

Stanley County School District 57-1

Stanley County Elementary

Schoolwide Plan 2018-2019 School Year

Stanley County Elementary
Stanley County School District 57-1
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PROGRAM DEVELOPMENT

Title I Planning Team Members

Terri Mehlhaff	Elementary Principal/Title I Director
Christy Schilling	Parent
Shelly O’Daniel	Parent
Sarah Carter	School Board Member
Misty Roberts	Grade Level Teacher
Marissa Jacobsen	Grade Level Teacher
Ashley Holm	Grade Level Teacher
Jennifer Milliken	Grade Level Teacher
Amber Gill	Special Education Teacher
Carol Olson	Paraprofessional

Technical Assistance

Jenifer Palmer	DOE – SEA Assistance
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Significant Dates

October 10, 2007	School Board meeting where information was presented and approval was given to proceed with writing the application for Schoolwide status.
October 9, 2012	Stanley County School Board approved the District Policy for Federal Programs and new School-Family Compact.
December 10, 2012	Schoolwide Plan approved by SC School Board
Sept. 12, 2013	Schoolwide Plan was sent to Planning Committee members for review via email.
Sept. 17, 2013	Plan approved by Planning Committee
October 14, 2013	2013-2014 Schoolwide Plan approved by School Board
June 9, 2014	School Board approved schoolwide plan for 2014-2015.
May 19, 2015	Title I Planning Committee review, approval meeting
June 2015	Board approval of the Schoolwide plan
Sept. 15, 2015	Notified by SD DOE of success exit of FOCUS school status
May 9, 2016	Board approval of Schoolwide plan
March 3, 2017	Transition planning/cooperation meeting with Oahe Head Start. Attended by KG/JK teachers, Head Start teachers, and administration from both facilities.
March 14, 2017	Annual Information Parent Meeting during family event
March 14, 2017	Family Night held at the elementary. Interactive family math, reading, and science activities for students and parents.
June 9, 2017	Title I Planning Committee review, approval meeting of 2017-2018 plan. Committee members in attendance: Christy Schilling, Shelly O’Daniel, Terri Mehlhaff, Sarah Carter, Misty Roberts, Barb Rose, Jennifer Milliken, Carol Olson, Dr. Price. Plan Approved.
August 14, 2017	Board Approved Schoolwide Plan

February 9, 2018	Transition Meeting with Head Start
February 21, 2018	Parent Survey at Parent Teacher Conferences
February 21, 2018	Parent Survey at Parent Teacher Conferences
March 19, 2018	Family Night held at the elementary. Interactive math, reading, and science activities for students and parents.
March 19, 2018	Annual Information Parent Meeting during Family Night.
May 17, 2018	5 th grade transition tour and information on Middle School.
June 7, 2018	Title I Needs Assessment – Team met and reviewed data and parent survey to help determine needs for 2018-2019.
June 7, 2018	Title I Planning Committee review, approval meeting of 2018 – 2019 plan. Committee members in attendance:

Role of Planning Team

The planning team is involved in the development of new documents, policies, and with the revision process. The planning team is also the group who evaluates all components of the plan annually. Their input is gained through meetings and email.

Time Period of Schoolwide Plan

The timeframe for this plan is the 2018-2019 school year.

SCHOOL PROFILE

Fort Pierre Community

Fort Pierre is a rural community of approximately 2,078 residents located in central South Dakota's Stanley County. Lying on the banks of the Missouri River below the Oahe Dam and Lake Oahe, it enjoys a mixed economy derived from government, agriculture, and outdoor recreational attractions.

Stanley County Elementary Profile

Stanley County Elementary educates students junior kindergarten through fifth grade. A new elementary school was completed in December of 2013 and has allowed all elementary classes to be housed in one building. The elementary junior kindergarten program is offered based on the needs of students following our Kindergarten Round-up.

One principal oversees the operations and needs of the students and staff. A school counselor serves the students in JK-5. Working with the students are nineteen certified staff members and three support staff members.

Stanley County Elementary students in K-5 have one hour of music, computers, and P.E. per week. Students have thirty minutes of library time per week along with thirty minutes of counseling time twice per month. Special education and related services are provided as designated by the student's IEP.

There are two sections of kindergarten through fifth grade. There is one section of junior kindergarten, Teachers in grades 4-5 also departmentalize by core content area.

The enrollment for the 2017-2018 school year was 203 students: 112 boys and 91 girls. Approximately 42 percent of the students are eligible for free and reduced meals. Caucasians make up about 82 percent of the student body; Native Americans are second with approximately 18 percent.

The school provides the BUFFS Program, an after school program for children. The BUFFS program provides after school snack, homework assistance, academic activities, recreational activities, and occasional field trips. The BUFFS program serves students daily from 3:35-5:30 when school is in session and all-day Friday from 7:30-5:30 when school is not in session. To accommodate junior kindergarten students, the BUFFS Program does open at 2:00 on school days for those enrolled. The BUFFS Program is also offered through the summer from 7:30-5:30 in two five-week sessions. During the summer the BUFFS Program provides daily academic activities, interest-based camps from athletic activities, to fine arts, to engineering and technology activities. The students participate in field trips, community events, and other recreational activities.

Stanley County Elementary offers a wide variety of programs to enhance the school's learning environment. Field trips are taken to the Discovery Center, Verendrye Museum, airport, hospital, butterfly garden, Ag in the Classroom, and Cultural Heritage Center, Read Across America readers at the Capitol, as well as the SD Discoveries Field Trip. The staff and students at Stanley County put on a Native American Day and Veteran's Day program. Third grade students participate in Reading Buddies with community volunteers and High School students. Second graders participate in the Arbor's Day presentation each year. Also, community/parent volunteers are used in various classrooms. Third, fourth, and fifth grade students have Junior Achievement, while a Geography Bee is held for fourth and fifth grades. Fifth grade students also spend one day a week for four weeks participating in STARBASE provided by the Department of Defense. Grades three through five use GEMS kits for STEM-based activities to meet their Science standards in the classroom. Fourth and fifth grade students may also join a special elementary choir. Music is periodically performed at the Fort Pierre Senior Center.

The elementary school honors “Little Buffs” for each month, which is a program based on character traits, academics, and leadership. This program is sponsored by local businesses in Fort Pierre.

A variety of academic programs are also at the disposal of classroom teachers. Intervention programs include SRA, 95 Percent Group, Seeing Stars, Edmark, and Do the Math. The elementary has implemented PLCs. We are using our PLC time twice a month to look at data from DIBELS, Renaissance STAR assessments, and the CORE Phonics screener to monitor our students and their progress. We also use this data to determine which intervention group the students will work in and which skills they need support with. In grades 4 and 5 departmentalization of content areas also occurs. There is a teacher for Math, ELA, Reading, and Science/Social Studies. Each of those four teachers teach both 4th and 5th grade.

Stanley County Elementary has updated the Math program that is used daily in the classrooms to Investigations 3 during the 17-18 school year to better meet the South Dakota Content Standards. ReadyGEN Reading series from Pearson has also been purchased along with the leveled readers and intervention materials that are part of the program to better meet the South Dakota Content Standards. The previous reading series did not fully meet the standards. The leveled readers and intervention materials will be used during our daily intervention time.

Stanley County Elementary has provided and continues to provide professional development opportunities for staff members to improve student learning. Various teachers have received training in programs such as DIBELS Next, Cognitive Guided Instruction, and CODE.org. Several teachers have taken Common Core and SLO training provided by the State. Many teachers have received CORE reading training, while 4-5 teachers have received Practical Math Instruction training through a State provided PD and coaching program. All classroom teachers and Title I paraprofessional will receive training on ReadyGen from Pearson. Stanley County teachers will have training in various areas of technology as well as spending in service time reviewing data to guide instruction.

All classrooms have a SMART Board and teachers are implementing this technology into their instruction. Classrooms are also utilizing document cameras and some have wireless slates. The elementary is also equipped with two mobile labs for students and there are fourteen iPads for classroom use.

Personnel Information

Certified Staff Members	19
Percent with Advanced Degrees	31%
Student to Teacher Ratio	10:1

Student Demographic Data 2017-2018 (Numbers based on “Count Day”)

2017-2018 School Year Student Group	Percent of Students (203)
White	82%
Native American	18%
Black, Hispanic, Other	.01%
Two or More Races	.06%
Special Education	17.6%
LEP	0%
Migrant	.01%
Economically Disadvantaged	41%

Discipline Data

Discipline Incidents

School Year	Enrollment	Grades JK - 5	
		# of Students	# of Incidents
2015-2016	184	25	78
2016-2017	199	13	46
2017-2018	203	36	85

Number of Incidents by Resolution Level

Grades KG – 5		
School Year	Resolution Level	# Resolutions per level
2015-2016	Minor	54
	Intermediate	20
	Major	4
2016-2017	Minor	32
	Intermediate	6
	Major	8
2017-2018	Minor	62
	Intermediate	16
	Major	7

Minor Resolution Level
Examples: time out,
warning, conference
Intermediate Resolution
Level Example: ISS
Major Resolution Level
Example: OSS

SBAC State Assessment Scores

Following the 2013 D-Step assessment Stanley County Elementary was labeled a FOCUS school due to the GAP group not meeting its target scores. The GAP group consists of the subgroups: Native American, economically disadvantaged, and students with disabilities. Students completed the Smarter Balanced tests in the spring of 2015.

Stanley County Elementary was notified in September of 2015 that it had successfully been removed from the FOCUS school list. The SBAC scores following the spring of 2015 showed that students in grades 3-5 exceeded state performance averages in every area except 5th grade math.

TECHNICAL ASSISTANCE

State Educational Agency Assistance

Jenifer Palmer in SD DOE provide the school with assistance through consultations, email, and by providing examples and templates as needed.

Responsibilities

The responsibilities at the school level are to develop and implement the plan within Stanley County Elementary School. The school district responsibility is to provide support and resources in the implementation of that plan. Responsibilities at the state level are to provide technical advisement.

HISTORY of the PLAN

Stanley County Elementary was targeted assistance up until the 2008-2009 school year. With the beginning of the 2008-2009 school year, Stanley County Elementary went to a schoolwide program. Prior to implementing the schoolwide program a small group of Stanley County Elementary Title I representatives attended a state training on what a schoolwide plan entails.

The Title I Planning Committee meets periodically throughout the school year to look at revisions, updates, and changes to the plan.

COMPREHENSIVE NEEDS ASSESSMENT

During the 2016/2017 School Year the staff at Stanley County participated in 3 data digs using the data from the NWEA Maps Assessment, DIBELs, CORE

Phonics, 95% Group Assessments and our local math screener. We were able to determine that the Math Investigations 2 curriculum was not meeting the South Dakota State Standards. We were able to work with the company and upgrade our Math curriculum to Math Investigations 3. We used the website EdReports.org and our Math Coach from TIE to help us determine that Investigations 3 would meet our South Dakota Content standards.

During the 2017/2018 School Year the staff met for two data digs. We met on September 8, 2017 and January 2, 2018. We determined that our reading series was not meeting our South Dakota Content Standards. We used EdReports.org, our Reading Coach from TIE, and the data from Renaissance STAR Reading/Early Literacy, DIBELS, 95% Group Assessments and CORE Phonics to help determine this. The Leadership Team met and chose four series to choose from. We were able to analyze the materials and choose ReadyGEN from Pearson.

The Leadership Team, including Misty Roberts, Marissa Jacobsen, Ashely Holm, Jennifer Milliken, Amber Gill, Carol Olson, and Terri Mehlhaff met on June 7th, 2018. The data analysis of numbers included looking at DIBELS benchmark data, STAR Reading and Math assessments, and parent survey results. Analysis of other aspects and program of the school were also undertaken in a systematic approach.

The data and school were examined by the Leadership Team through four different lenses: Leadership, Talent and Development, Family and Community Engagement, and Curriculum and Instruction. Each lens was examined separately beginning first with a brainstorm of our school under that lens, analyzing the effectiveness of the items generated from the brainstorm, prioritizing the programmatic items, and eventually writing the goals.

The data and analysis led the group to look specifically at Curriculum and Instruction. The Leadership Team put forth the plans of implementing ReadyGEN Reading Curriculum. This will be used for all K-5 Reading instruction. We will continue to use Math Investigations 3 for all K-5 math instruction. Each certified teacher and the Title I paraprofessional will participate in our Power Hour Intervention Program 4 days a week for 30 minutes using evidence-based materials. We will continue to bring in our reading and math coaches from TIE to support our new teachers. The Title I funds will also be used to pay for the training with Pearson on implementing the new program.

We have also determined we would move our intervention time from 60 minutes to 30 minutes. We feel having a shorter time will allow for a more focused lesson using the intervention materials from ReadyGEN. This will also allow our Title I Paraprofessional more time in the classrooms or to work with specific students. The teachers will have more class time to work on the activities that go along with Investigations 3 and ReadyGEN in their classrooms.

The team determined that it would be prudent to write math and reading goals based on the information reviewed.

GOALS, OBJECTIVES, AND STRATEGIES

Reading Goal:

85% of K-5 students will obtain a Student Growth Goal of 50% or higher on the STAR Reading or Early Literacy Assessment by the spring assessment during the 18/19 school year.

Objective 1: Identify baseline achievement for all students.

Strategies:

- Use individual student data to target areas of core and intervention instruction.
- Use of researched-based intervention programs.
- Implementation of new reading series.

Math Goal:

85% of K-5 students will obtain a Student Growth Goal of 50% or higher on the STAR Math or Early Literacy Assessment by the spring assessment during the 18/19 school year.

Objective 1: Identify baseline achievement for all students.

Strategies:

- Use individual student data to target areas of core and intervention instruction.
- Use of researched-based intervention programs.
- Continued implementation of updated math series.

HIGHLY QUALIFIED STAFF

Core Content Subject Teachers

One hundred percent of core content subject teachers at Stanley County Elementary are highly qualified.

Strategies to Assure Highly Qualified

First, the school/district makes every attempt to hire highly qualified teachers from the beginning. In the event that a teacher is not highly qualified, support and resources will be provided to enable the teacher to become highly qualified.

Title I Paraprofessionals

Prior to the hiring of a paraprofessional within the Title I school, he/she must demonstrate being “highly qualified” either through education or by obtaining a passing score on the Parapro exam.

Creative scheduling and room arrangements allow for paraprofessionals to be under direct supervision.

Attracting Highly Qualified Teachers

Stanley County School District sends representatives to job fairs within the state and positions are posted on the Associated School Boards of South Dakota, Department of Labor, and various public university career services’ websites along with our own District website. The District also utilizes local print media to advertise openings.

PROFESSIONAL DEVELOPMENT

Professional Development Opportunities for 2018-2019

- Systems Change Conference
- Crisis Prevention Intervention Training/Refresher
- Math and Reading/Writing coaching and PD provided by TIE
- AdvanvED
- SD ED Conference
- TIE Conference
- Indian Ed. Conference
- Buffalo Institute
- Kindergarten Academy
- State Education/Title I Conference

- STEM Curriculum Connections
- CODE.org Training
- Sped Conference
- Title I Conference
- ESSA Workshop
- ReadyGEN Training through Pearson
- State New Teacher Mentoring Program
- Professional Learning Communities

Implementing Strategies

The District’s professional development days will be spent by the instructional teams looking at their data from our local and state assessments. They will then use that data to guide their instruction using research based practices and developing their intervention groupings. The staff will also learn more about research based strategies to better meet the needs of the students. Time will be spent in planning and collaboration with other members of their Professional Learning Communities.

PARENT INVOLVEMENT IN EDUCATION

Strategies to Promote Involvement

Stanley County Elementary has two parent members on the Title I Planning Committee. They are full committee members who participate in our annual review meetings and the writing of policies and compacts.

Parent and community involvement is promoted through various events and methods:

- Flyers and newsletter postings for the Parent Engagement Conference sponsored by DOE and South Dakota PIRC when notified of an event
- Individual classroom newsletters
- Stanley County School District website
- Stanley County School District Facebook page
- Parent-Teacher Conferences held twice a year
- Open House prior to school beginning
- Family Engagement Night each spring
- Classroom volunteers and activities
- Parent contact via phone and email
- Math and Reading Nights
- School assemblies
- Parent Teacher Group

Parent Involvement Policy

The current district parent involvement policy labeled Title I Parent Involvement Policy in the *School Board Policy Book Appendix B* was revised and adopted in May of 2013.

District Parent Involvement Policy is Appendix A of this document.

A school level parent involvement policy was written during the spring of 2013 by the Title I Planning Committee. The policy is found in the *Stanley County Student Handbook* as part of Appendix F.

School Parent Involvement Policy is Appendix C of this document.

School-Family Compact

The School-Family Compact was originally adopted by the School Board in August of 2002. A completely revised version was written by the Title I Planning Committee and approved by the School Board in October of 2012. The policy is found in the *Stanley County Student Handbook* as part of Appendix F.

School-Family Compact is Appendix B of this document.

Parent-Teacher Conferences

Parent-Teacher Conferences are held twice a year, once in the fall and once in the spring semesters. The Parent-Teacher Conferences generally fall on the calendar in September and February.

Progress Reports

Progress reports may be sent home at midterm of each quarter for students who are struggling in core subjects. Report cards are mailed home at the end of each quarter to all parents.

Family Activities

Family activities are held periodically throughout the year. Activities may include Family Engagement Night, School Carnival, Thanksgiving Meal, and classroom activities.

Understanding Assessment Results

A letter from the assessment coordinator along with a guide to interpreting the results is sent home with the student's results. Parents are also encouraged to discuss the results with the student's teacher or counselor.

TRANSITION

Stanley County Elementary School's transition plan begins with the screening of early childhood children (birth-5) within the district. The screenings are held four times a year. This step helps the school in the identification process of children and aids in the transition process to kindergarten. These first steps are done in cooperation with SD Cares, Head Start, and private preschools.

The current Stanley County Elementary School's transition plan is Appendix D to this document; the plan was revised and approved by the transition committee in February of 2014.

5th grade students will have a transition time to MS which will include visiting lockers, meeting with teachers, having opportunities to ask questions of current 6th grade students, and a parent meeting in August.

MONITORING AND SUPPORT

Activities to Ensure Student Assistance

Stanley County Elementary employs two primary means of assisting students at-risk.

- PLC
 - The PLC process allows the school to look at data to determine specific interventions for students at risk. Small group instruction and progress monitoring gives students skill appropriate instruction.
- STAT
 - The Student/Teacher Assistance Team helps to identify students who are at risk beyond the academic realm and suggests strategies to assist them.

Student Needs Identified

Students' needs are identified in a timely manner as the DIBELS Next, STAR 360, and CORE Phonics Survey assessments are given three times per year. STAR Math, STAR Reading, and Early Literacy assessments are also used to gauge students' abilities. Additionally, classroom observations and assessments are used to identify students' needs.

Student Progress

Progress monitoring with DIBELS Next occurs on a regularly scheduled basis. We will also use STAR 360 for progress monitoring as needed.

Summer School

Summer School was implemented in the summer of 2017 to help identified students who have not yet reached their appropriate grade level fluency rate based on DIBELS Next scores, CORE Phonics Survey, STAR 360 scores, 95% Group Assessments and teacher observations. These students will have the opportunity to work on Reading skills using the 95% Group Intervention Program for 3 weeks, 4 sessions per week. Students will work individually or in small groups on identified skills that they are lacking to help them reach grade level and to decrease regression of skills over the summer break.

Sharing of Individual Results

All assessments used in identifying students' needs may be shared with individual parents during Parent-Teacher Conferences and as the need arises individually.

FISCAL REQUIREMENTS

Funding Source and Use

Federal Title I funds are used in the paying of salary and benefits of the elementary staff who work all or a portion of their day in this area. Summer School intervention staff is paid from Title I. These funds are also used for homeless attendance and social work services.

Title I funds support our ability to provide a family engagement night event by funding the materials and salary costs associated with the event. Professional development and instructional coaching within the area of math and reading are also supported by this funding.

Federal Title I funds pay for our DIBELS testing materials and the intervention materials to be used within the areas of reading, writing, and math.

Stanley County Elementary uses Title I funds to pay for intervention and classroom reading materials to ensure we have quality curriculum materials that meet the South Dakota Content Standards and provide adequate materials for the teachers and will meet the needs of the students.

The STAR 360 assessment used within grades K-12 for benchmark assessments is paid for through REAP funds.

REAP funding pays for classroom technology equipment, professional development both for instructional practice and technology, credit recovery, and innovative programs to improve student achievement.

Alternate funding, which may include state aid and local tax dollars make up the difference in the salary and benefits not covered by our Title I funding.

District's Financial Responsibility

Since Stanley County Elementary is a schoolwide Title I program, the district supplements all staff salaries, benefits, trainings, and supplies not covered by the federal funds.

Resource Allocation

The Title I funding allows the district to employ one paraprofessional who works 100 percent of her time assisting the school in meeting the Title I goals. This funding also supports material and salary costs associated with the family engagement night activities. The remainder of the Title I funding supports staff professional development, summer school, instructional coaching, and the purchase of intervention materials to improve the areas of reading/writing and math.

ONGOING PROGRAM DEVELOPMENT

Annual Evaluation

An annual evaluation of the plan will occur following Stanley County Elementary School receiving its testing results and holding a data retreat to evaluate those results. During the annual evaluation of the plan all areas will be looked at for revising and updating to best reflect Stanley County Elementary School's policies, practices, and goals.

Peer Review

An on-site Title I review was conducted by SD DOE representatives Jenifer Palmer on May 23, 2017. During the review, all Title I documents were submitted, and the review team met with a staff group, administration, student group, and parent group.

LEA Approval

The Title I Schoolwide Plan for 2018-2019 at Stanley County Elementary School was approved by the LEA in June of 2018. Monitoring of the plan will primarily occur through the Title I Planning Committee and staff members who participate in the dissecting of data.

Public Access

All stakeholders will have access to the Title I Plan through the Stanley County Schools website, and it is available in hardcopy upon request. Parents and community members will be notified of its availability through the District newsletter.

APPENDIX A

Stanley County Schools Board Policy Book

APPENDIX B

Stanley County School District 57-1

Title I Parent Involvement Policy

The following will be utilized by the Stanley County School District to encourage parental participation in the design and implementation of the Title I program:

- The Stanley County School District will involve parents in the development of the plans and policies regarding parental involvement through parent members to the Title I Planning Committee, Consolidated Application Advisory Committee, and parent surveys.
- The Stanley County School District will provide and support the Title I director, head of federal programs, administration, and staff in the necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- The Stanley County School District will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies with school readiness and coordination/transition plans to the school district.
- The Stanley County School District will support the school's goals and provide resources in carrying out the objectives of the Title I program within Title I designated schools.
- The Stanley County School District will use surveys, public meeting feedback, and parent involvement on committees to involve parents in the process of school review and improvement. The district will make a reasonable effort to provide assistance to parents who need an alternate language or interpreter in reading Title I documents.
- The Stanley County School District will ensure that individual schools within its district operating Title I programs have a school level parent involvement policy and school-family compact that establishes parent and family engagement within the school.
- The Stanley County School District will conduct an annual evaluation of the policies during the revising process of the district's policy book and schools' handbook.

(Adopted 8/12/02; revised 5/13/13)

APPENDIX B

Stanley County Schools School-Family Compact		
School Responsibilities:	Parent/Guardian Responsibilities:	Student Responsibilities:
We, as school staff, will support our families in the following ways:	We, as parents/guardians, will support our child's learning in the following ways:	I, as a student, will share the responsibility to improve my academic achievement and achieve high standards. I will:
1. Provide standards based reading and math instruction by highly qualified teachers.	1. Provide a time and space for homework and check that all work is completed.	1. Do my homework every day.
2. Provide parents with quarterly grade reports.	2. Communicate with my child's school/teacher during conferences, through email and/or phone contact.	2. Ask for help when I need it.
3. Be available to parents during conferences, through email, phone contact, and face-to-face consultation.	3. Read to/with my child every day.	3. Read at least 15 minutes every day outside of school.
4. Provide parents opportunities to volunteer in their child's classroom and learn ways to improve their child's academic achievement.	4. Participate in opportunities provided by the school to volunteer, receive, training, and provide input.	4. Strive to do my very best!

(Revised and School Board Approved: Oct. 2012)

APPENDIX C

Stanley County Elementary School

Title I Parent Involvement Plan

Families and schools who work together in educating children are bound to have higher levels of success. As a school, we believe, we must provide you with the opportunities and support to become involved so together we can find that success.

Stanley County Elementary School would like to take this opportunity to share with you the ways we can build this effective partnership and strengthen the educational process together.

Stanley County Elementary will provide information to you in the fall and spring in regards to our schoolwide Title I and how ALL students can benefit from the opportunities offered. A reasonable effort will be made to provide parents who need an alternate language or interpreter in reading Title I documents. Information shared may include:

- School-Family Compact
- Parent Involvement Policy
- Explanation of testing reports
- Explanation of report cards

Parents may request opportunities for a meeting to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child. Stanley County Elementary encourages open communication between all parties. Parents are invited to be involved in the planning, reviewing and improvement of the programs for parent involvement at Stanley County Elementary. Meetings are held at flexible times for the convenience of parents. Opportunities may include:

- Phone calls and emails
- Scheduled appointments
- Parent/teacher conferences
- Title I Planning Committee
- Survey opportunities
- Annual meeting

Stanley County Elementary will inform parents, in a timely manner, of all information regarding Title I programs and procedures. The school will use Title I funds to pay reasonable and necessary expenses associated with parent involvement activities. Parents are informed of these meeting and training sessions through:

- Quarterly Newsletters
- School's website calendar
- School Facebook page
- Notices sent home with students

Stanley County Elementary can provide parents a description and explanation of the curriculum in use at the school as well as forms of academic assessments used to measure progress and proficiency levels. This may be done through:

- Parent/teacher conferences
- School board meetings
- School's website
- Scheduled appointments
- Open House
- Family activity events

Stanley County Elementary has jointly developed, with parents, a School-Family Compact. This compact outlines how the staff, parents, and students share the responsibility for improving student academic achievement and that the school and parents will partner to help students achieve high standards.

Stanley County Elementary gives parents and the community opportunities to volunteer throughout the school year. They are designed to support and encourage your involvement. Some ways to be involved include:

- Booster club events
- Classroom volunteering
- Classroom activities- for example:
 - ~Reading Buddies
 - ~Field trips
 - ~Class plays
- Book fairs
- Parent Teacher Group
- Special school events-for example:
 - ~Read Across America Day
 - ~Rally Day & Picnic
 - ~Family activity events

Stanley County Elementary staff and administration make themselves available to assist parents in understanding such topics as:

- Academic standards
- Student progress
- Academic assessments
- Academic achievement

Stanley County Elementary believes that the continued training and education of its staff is vital in meeting the needs of the students and their families. These trainings may include professional development, such as inservice or staff meetings, and may cover topics such as:

- Academic standards
- Academic assessments
- Effective communication
- School environment

Stanley County Elementary will meet annually with representatives of Head Start and other early childhood programs to ensure the successful transition of children into the school community.

Stanley County Elementary provides full opportunities for the participation of ESL families, migratory families, and families with children with disability to the extent possible.

Stanley County Elementary shall distribute to all students and parents the parent involvement plan and other Title I documents in an understandable format through the school's website and student handbook.

Developing effective partnerships with families requires that all school staff create a safe and sound educational school environment. We welcome parents and encourage you to ask questions and voice your concerns and suggestions. You may do so by contacting Stanley County Elementary at 223-7745. The school website: stanleycounty@k12.sd.us.

(Adopted June 2013, Revised July 2018)

APPENDIX D

STANLEY COUNTY ELEMENTARY

TRANSITION PLAN

Program Development

Children moving into kindergarten when they reach the age of five experience a major milestone in their life. To assist with this transition, the Stanley County School District has safeguards in place to help assure that students entering kindergarten are developmentally ready for this step. These safeguards include that the student is developmentally ready to enter kindergarten. Many services are provided prior to, during, and after kindergarten to continue a successful transition.

Coordination/Collaboration

The Stanley County School District will coordinate Title 1, Special Education, Head Start, and other preschool programs to transition children into kindergarten. Representatives from these various entities will serve on the Transition Team. A minimum of one meeting will be held annually.

Head Start/Preschool Programs:

Prior to Kindergarten Roundup (Kindergarten Screening) held in the district, SCSD will contact these agencies to provide information regarding upcoming transition activities. An Interagency Agreement between the Stanley County School District and Oahe Child Development Center (Head Start) is developed and reviewed annually.

Special Education Services:

Transition meetings for students on IEPs entering kindergarten will be conducted with parents of each student. These transition meetings may include service providers, parents, kindergarten teacher, building principal, and special education director.

Communication

Communication between the school, parents, and early childhood agencies will be an on-going process. Parents and agencies serving prospective students will be notified of transition activities. Notification of Kindergarten Roundup and Early Childhood Screenings will be made available to parents through a variety of methods including: mailings to preschool and Head Start programs, announcements in school newsletter, district website, newspaper, and radio.

Transition Process

The purpose of the Transition Plan is to make sure parents are informed that the school district is ready to assist them as their child transitions into kindergarten. The plan will help parents know what the school's expectations are, what services are available, and how to get help when they need it.

Early childhood: Stanley County School District serves student with disabilities beginning at age 3 if they are identified with a disability. The district has a child-find procedure which helps to identify qualifying students. Services available in early childhood include: speech, PT, OT, and if needed cognitive services with a certified teacher who work on teaching the children skills to be successful in kindergarten. To ease the transition to kindergarten, the IEP team meets prior to the kindergarten year to discuss accommodations and needs each child might have.

Head Start: Two documents, an Interagency Agreement and Transition Plan, guide the district and Head Start staff and parents in the areas of referrals/screenings, communications, service coordination, training and resources, and transitions.

Parents are offered:

- Assistance in becoming their child's advocate
- Assistance with communicating with their child's teacher and service providers
- A transition book
- Information about Kindergarten Roundup
- An opportunity to speak to a district kindergarten teacher about expectations and ask questions
- Assistance with preparing documents required by the school system

Kindergarten Roundup: A district-wide Kindergarten Screening is conducted in the spring of each school year. The screening serves three purposes: Parents gain insight on the developmental levels and readiness of their child, federal program requirements for early identification and intervention are maintained, and district staff gather preliminary numbers of students to begin planning for fall classes. Parents and incoming students are scheduled. Students are screened by kindergarten teachers, and the speech clinician is available for speech concerns. Parents complete required paperwork and enrollment information. At the conclusion of the screening, parents receive a summary of the screening and a report to parents. In addition, program options available for students entering public school are discussed in relation to the developmentally appropriate placement for their child.

Transfer of Records

Head Start transition specialists coordinate the transfer of records with the school district to ensure that relevant records are transferred. Head Start staff meet with every parent in the spring to discuss the transition plan and needs for their child as he/she moves into their program to the Stanley County School District. This

transition plan includes areas for the parents to work on with their child, seeking parent permission to share information with the school district, etc.

Early childhood staff transfer records in-district as needed.

A cumulative folder is started for all children attending Kindergarten Roundup. All records (copies of birth certificates, immunization records, etc.) and school forms collected at that time and all screening documents are placed in the cumulative folder.

Professional Development

Joint transition related training will be organized with school staff, Head Start staff, and other early childhood programs as needs are identified. These may include early childhood topics, kindergarten readiness issues, developmentally appropriate practices, early childhood/kindergarten expectations, and/or assessments.

Parent Involvement and Education

Prior to students entering the public school, publications are often made available through Head Start and private preschool programs for distribution to parents. For example, copies of the brochure Building Blocks: A Guide to Reading Readiness (produced by the South Dakota Parent Resource Network) are shared.

A variety of information regarding Kindergarten readiness is provided to parents at Kindergarten Roundup.

A minimum of one Title I meeting is scheduled each year. Parents receive information on the Title I program and specific ideas on topics such as helping their child to read.

Monitoring and Evaluation

Parents of kindergarten students will be surveyed asking for feedback on their experience with Kindergarten Roundup. Kindergarten teachers and the Coordination/Transition team will evaluate the responses /results of the surveys and consider changes and/or modifications to the district Transition Plan and Kindergarten Roundup.

An annual meeting will be scheduled each spring to review, evaluate, and revise the Coordination/Transition Plan. Parents, the district and sending agencies will be involved in the evaluation process. Additional meetings will be scheduled as needed.

(Revised February 2014)