
76-100%	4 (6%)			11 (15.7%)	42 69%	28 53%	38 (54.3%)	32 53%	42 69%	17 (37.8%)	34 53%	24 39%	16 (28.6%)	15 39%	36 58%
<b>Winter</b>	66 Students	55 Students	46 Students	67 Students	62 Students	53 Students	69 Students	63 Students	62 Students	45 Students	65 Students	62 Students	57 Students	41 Students	65 Students
0-25%	16(24.2%)	2 4%	4 9%	3(4.5%)	3 5%	2 4%	9(13%)	1 2%	1 2%	5(11.1%)	5 8%	2 3%	25(43.8%)	2 5%	6 9%
26-50%	16(24.2%)	9 16%	1 2%	21(31.3%)	6 10%	7 13%	12(17.4%)	10 16%	6 10%	19(42.2%)	12 18%	16 26%	14(24.6%)	21 51%	24 40%
51-75%	28(42.4%)	16 29%	13 28%	20(29.9%)	24 39%	13 25%	19(27.5%)	34 54%	27 44%	10(22.2%)	22 34%	25 40%	15(26.3%)	17 41%	27 40%
76-100%	6(9.1%)	28 51%	28 61%	23(34.3%)	29 47%	31 58%	29(42%)	18 29%	28 45%	11(24.5%)	26 40%	19 31%	3(5.3%)	1 3%	8 11%
<b>Spring</b>	64 Students	54 Students	48 Students	68 Students	64 Students	52 Students	67 Students	64 Students	61 Students	43 Students	67 Students	63 Students	51 Students	38 Students	64 Students
0-25%	3(4.7%)	1 2%	0 0%	2(2.9%)	1 2%	0 0%	5(7.5%)	1 2%	1 2%	3(7.0%)	1 1%	0 0%	6(11.8%)	0 0%	5 8%
26-50%	8(12.5%)	0 0%	1 2%	11(16.2%)	8 13%	2 4%	7(10.4%)	3 5%	3 5%	10(23.2%)	9 13%	9 14%	24(47%)	7 18%	15 23%
51-75%	29(45.3%)	10 19%	4 8%	20(29%)	21 33%	15 29%	22(32.8%)	31 48%	16 26%	12(27.9%)	22 33%	25 40%	10(19.6%)	13 34%	20 31%
76-100%	24(37.5%)	43 80%	43 90%	35(51.5%)	34 53%	35 67%	33(49.3%)	29 45%	41 76%	18(41.9%)	35 52%	29 46%	11(21.6%)	18 47%	24 38%

**The table below is the average of all stakeholder survey data per the AdvancEd standards from 2012-2013 to 2015 2016**

	Purpose and Direction	Governance and Leadership	Teaching and Assessing for Learning	Resources and Support Service	Using Results for Continuous Improvement
<b>2012-2013 AdvancEd Survey Data</b>					
Staff Survey	4.39	4.33	3.92	4.31	4.34
Parent Survey	4.05	3.78	3.93	3.95	3.92
3-5 Survey (3 pt. scale)	2.94	2.81	2.83	2.8	2.82
<b>2014-2015 AdvancEd Survey Data</b>					
Staff Survey	4.02	3.8	3.59	3.9	3.76
Parent Survey	4.01	3.84	3.96	4.04	3.92
3-5 Survey (3 pt. scale)	2.88	2.7	2.77	2.82	2.68
<b>2015-2016 AdvancEd Survey Data</b>					
Staff Survey	4.33	4.18	3.72	4.21	4.23
Parent Survey	3.94	3.82	3.81	3.87	3.79
3-5 Survey (3 pt. scale)	2.82	2.55	2.68	2.72	2.56

According to the table above, the school's Purpose and Direction has received the highest average rating of all of the AdvancEd standards.

Clearly, the school's purposeful stakeholder engagement efforts have been recognized by all stakeholders. The elementary school's leadership shares the district and school mission with our community partners in the Curriculum/School Improvement Council (CSIC), the Community Involvement Committee, and by posting it on our District website and throughout the elementary building. The stakeholder surveys indicated that the school's purpose and direction are made clear and are continually communicated to the community.

### 2015-2016 AdvancEd Elementary Survey

#### Standard Breakdown

Staff = Red

Parents = Blue

3-5 Students = Black

#### **Strengths**

##### Purpose and Direction

5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth. 4.42

1. Our school's purpose statement is clearly focused on student success. 4.03

1. In my school my principal and teachers want every student to learn. 2.87

##### Governance and Leadership

7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership. 4.35

5. In my school my teachers want me to do my best work. 2.96

##### Teaching and Assessing for Learning

22. My child has up-to date computers and other technology to learn. 4.07

6. My teachers help me learn things I will need in the future. 2.84

9. My teachers tell me how I should behave and do my work. 2.83

12. My teachers tell my family how I am doing in school. 2.83

##### Resources and Support Systems

38. Our school provides sufficient material resources to meet student needs. 4.38

45. Our school maintains facilities that support student learning. 4.38

46. Our school maintains facilities that contribute to a safe environment. 4.42

24. Our school provides qualified staff members to support student learning. 4.03

25. Our school provides an adequate supply of learning resources that are current and in good condition. 4.06

26. Our school provides a safe learning environment. 4.09

16. My school has computers to help me learn. 2.91

### **Weaknesses**

#### **Governance and Leadership**

3. In my school I am treated fairly. 2.34

4. In my school students treat adults with respect. 2.33

#### **Teaching and Assessing for Learning**

17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students. 3.5

21. All teachers in our school provide students with specific and timely feedback about their learning. 3.46

23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. 3.58

25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching). 3.54

13. All of my child's teachers meet his/her learning needs by individualizing instruction. 3.6

16. All of my child's teachers keep me informed regularly of how my child is being graded. 3.64

23. My child has access to support services based on his/her identified needs. 3.67

10. My teachers ask my family to come to school activities. 2.36

#### **Resources and Support Systems**

28. Our school provides excellent support services (e.g., counseling, and/or career planning). 3.66

31. Our school ensures the effective use of financial resources. 3.6

#### **Using Results for Continuous Improvement**

18. My principal and teachers ask me what I think about school. 2.2

## **Comprehensive Needs Assessment**

Lead-Deadwood Elementary completed a data retreat September 18, 2015. Teachers are provided with a forum to discuss and establish area of strengths and weaknesses in our school. The building principal has an open door policy and encourages staff members to share their concerns in a timely and meaningful manner. Staff members are encouraged to share concerns and opportunities for improvement with building administration openly and honestly.

The Lead-Deadwood Elementary School has an RtI leadership and SchoolWide Title committee that meet frequently to engage in and support our school's purpose and direction. The RtI leadership committee is made up of four reading specialists, a representative from each grade level, one special education instructor, the school psychologist and the building principal. The RtI leadership committee is dedicated to a regular and systematic approach to meeting the needs of the students in our school. The team discussions analyze our DIBELS Next data on all Kindergarten through fifth grade students, which enables us to provide specific interventions based on student needs. The RtI reading committee has developed an action plan that focuses on our strengths and areas of improvement for implementing RtI, which is submitted annually to the state. The school's RtI programming is held accountable to the state's oversight by submitting benchmark fidelity reports. Our RtI fidelity reports are submitted at the conclusion of each DIBELS benchmarking period.

The SchoolWide Title team meets annually to gather data and develop a professional plan to address the documented needs in our school. The team consists of one primary instructor, one intermediate instructor, two reading specialists, a math specialist, and the building principal. Once the SchoolWide plan is revised, it is presented to all of the stakeholder committees and approved by the Board of Education at our August Board meeting.

Our stakeholders are actively engaged in the leadership of our District in support of our school's purpose. Our District has a Curriculum and School Improvement Committee (CSIC), which is a steering committee for the School Wide Plan, Consolidated Application, and AdvanceED Accreditation Process. The CSIC process invites all stakeholders (i.e. administration, teachers, school board members, parents, community members, students, and Job Corp representatives) to meet once a month. The CSIC team is an intricate piece of the decision-making process for the District's overall Strategic Plan. The District's strategic planning committee focuses on improving curriculum and instruction to raise the academic expectations and performance of each student. Our school coordinates with Youth & Family Services Rural Prenatal to Five, Head Start, and local preschools/daycares. The District, Head Start, local daycares and preschools collaborate annually to create an interagency agreement to expand the coordination among our entities. The school understands that without the support and cooperation from community service providers, a smooth transition from the preschool to Kindergarten is not possible. All students, staff, and parents provide feedback regarding school policies, school climate, student engagement, and stakeholder perceptions through multiple means of communication. Information gathered from stakeholders provides school leaders and staff with data to align our decision-making processes toward continuous improvement of the school's effectiveness.

## **Goals, Objectives and Strategies**

Based on the information contained in the Comprehensive Needs Assessment we have established the following goals.

**Goal 1:** *All students will raise their reading comprehension skills in all curricular areas*

**Goal 2:** *All students will improve their math computational skills in all curricular areas.*

### **Lead-Deadwood School District** **Strategic Plan Goals**

#### **Goal I: Student Achievement**

The Lead-Deadwood School District will improve curriculum and instruction and raise the academic expectation level and performance of each student.

##### **Elementary**

**Goal 1:** Increase the number of students who are proficient on the Smarter Balance Assessment in ELA 5.54% in grades 3-5.

**Goal 2:** Increase the number of students who are proficient on the Smarter Balance Assessment in Math by 5.54% in grades 3-5.

**Goal 3:** Increase the number of benchmark students on the DIBELS Next spring assessment by 10% in grades K-5 annually.

**Goal 4:** Increase the number of benchmark students on the Math screening spring assessment by 10% in grades K-5 annually.

## **Writing Strategies/Interventions**

1. Continue use of the scope and sequence for Language Arts grades K-5 with the *Pearson Reading Street*.
2. Incorporate a Grammar program for grades K-5 within the *Pearson Reading Street*.
3. Utilize the same vocabulary terms associated to writing in grades K-5.

## **Reading Strategies/Interventions**

1. Continue *Reading Recovery* program for struggling 1<sup>st</sup> Grade students.
2. Continue implementation of *South Dakota READS* strategies.
3. Guided Reading groups will be used in all classrooms grades K-2. (Markham, R. (1995). Effective planning for individualized instruction and encouraging individualized instruction.)
4. Teacher Read Aloud daily.
5. *Accelerated Reader Software* is used in grades 1-5. (Facemire, N.E. (2000). The effect of the Accelerated Reader on the reading comprehension of third graders. Masters of Arts Thesis, Salem-Teikyo University, West Virginia.)
6. DEAR (Drop Everything And Read) time used in grades 1-5. (Robertson, C. & others (1996). Uninterrupted, sustained, silent reading: The rhetoric and the practice. *Journal of Research in Reading*.) (Lee-Daniels, S.L.; & Murray, B.A. (2000). DEAR me: What does it take to get children reading? *Reading Teacher*, v54, n2.)
7. Maintain and expand a level book library.
8. Daily Oral Language
9. Professional Development sessions that address the goals listed above. “Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)” (<http://www.nsd.org/standards/index.cfm>)
10. Maintain *DIBELS Next* assessments K-5. Students identified with a need, receive strategic instructional time specific to their deficiency(s).
11. Will add new technology to enhance the hands on learning of students.
12. Offer professional development opportunities that enhance our instructors' knowledge of the Common Core State Standards. ([http://www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf))

## Math Strategies/Interventions

1. Utilize the *Origo Stepping Stones* curriculum in grades K-5.
2. Each Math class will do a math problem daily to address both reading comprehension and problem solving. (Marzano, Robert J. (1989) Evaluations of the “Tactics for Thinking” Program: Summary Report. Office of Educational Research and Improvement (ED), Washington, D.C.)
3. Continue and expand a *Math Recovery* program for struggling 1<sup>st</sup> grade students. (Steffe, Leslie & Wiegel, Heide (1992). On Reforming Practice in Mathematics Education. Educational Studies in Mathematics.) An additional *Math Recovery* teacher will be added in the 2010-2011 school year.
4. *Accelerated Math Software* is used in grades 3-5.
5. Teacher and paraprofessional training and in-service. “Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)”  
(<http://www.nsd.org/standards/index.cfm>)
6. Professional development of *South Dakota Math Counts* in grades K-5. Teachers are trained to deliver cognitively guided instruction in math.
7. Additional training in classroom *Math Recovery (Add+Vantage Math)* strategies and assessments is planned for the 2010-2011 school year.
8. [www.ixl.com](http://www.ixl.com) Students can work on this website in school as well as at home. IXL's math skills are aligned to the 2010 Common Core State Standards, the 2006 South Dakota Early Learning Guidelines, the 2004 South Dakota Content Standards, and the 2004 South Dakota Content Standards, providing comprehensive preparation for the Dakota Assessment of Content Standards (DACS). With IXL's state standards alignments, you can easily find unlimited practice problems specifically tailored to each required standard. IXL automatically tracks student progress and displays proficiency scores in the state standards reports. These reports allow you to quickly evaluate student aptitude and identify trouble spots.
9. Will add new technology to enhance the hands on learning of students.
10. Offer professional development opportunities that enhance our instructors' knowledge of the Common Core State Standards.  
([http://www.corestandards.org/assets/Math\\_Publishers\\_Criteria\\_K-8\\_Summer%202012\\_FINAL.pdf](http://www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Summer%202012_FINAL.pdf))



## **Instruction by Highly Qualified Staff**

At this time 100% of the Lead-Deadwood Elementary School teachers and paraprofessionals are highly qualified.

1. At this time the Lead-Deadwood School District maintains a commitment to employing Highly Qualified Staff members. Should the need present itself; the District will review further options for recruiting Highly Qualified Educators.
2. Use Title I funds will be used to help paraprofessionals and teachers meet the requirements of being highly qualified

# Professional Development

The following tables provide information specific to professional development plans for the Lead-Deadwood Elementary School.

<b>Writing</b>				
Activity	Timeline	Provider	Participants	Evaluation
Reading Street	Daily	Instructor	Kindergarten thru 5 <sup>th</sup> grade instructors	Teacher observation/ student achievement

<b>Reading</b>				
Activity	Timeline	Provider	Participants	Evaluation
DIBELS Next assessment	Currently all teachers have been trained. Future training will be conducted on an as needed basis.	Julie Popham	K-5 teachers	Student achievement DIBELS NEXT achievement data
Reading Recovery	Once monthly during the year.	Rapid City School District and USD	Two Reading teachers	Student achievement in Reading Recovery Data
Reading Street	Ongoing training opportunities are provided as needed for all K-5 instructors	Pearson	K-5 teachers	Student achievement and growth in the Reading Street program
Common Core Training	Scheduled PD days in the district	State Department of Education LDS PD schedule	All K-5 instructors	Student achievement on the DSTEP District Assessment

<b>Math</b>				
<b>Activity</b>	<b>Timeline</b>	<b>Provider</b>	<b>Participants</b>	<b>Evaluation</b>
Accelerated Math/IXL.com	Training dates will be determined on an as needed basis	Teacher trainers	Grade level teachers	Teacher observation/student achievement
Math Recovery	Training dates will be determined based on available opportunities provided and funding	Mountain States Mathematics	Two Title Math Recovery teachers	Student achievement in Math Recovery programming
Add+Vantage Math	Training dates will take place during the school year	Pam Smith	K-5 classroom instructors	Student achievement on CBM's conducted in the fall, winter and spring
Origo Stepping Stones	August 21, 2014	Origo Trainer	K-5 teachers	Student achievement
Common Core Training	Scheduled PD days in the district	State Department of Education LDS PD schedule	All K-5 instructors	Student achievement on the DSTEP District Assessment

## **Parent Involvement and Education**

Building level Principal's are responsible for notifying parents of our involvement in school improvement. Upon receipt of our identification level from the state of South Dakota, letters are sent home informing parents of our No Child Left Behind status. Parents are provided specific reasons for our school being identified for school improvement and are provided contact numbers in case they have any questions regarding the testing data.

The Parent Involvement Policy is printed in the Lead-Deadwood Elementary Handbook. This handbook is given to each child on the first day of school. The policy is also sent home to participating students parents via mail. It is presented to parents at the fall open house and is available on the school website. A copy of this policy is attached.

The Parent/School compact is written, presented and explained to children and parents. It is then signed by the child, parent, Title I teacher and building principal. Activities that support the parent-school connection are available at each grade level. Parent/School compacts are sent to Title I parents by the Title I instructors.

Parent/Teacher conferences are held twice each year. Parents are assigned a time to come in and visit with the teacher about their child's academic progress. This is a time when parents and teachers are expected to be open and honest about the expectations they have for the child's academic success. Individual teacher/parent conferencing is used to discuss specific strategies identified to help the child improve in the area of need. At the elementary there was an overall parent attendance rate of 93% for the November 1<sup>st</sup> conferences.

Information from the school is presented in easy to read form with little educational jargon. The information is presented to the parents in small yet consistent intervals so that feedback and follow-up can be used. Parents are always encouraged to make contact with the school office or classroom teacher if there are any questions.

Parents are provided information at parent meetings and in the student handbook. All district curriculum and content standards can be found on the District website. Grade-level standards are also presented to parents through a grade-level handbook. This handbook is presented in the spring in order to inform parents and children of the expectations for their children during the upcoming year.

The school provides newsletters that are sent home on a monthly basis, "take home packets" containing ideas and suggestions for parents, and reading books at the child's level for at-home reading experience. Parents will be strongly encouraged to attend site-based trainings. Parents are offered free parenting classes through the Parent Resource Network. Parents of all children are encouraged to attend a Common Sense Parenting Class provided by the Parent Resource Network. Parent counseling sessions are available to help parents work with their children. There is also ongoing changing information on school's website, including Love and Logic topics and links to educational sites for games and learning.

The parent handbook has information regarding how parents can obtain and use strategies when assisting their child in acquiring early literacy. Ongoing information in weekly Friday folders goes to all parents in the district. The district website has additional information that informs and assists parents in developing literacy skills with their child. This website has various educational sites that will reinforce techniques taught at school.

The elementary school also provides several opportunities for parental involvement through our Physical Education program. At the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade level the program offers students a biking, swimming, and skiing education to promote a lifelong interest in physical education. At the beginning of each activity parents are provided the opportunity to share their expertise in any of the specified areas. These Physical Education programs provide an opportunity for parents to be actively involved in their child's education.

The elementary school provides parents an opportunity to become involved in their child's school by creating gingerbread houses. In Kindergarten, First and Second Grades parents are invited into the school to work creatively with their child to produce the most extravagant gingerbread house imaginable. As a result of this non-threatening environment we enjoy nearly 100% parent attendance at this event. Building gingerbread houses is simply a fun activity for parents and students. This activity virtually eliminates the anxiety parents often feel when visiting the school. Parent, students, and teachers look forward to this event every year.

As schools are placed at various levels of alert, building principals are responsible for informing parents through letters, School Board presentations, or the school district website. As schools reach varying levels of school improvement, parent notification regarding specific areas of concern will be made through the aforementioned means of communication.



Target Areas	Objectives	Activities and Strategies	Time Line	Implementation Evaluation
Transition for Preschool students	Transition for Preschool students	Kindergarten screening will be completed and parents informed of their child's performance. Social Security numbers, Medicaid information, birth certificates and shot records are obtained.	Completed by May of each year	Copies on file
		Students failing the screening will be re-screened in the areas of concern. Those continuing to display delayed development will be referred for an evaluation. An IEP will be developed for those eligible.	Completed by May of each year	Copies on file
		Local Kindergarten classroom visits will be offered to enrolled children from Head Start, Parents as Teachers, private/local pre-schools and the Early Intervention Room on an individual basis. Head Start will provide a transition folder.	Completed by May of each year	Packets on file
	Parents/students will be introduced to the school, staff, and classroom expectations	A Kindergarten Screening Day will occur in the spring and fall at which time parents will receive a handbook explaining school activities, expectations and readiness expectations and activities. Children will be screened and given personal tours of school.	Completed by May of each year	
		Students will be transitioned gradually into the daily routine of attending class over the first week of school	First week of school starting	
		Kids who enroll in Kindergarten who are not screened in the Spring are screened with the Kindergarten screening tool.	First month of school.	
		Enhance collaboration between the district and area preschools/agencies	Schedule annual meetings with area preschools/agencies to develop strategies to address transition needs.	Completed by Spring of each year
	Coordinate the transfer of records with area preschools/agencies.		Complete by time school starts	Part of cumulative folder
	Coordinate and make uniform the type of information that is collected in transition packet		Throughout the year	Posted on school website
	Preschool/Daycare providers are given a checklist of Kindergarten readiness skills.		Throughout the year	Posted on the school website
Provide training opportunities to families	Establish various informational sessions for parents on typical development, skill building, etc.		Throughout the year	Meeting agendas on file

8/17/2016

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All grade level elementary teacher's transition students from one grade level to another by organizing classes in the best interest of students' abilities and personalities. Students that are struggling and have not met the goals for the year will be considered for retention. Parents are informed of their child's progress throughout the school year and are involved in interventions and/or referrals necessary to meet their child's needs. Meetings including the parents are held throughout the year to track the child's progress. Summer school is another option.

### Fifth Grade Transition

Entering sixth grade can be daunting for students and parents. It is our belief that every effort is made to ensure that all outgoing fifth graders (and their parents) know what is to be expected as the students enter middle school. The following routines have been established so that all Lead-Deadwood fifth grade students can adapt to a new school climate with little apprehension.

*All fifth grade teachers:*

- *Develop schedules that allow our students to attend separate instructional classes.* Currently, our students move to another teacher and classroom for Science or Social Studies. In doing this, the children develop and use organizational skills that are needed when transitioning among a variety of classes in sixth grade.
- *Introduce the MS/HS grading system to parents and students.* This is necessary because our grade scale is very different from the scale currently used at higher levels. After explaining this to parents, we record percentages, the "number" grade, and the "letter" grade on all 4<sup>th</sup> quarter assignments.
- *Work as a team to separate the students into classrooms based upon peer relationships and academic ability.* After spending considerable time with these students, we feel that we know them well. And in doing this, we can possibly prevent situational problems that may arise. (Special and general educators attend this meeting.)
- *Schedule/attend orientation meetings in which the students are introduced to the middle school staff, students, and buildings.* During the first meeting, there is a Q and A period (hosted by current sixth grade students) followed by tour of the facilities. The second orientation meeting is scheduled for parents and students as the school year approaches. Attending these meetings greatly reduces anxiety for the students.
- *Would like to implement a Middle School Transition Team Meeting.* We feel it's important to share specific information about social and academic modifications that have been implemented for several of our students. (Specifically those students who struggle socially or academically, but do not qualify for special education services.) Rather than spend several weeks attempting to "see where the child is", it would be ideal to inform the teachers of the modifications that were implemented. (This would also work for students who are "gifted".) We hope that this communication will eliminate any guesswork for the teacher and prevent unwanted surprises from parents.

## Monitoring/Evaluation

1. Third, fourth and fifth grade students take the Smarter Balanced assessment in the spring.
2. Reading Recovery at first grade. The lowest achieving students receive Reading Recovery services. Students are pre and post tested to demonstrate academic progress in the area of reading.
3. DIBELS Next assessments for grades K-5. Students are given benchmark assessments three times per year. At-risk students are progress monitored every two weeks.
4. Math Recovery at first grade. The lowest achieving students receive Math Recovery services. Students are pre and post tested to demonstrate academic progress in the area of math.
5. Add+Vantage Math assessments for grades K-5. Students are given benchmark assessments three times per year.
6. Small group RtI instruction for grades K, 1, 2, 3, 4 and 5.
7. Accelerated Math and Reading 3-5 (students mastered skills can be isolated so they will be able to work on a specific math skill).

## **Fiscal Requirements**

The following information represents the projected spending of Title 1 dollars for Lead-Deadwood Elementary School's SchoolWide program.