White Lake Elementary School

Schoolwide Plan

2008-2009

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An Overview of the Schoolwide Program 08-09

**Planning Team**

Betty VanSoest 2nd Grade Teacher Marlys Williams 3rd Grade Teacher

Teresa Thiry-Moeller Title I/SPED Kris Pursell Title I Paraprofessional

Randy Hoffman High School Lead Teacher Susan Suelflow Parent

Mr. Berle Johnson Supt/Elementary Principal Tina Kieffer Parent

### Sara Fridley Region 3 ESA Representative

### Schoolwide Planning Summary

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

The District has been using a new reading program with leveled books since the 2002-2003 school years in grades K-5.

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

**Mission Statement:**

Showing White Lake PRIDE – It is our mission to develop Productive, Responsible, Independent learners, Dedicated to Excellence.

**Vision:**

“It is the vision of the White Lake School District #1-3, through a partnership and shared responsibility of a school community composed of administrators, teachers, students, parents and community members, to provide a school where students are given the opportunity to thrive academically, socially, emotionally, and physically. As a school community, we envision an environment of intellectual stimulation to achieve optimal student performance and to instill a true love for learning in our students. Our staff will foster classroom environments in which diverse scientifically-based learning strategies are implemented in order to meet the content standards. Staff will stay abreast of these strategies through continuous professional development. We see computers and technology as tools to develop higher level thinking skills, enhance creativity, and encourage personal expression, hence creating a population of life-long learners. We see the school community as being exposed to updated technology through curriculum integration, staff development, and various educational opportunities.”

**Our beliefs:**

* Learning is a life-long process with critical thinking, decision making, and problem solving as key components.
* Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
* Curriculum and instructional practices should incorporate a variety of learning activities to accommodate differences in learning styles.
* Students, teachers, administrators and parents have a shared responsibility to advance the mission, philosophy and beliefs of the school.
* Parental involvement and community support are essential ingredients for collaboration with teachers, staff, and administrators if students are to become confident, self-directed, life-long learners.

Professional Development

2008-2009 PROFESSIONAL DEVELOPMENT PLAN FOR WHITE LAKE SCHOOL DISTRICT 1-3

The White Lake School is committed to providing a quality education for the students in attendance. Believing that increasing the quality of instruction is the number #1 way to increase student learning the following professional development plan was created:

PROFESSIONAL DEVELOPMENT

May 19, 20, 21, 2008, all K – 5 teachers should be here all three days for completing Tech Paths

May 28 Mini Foundations Math Counts (Kim) (Platte)

May 29 Mini Foundations Math Counts (Kim)

June 25, 2008, all six (6) certified K – 5 teachers plus Teresa will receive instruction in supplementing their current math lessons with Math Counts.

June 26, 2008, continue with Math Counts

August 11, 2008, continue with Math Counts .

August 15, 2008, Data Analysis Randy, Betty, Teresa, Michelle Data Retreat Leadership Team.

August 18, 2008, all nineteen (19) certified teachers will be conducting a Data Analysis of the spring 2008 Dakota Step Scores.

August 19, 2008, continue with Data Analysis for all teachers.

Employees attending the professional development workshops will be compensated $100 per day. Hours will be 8:30AM – 3:30PM with a 1 hour lunch (on own).

PLANNING

August 22, 2008, all thirty two (32) White Lake Employees will attend a local planning workshop. This is the 1 day of in-service that we count toward our mandatory 962.5 instructional hours. This is the first day of the 2008-2009 contracts.

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--- | | **White Lake School District 01-3**  502 E Division St.  White Lake, SD 57383 | **School Names:**   * White Lake Elementary School | | **Home County:** Aurora **Area in Square Miles:** 246 |  |     **District Enrollment**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  | **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09** | | Total Enrollment (PreK-12) | | 153 | 164 | 156 | 155 |  | | ADM for PreK-5 | | 82 | 83 | 73 | 67 |  | | ADM for 6-8 | | 25 | 30 | 31 | 36 |  | | ADM for 9-12 | | 46 | 51 | 52 | 52 |  | | Total Students with Disabilities Enrollment | | 10 | 13 | 9 | 10 |  | | (% of PreK-5 with special needs) | | 3.9% | 3.7% | 1.9% | 2.7% |  | | (% of 6-8 with special needs) | | 2% | 3% | .6% | 8.3% |  | | (% of 9-12 with special needs) | | .7% | 1.2% | 3.2% | 1.8% |  | | Economically Disadvantaged Enrollment  (% Eligible for Free/Reduced Lunch) | | 45% | 51% | 53% | 51% |  | | (% of PreK-5) | | 26% | 29% | 27% | 51% |  | | (% of 6-8) | | 8% | 9% | 9% | 55% |  | | (% of 9-12) | | 10% | 13% | 17% | 43% |  | | Total Open Enrolled Students Received | | 0 | 4 | 3 | 4 |  | | Open Enrolled Students Rec’d PreK-5 | | 0 | 1 | 1 | 1 |  | | Open Enrolled Students Rec’d 6-8 | | 0 | 0 | 0 | 1 |  | | Open Enrolled Students Rec’d 9-12 | | 0 | 3 | 2 | 2 |  | | Total Native American Enrollment | | 2.6% | 2.4% | 1.9% | 2% |  | | PreK-5 | | 2% | 1.2% | .6% | .7% |  | | 6-8 | | .7% | 1.2% | .6% | .7% |  | | 9-12 | | 0 | 0 | .6% | .7% |  | | Total Black, Hispanic, & other minority Enrollment | | 2% | 1.8% | 3.2% | 3.5% |  | | LEP Enrollment (Limited English Proficiency) | | 0 | 0 | 0 | 0 |  |   **Staff Profile**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  | **2004-05** | **2005-06** | **2006-07** | **2007-08** | **2008-09** | | Certified Instructional Staff (# FTE) | | 16.4 | 16.4 | 16.4 | 16.4 | 15.4 | | % with Advanced Degrees | | 10.0% | 24.0% | 30.0% | 30% | 37% | | Average Years of Experience | | 15.0 | 16.0 | 13.9 | 13.8 | 13.8 | | Student to Staff Ratio | | 9.1 to 1 | 9.9 to 1 | 9.5 to 1 | 9.5 to 1 | 9.0 to 1 | | Teachers with Emergency or Provisional Credentials | | 0.0% | 0.0% | 0.0% | 0% | 0% | | PreK-5 | | 0 | 0 | 0 | 0 | 0 | | 6-8 | | 0 | 0 | 0 | 0 | 0 | | 9-12 | | 0 | 0 | 0 | 0 | 0 | | Classes Not Taught by Highly Qualified Teachers | | 1.9% | 0.0% | 0.0% | 0.0% | 0.0% | | PreK-5 | | 1.9% | 0.0% | 0.0% | 0.0% | 0.0% | | 6-8 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | | 9-12 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | | Number of core courses taught by SPED teachers | | 0 | 0 | 0 | 0 | 0 |   NOTE: Student to Staff ratio reflects the total number of students divided by the total number of certified staff, excluding administrators.   |  |  | | --- | --- | | **Classes Not Taught by Highly Qualified Teachers Comparison in 2007-2008** | | | State | 1.6% | | White Lake | 0.0% |   NOTE: In 2007-08, Highly Qualified Teachers taught 100% of classes in the Highest Quartile & Lowest Quartile of poverty schools in White Lake School District. |  | |  |  |  | |  |  |  | |  | |
| |  |  |  | | --- | --- | --- | |  | Schoolwide Planning Summary The White Lake School District became involved in this process because with our philosophy and mission statement we feel we can provide better programs for all students not just targeted specific students and have better parent involvement.  In addition to being able to provide an alternative delivery system, two other factors influenced our decision. First, the State Title I office notified the District that, while we were not subject to the qualifications for school improvement, the SAT9 data for the 2000 school year put the District on alert status.  And second, the District had scheduled a review of the reading program with the goal of purchasing a new reading series for the 2002-2003 school year.  Our schoolwide planning has included the school improvement and curriculum and professional development.  This plan was developed during the 2001-2002 school year and included these major meetings and activities:  Title I Data Retreat, Huron, SD on September 24 & 25, 2001  1.) For the purpose of data analysis and to determine strengths and weaknesses of our program and set goals.  2.) School Board meetings throughout the year to inform the Board of the Team’s progress**.**  3.) A March 21 session to do additional needs assessment analysis, goal setting, and discussion of state content standards.  4.) Weekly staff meetings to provide an opportunity for updates to other staff members and answer any questions they might have.  5.) Staff completed the content standard survey and had a preliminary review of the results at the March 21 meeting. All staff will meet on May 20 & 21, 2002 to give additional analysis to the content standards.  All teaching staff will meet on August 15, 2002 for a mini-data retreat to analyze the 2002 spring test data and make needed modifications to the plan.  7.) Parent survey was conducted. However, because of insufficient returns, we were unable to draw firm conclusions.    **Technical Assistance**  The White Lake Elementary school worked with Jim Hauck as our State Support Team member. The Title I Director and Superintendent contacted Jim through emails and communicated several times throughout this process. We have also had several ESA Staff members in our building Mentoring new teachers, and providing Professional development for our K-5 staff and Paraprofessionals.  *pyright © 2004 All rights reserved SDESA region 3* |  | |

**Comprehensive Needs Assessment**

The K-12 teachers and staff meet monthly to determine if White Lake School’s programs and structures are meeting the needs of our students. We invite the parents to be involved in numerous activities throughout the school year, such as Parent/Teacher Conferences, Business Book Buddies, Dr. Seuss “Read Across America Day,” Grandparents Day/Senior Citizens Day, Parent Night, and volunteerism from community members to help staff members with day-to-day activities. The White Lake School provided surveys for community members and parents to fill out at the Elementary and High School Music Concerts regarding questions about curriculum, staff accessibility, and student satisfaction.

We will use multiple measures to show growth for all students in elementary grades. These include DRA”s, Dakota STEP, and Achievement Series. Other classroom assessments include Guided Reading, and teacher-made checklists. Services provided to those students who need it will be supplemental and will reinforce skills taught in the regular classroom. Title I teachers and paraprofessionals will use computers with students when needed to work with students on skills they need to help them achieve.

The Schoolwide planning committee held a one day Inservice August 15, 2008 to go over data form the Dakota STEP test and prepared for a two-day inservice August 18 & 19, 2008 with the entire K-12 staff.

Data was reviewed based on student program and structure, professional practices and family and commnity information. Data sources were DakotaSTEP scores, demographics, attendance and discipline reports. Data retreat participants identified strengths and areas of concern and identified key areas in math and reading in need of improvement. Goal statements we drafted and possible strategies were then brainstormed. Teachers worked in teams to identify strenghts and areas of improvements for each class and individual students.

The schoolwide committee then met and reviewed the goal statements to refine strategies for implementation. After selecting a wide variety of strategies, an action plan was designed with time frames, persons responsible, and necessary reaources. This plan will be reviewed on an on-going basis with modificaitons made as the schoolwide committee feels is needed. The K-12 staff held another inservice on September 9, 2008, to discuss any needed changes for the action plan. The teachers had time to evaluate what was discussed in the August 2008 inservice and bring back any ideas or changes they felt were needed.

**Needs Assessment**

**Perception Data**

**Staff Perceptions of Strengths and Weaknesses …**

Of the Students

A majority of the teaching staff (54%) believes that parental involvement is lacking. While, 40% of the staff believes that students do not have a positive attitude toward learning. Even though White Lake is a small school, 85% of the staff believes that the curriculum is extensive enough that graduates are not hampered in their vocational choice.

Of the Curriculum

Eighty-five percent (85%) of the staff believes that the class offerings are adequate for the students to succeed in the vocation of their choice. Seventy (70%) believe that integration of technology into the classroom is adequate. More staff (85%) believes that math skills are being stressed throughout the curriculum than reading skills (70%).

Of the School Atmosphere

One hundred percent (100%) of the staff believes that the school is well kept and clean. Eighty-five percent (85%) of the staff believes that the discipline within the school is good, but (23%) of the staff believes that there is bullying taking place within the school.

Of the Staff

Eighty-five percent (85%) of the staff believes that they and their fellow teachers are well prepared to teach the students at White Lake, and (85%) of the teachers believe that the teachers are willing to help the students.

**Student Perceptions of the White Lake School System…**

* 90% of all 9-12 grade students believe that White Lake provides a quality educational opportunity for them
* 90% of the students believe that the technology education that they receive is very good
* 85% of the students believe teachers are caring and helpful
* 80% believe that the students are well-behaved in the classroom
* 90% do not have any problems with other students
* 80% believe the rules in the handbook are OK and enforced correctly
* 96% get along with their classmates
* 92% believe that the school library is adequate for their needs
* 56% believe that there is favoritism within the system

\*There were a possible 832 student responses, and 77% of the responses were marked as *positive,* *agree* or *strongly agree*.

**Academic Teaching Staff Survey of Technology Needs…**

One hundred percent (100%) of the staff believes that the White Lake students will need the same technical skills and knowledge as other South Dakota graduates. However, only 75% believe that the White Lake Faculty needs to provide any additional technology opportunities. Plus, only 75% of the academic staff is willing to learn how to better integrate technology into their classroom, or can think opportunities to do so.

Ninety-two percent (92%) of the White Lake Staff believes that the White Lake graduates entering college and vocational school will need more exposure to technology than they are currently receiving, but only 67% believe that laptop computers will increase knowledge.

Eighty-four percent (84%) of the White Lake staff believes that local professional development is best when provided by other White Lake staff members.

**The White Lake Graduate Follow-up Survey indicated that…**

* 90% of the graduates believe the White Lake School prepared them for college and/or their current career
* 100% of the graduates believe that they were treated with respect while they were in school
* 90% of the graduates believe that they had the same opportunities to succeed while they were in attendance
* 100% of the graduates said they had a positive experience while attending the White Lake School District
* One recurring comment was the desire for more and varied class offerings

**Comprehensive Needs Assessment**

The process for determining the needs of our district was three-fold, conducted by the Title I Consolidated Application Committee. The first step was the completion of a comprehensive needs assessment by parents. The second step was to evaluate data from performance indicators, such as DakotaSTEP and DACS test scores, and DIBELS and DRA results. This information was compiled on Tuesday, April 29, 2008.  In examining "protective" and "risk" factors, we reviewed attendance and drop-out rates, suspension and expulsion rates, participation numbers in after-school and extracurricular activitites, family demographics and make-up, pregnancy rates, and alcohol and drug abuse data.

Data from our Comprehensive Needs Assessment includes:

*Strengths*

* a majority of the teachers believe that the class offerings are adequate for the students to succeed in the vocation of their choice
* the integrating of technology into the classroom is adequate
* math skills are strong across the grades
* the atmosphere of the school is clean and well kept

*Weaknesses*

* staff members feel that reading skills continue to be a struggle
* reading in the content area seems need more emphasis

\*This will continue to be a conscious point of improvement throughout the next school year, providing staff with continued support and professional development. Reading skills and strategies taught across the curriculum will create more success for all students.

* Parental involvement in academics is lacking

**Data Retreat/Data Analysis**

The School Leadership Team, consisting of Mrs. Moeller, Miss VanSoest, Ms. Wysuph, and Mr. Hoffman, attended a one-day data retreat on August 15th, 2008 using Judy Sargeant’s process model. Through the process, we examined the data from four perspectives: student data, programs and structures data, professional practices data, and family and community data. The team analyzed data, and worked to formulate improvement plans that would result in improved student achievement and informed instruction for our staff.

The Leadership Team took their roll-out plan to the remainder of the White Lake teaching staff and paraprofessionals on August 18th and 19th, 2008.  The focus of this workshop was to analyze academic data utilizing subgroups. Participants examined the following sources: CRT, SAT10, ACT, DDN Campus, DIBELS, and the 5th/9th Writing Assessment. In addition, the teaching staff examined the CRT, standards-based data provided by the eMetric system. The outcome of this workshop was the identification of patterns, standards of concern, and the focus on individual needs as a whole district, then each staff member identified specific needs in their content area and created a plan to remediate the area/standard of concern.

As a follow-up, the Leadership Team revisited our goals and objectives, examining their relevance in relation to our findings when closely examining our school data to guide us toward revising our plan and providing the necessary professional development opportunities.

**Strengths and Areas of Concern**

This information gathered at the Data Retreat in August 2008 by the K-12 staff is given from the Dakota STEP scores. This is the information that was analyzed by the staff at our August data retreat.

**Reading**

**3rd Grade Strengths**

* Locate, describe and use Text structures.
* Use decoding and word recognition skills to develop vocabulary and fluency in unfamiliar text.
* Gather information to research a topic.

**Areas of Concern**

* Distinguish differences among various literary elements.
* Identify organizational features and their purposes in fiction and informational text.
* Make personal connections to literature.

**4th Grade Strengths**

* Applying knowledge of complex word patterns to determine meaning of unfamiliar words.
* Compare and contrast various literary elements.
* Using text and graphic features to categorize information.

**Areas of concern**

* Compare the use of fact and fiction in historical & contemporary realistic fiction.
* Gather and organize information for study and research purposes.
* Identify text structures and the specific text that demonstrates that form of organization.

**5th Grade Strengths**

* Question and compare literary selections from the perspective of various cultures and time period.

**Area of Concern**

* Knowledge of word categories and word parts to determine meanings of unknown words.
* Use information from a variety of formats to make inferences and report conclusions.

**Math**

**3rd Grade Strengths**

* Use procedures to transform algebraic expressions.
* Use a variety of algebraic concepts and methods to solve equations and inequalities.
* Apply measurement concepts in practical applications.
* Use statistical models to gather, analyze and display data to draw conclusions.

**Areas of Concerns**

* Apply operations within the set of real numbers.
* Apply the concepts of probability to predict outcomes and solve problems.

**4th Grade Strengths**

* Applying the concepts of probability to predict outcomes and solve problems.
* Applying measurement concepts.
* Applying operations within the set of real numbers.

**Areas of Concern**

* Use properties of geometric figures to solve problems.
* Using the structural characteristics of a set of real numbers and its various subsets.
* Interpreting and developing mathematical models.

**5th Grade Strengths**

* Applying operations within the set of real numbers.

**Areas of Concern**

* Use properties of geometric figures to solve problems from a variety of perspectives..
* Use statistical models to gather, analyze and display data conclusions.
* Probability.

**DATA**

**White Lake School District**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading % Proficient and Advanced** | | | | | | | | | | | | | | | |
| X in subgroup areas not available for your district | | | | | | | | | | | | | | | |
|  | | Gr 3 | | Gr 4 | | Gr 5 | |  | |  | |  | |  | |
| **ALL** | | 92% | | 90% | | 87% | |  | |  | |  | |  | |
| **Students with Disabilities** | | 0 | | 0 | | 0 | |  | |  | |  | |  | |
| **Poverty** | | 42% | | 50% | | 66.6% | |  | |  | |  | |  | |
| **Native American** | | 0 | | 0 | | 0 | |  | |  | |  | |  | |
| **White** | | 100% | | 80% | | 100% | |  | |  | |  | |  | |
| **Hispanic** | | 0 | | 10% | | 0 | |  | |  | |  | |  | |
| **Black** | | 0 | | 10% | | 0 | |  | |  | |  | |  | |
| **Asian** | | 0 | | 0 | | 0 | |  | |  | |  | |  | |
| **ELL** | | 0 | | 0 | | 0 | |  | |  | |  | |  | |
| **Math % Proficient and Advanced** | | | | | | | | | | | | | | |
| X in subgroup areas not available for your district | | | | | | | | | | | | | | |
|  | Gr 3 | | Gr 4 | | Gr 5 | |  | |  | |  | |  | |
| **ALL** | 92% | | 90% | | 73% | |  | |  | |  | |  | |
| **Students with Disabilities** | 0 | | 0 | | 0 | |  | |  | |  | |  | |
| **Poverty** | 42% | | 50% | | 66.6% | |  | |  | |  | |  | |
| **Native American** | 0 | | 0 | | 0 | |  | |  | |  | |  | |
| **White** | 100% | | 80% | | 100% | |  | |  | |  | |  | |
| **Hispanic** | 0 | | 10% | | 0 | |  | |  | |  | |  | |
| **Black** | 0 | | 10% | | 0 | |  | |  | |  | |  | |
| **Asian** | 0 | | 0 | | 0 | |  | |  | |  | |  | |
| **ELL** | 0 | | 0 | | 0 | |  | |  | |  | |  | |
|  | | | | | | | | | | | | | | |
| **Science 2008 % Proficient and Advanced** | | | | | | | | | | | | | | |
|  | Gr 3 | | Gr 4 | | Gr 5 | |  | |  | |  | |  | |
| **ALL** | - | | - | | 66.7% | |  | |  | |  | |  | |
| **Students with Disabilities** | - | | - | | 7% | |  | |  | |  | |  | |
| **Poverty** | - | | - | | 53% | |  | |  | |  | |  | |
| **Native American** | - | | - | | 0 | |  | |  | |  | |  | |
| **White** | - | | - | | 100% | |  | |  | |  | |  | |
| **Hispanic** | - | | - | | 0 | |  | |  | |  | |  | |
| **Black** | - | | - | | 0 | |  | |  | |  | |  | |
| **Asian** | - | | - | | 0 | |  | |  | |  | |  | |
| **ELL** | - | | - | | 0 | |  | |  | |  | |  | |

**White Lake School District 1-3**

**Grades 3-5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **District 2008** | **Assessment** | | | | |
| **Reading** | **Below Basic** | | **Basic** | **Proficient** | **Advanced** |
| % | | % | % | % |
| All Students | 0 | | 8% | 61% | 31% |
| White (not Hispanic) | 0 | | 8% | 61% | 31% |
| Native American | - | | - | - | - |
| Hispanic | - | | - | - | - |
| Black, Asian, other ethnic groups | - | | - | - | - |
| Limited English Proficiency | - | | - | - | - |
| Migrant | - | | - | - | - |
| Economically Disadvantaged | 0 | | 10% | 57% | 33% |
| Students With Disabilities | - | | - | - | - |
| DSTEP w/ accommodations | - | | - | - | - |
| DSTEP w/o accommodations | 0 | | - | - | - |
| Gender - Male | 0 | | 6% | 59% | 35% |
| Gender - Female | 0 | | 11% | 63% | 26% |
| **District 2008** | **Assessment** | | | | |
| **Math** | **Below Basic** | **Basic** | | **Proficient** | **Advanced** |
| % | % | | % | % |
| All Students | 0 | 14% | | 50% | 36% |
| White (not Hispanic) | 0 | 9 | | 49 | 41 |
| Native American | - | - | | - | - |
| Hispanic | - | - | | - | - |
| Black, Asian, other ethnic groups | - | - | | - | - |
| Limited English Proficiency | - | - | | - | - |
| Economically Disadvantaged | 0 | 14% | | 48% | 38% |
| Students With Disabilities | - | - | | - | - |
| DSTEP w/ accommodations | - | - | | - | - |
| DSTEP w/o accomodations | 0 | - | | - | - |
| Gender - Male | 0 | 6% | | 47% | 47% |
| Gender - Female | 0 | 2% | | 53% | 26% |
| **District 2008** | Other Academic Indicator:  Attendance Rate 95.5%  **Assessment** | | | | |
| **Science** | **Below Basic** | | **Basic** | **Proficient** | **Advanced** |
| % | | % | % | % |
| All Students | 0 | | 33.3% | 60% | 6.6% |
| White (not Hispanic) | 0 | | 33.3% | 60% | 6.6% |
| Native American | 0 | | 0 | 0 | 0 |
| Hispanic | 0 | | 0 | 0 | 0 |
| Black, Asian, other ethnic groups | 0 | | 0 | 0 | 0 |
| Limited English Proficiency | 0 | | 0 | 0 | 0 |
| Migrant | 0 | | 0 | 0 | 0 |
| Economically Disadvantaged | 0 | | 40% | 60% | 0 |
| Students With Disabilities | 0 | | 14% | 14% | 0 |
| DSTEP w/ accommodations | 0 | | 10.2 | 0 | 0 |
| DSTEP w/o accomodations | 2.5 | | 12.8 | 38.4 | 5.1 |
| Gender - Male | 0 | | 28% | 72% | 0 |
| Gender - Female | 0 | | 50% | 50% | 0 |

**\*Only students in grade 5 were tested in Science**

**Goals for White Lake Elementary**

|  |  |  |  |
| --- | --- | --- | --- |
| NCLB Performance Goal #1a: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. | | | |
| **Measurable Objective(s) To Meet Goal** | **Programs, Strategies, Activities To Achieve Objective(s)** | **Performance Indicators** | **Funding Source That Will Support Objective(s)** |
| All students in grades K-5 will improve their reading comprehension skills from \_92\_\_% proficient or above to 94% proficient or above in reading/language arts by the end of school year 1008-09. | * Grades K-5 * Guided Reading * Paraprofessional support in classroom * Content Standard Alignment plan * 21st Century After-School Program * Summer Reading Camp * Business Book Buddies * Professional Development for all teachers * Tutorial Software | * DakotaSTEP * DRA's * DIBELS * Achievement Series | Title I Part A REAP |

|  |  |  |  |
| --- | --- | --- | --- |
| NCLB Performance Goal #1b: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics. | | | |
| **Measurable Objective(s) To Meet Goal** | **Programs, Strategies, Activities To Achieve Objective(s)** | **Performance Indicators** | **Funding Source That Will Support Objective(s)** |
| In grades K-5, all students will improve their Math problem solving skills from \_86\_% proficient and advanced to 96% proficient and advanced by the end of school year 2008-09. | * Paraprofessionals Provide Additional assistance in Math instruction for those student with special needs. * Daily Oral Math/Math Meeting * Summer Math Camp * Math Family Fun * Content Standard Alignment Plan * 21st Century After school program * Professional Development for all teachers * Counseling in Grades K-5 classrooms * SD Count * Tutorial Software | * DakotaSTEP * DACS * Achievement Series | Title I Part A  REAP |

**Goals for White Lake Special Education Students**

|  |  |  |  |
| --- | --- | --- | --- |
| NCLB Performance Goal #1a: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts. | | | |
| **Measurable Objective(s) To Meet Goal** | **Programs, Strategies, Activities To Achieve Objective(s)** | **Performance Indicators** | **Funding Source That Will Support Objective(s)** |
| All students in Special Education will improve their reading comprehension scores from \_40\_ % to \_50\_% by the end of school year 08-09. | * Guided Reading in Grades 3-5 * Reading Buddies * Content Standard Alignment Plan | * IEP Indicator 3 * DakotaSTEP * Achievement Series | Special Education |

|  |  |  |  |
| --- | --- | --- | --- |
| NCLB Performance Goal #1b: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in mathematics. | | | |
| **Measurable Objective(s) To Meet Goal** | **Programs, Strategies, Activities To Achieve Objective(s)** | **Performance Indicators** | **Funding Source That Will Support Objective(s)** |
| All students in Special Education will improve their math problem solving scores from \_40\_% to \_50\_\_% by the end of school year 08-09. | * Grades 3-5 * Daily Oral Math/ Math Meeting * Math Fun Night * Summer Math Camp * SD Counts | * Dakota STEP * Achievement Series * IEP Indicator 3 | Special Education |

**Highly Qualified Staff Data**

The White Lake School District consists of 15.4 Certified Teachers, all of whom are considered Highly Qualified by the SD Dept. of Education. The District also employs four paraprofessionals, all Highly Qualified as well. Administratively, the district employs one superintendent, who also serves as K-12 principal. We also have two lead teachers, one in each the Elementary and the Jr. High/High School, to share some of the administrative duties. The district has full time a technology coordinator. The gender makeup of the staff is 18 females and 6 males. The staff ethnicity is 100% Caucasian. The district’s students benefit from a student to teacher ratio of 9:1. The district contracts with Mid-Central Educational Coop to provide physical, occupational, and speech therapy services, as well as a school psychologist on an as-needed basis.

|  |  |
| --- | --- |
| **Personnel Data** | |
| Certified Teachers | 15.4 |
| Administration | 1 |
| Paraprofessionals | 4 |
| Maintenance | 3 |
| Office Personnel | 1 |
| Student to Teacher ratio | 9:1 |
| % Highly Qualified Teachers | 100% |
| % Teachers with Bachelor’s Degree | 100% |
| % Teachers with Master’s Degree | 30% |
| Teacher Retention Rate | 89% |
| Staff Living in School District | 61% |
| Staff Ethnicity | 100% Caucasian |

**Parent Involvement in Education**

The White Lake Elementary School parents are provided written notice of any Schoolwide needs in the monthly school newsletter. In addition, any Title I information is discussed at school board meetings where parents are present.

We have two family fun nights planned during the 08-09 school year to invite parents to the school with their children and learn more about our programs. Parents also volunteer throughout the year during the day to help with activities on special days such as, Root Beer Float Day, a reward for the students for scoring so high on the Dakota STEP tests, also Dr. Seuss Day and Grandparents Day.

We have information available during parent/teacher conferences to review and answer any questions parents might have about test scores.

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

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

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

**Activities and Strategies:**

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

**Assessments:**

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

**Transition Process**

The White LakeSchool District is in communication with the staff from Head Start to track progress of preschoolers. Meetings will be organized throughout the year with Head Start personnel to help with transition from Head Start to kindergarten.

To be able to meet the needs of children in our district before they are school age the White Lake School District is involved with the local preschool in town as part of our 21st Century Grant.

The White Lake School has developed a systematic procedure for receiving records of students transferring in from Head Start and preschool. The local Head Start and preschool teachers keep these running records, then each teacher brings the records to the school and confers with the kindergarten teacher regarding strengths and weaknesses of each child. A checklist of abilities is filled out and put on file at the school.

The White Lake School holds an Open House with Head Start Teacher and next year’s kindergarten class. These students and their parents are invited to the school for a morning of activities that will help them become acquainted with our school and program. A kindergarten handbook is presented to each student and family that states our expectations. Students from the preschool that are eligible will also attend this open house.

**Monitoring and Support**

Students who experience difficulty are referred to our Teacher Assistance Team (TAT) by parents, teachers or students. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include before or after school tutoring with staff or other students, or be reviewed further by the team. The team shares this information with the teachers involved with the child as well as the child’s parents.

If problems continue to persist, then the student may be referred for a formal evaluation for academic and/or psychological needs. After the evaluation is completed, the team meets and shares the results with the staff members involved with that student and the student’s parents. Recommendations may include special education services, professional counseling, and/or alternative placement of the child.

The Schoolwide Committee will review the plan quarterly during the 08-09 school year and again in October of 2009 to review any information included in this plan. As the plan is reviewed and modified, progress will be shared with the School Board on an annual basis.

**Fiscal Requirements**

As this plan is implemented, resources will be available through our Title I/REAP program. Release time will be provided for building teams to meet to review their current schoolwide plan, review the school’s data and to add new strategies to use when needed for instructional purposes.

Administrators will be available to meet with school teams to support the development of school or student improvement plans and also to model effective instructional strategies in the classroom.

School curriculum and supplemental materials will be purchased according to the district curriculum adoption policy. If additional support materials must be purchased, the White Lake School will use their building financial allocations to purchase those items.

Financial Resources Available:

General Fund and Capital outlay fund Allocations

Special Education allocations for resource rooms and also financial support for additional school tutoring

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

Reallocation of Resources

The 21st Century Grant funds are used in the after-school program and preschool program. Academics are emphasized and reinforced in the after-school program, with open communication between regular classroom teachers and the after-school director.

Consolidated Application funds/REAP funds

**Ongoing Professional Development Plan**

We are utilizing the following early dismissal dates (12:20PM) for professional development during the 2008-09 academic year. Content for PD dates is subject to change to fit the needs identified during data analysis.

Tuesday, Sept. 9 – Data Analysis

Tuesday, Oct. 7 – Data Analysis

Thursday, Nov. 6 – Technology Integration

Thursday, Dec. 11 – Technology Integration

Tuesday, Jan. 13 – Technology Integration

Tuesday, Feb. 10 – Technology Integration

Friday, March 6th – DakotaSTEP Test Prep/Revisit CRT Data/Achievement Series

Monday, March 30th – TBA