Title 1
Schoolwide Plan

Armour Middle School

Armour School District 21-1
Armour, SD
2010-2011

Burnell Glanzer, Superintendent
Debra Glanzer, Title 1 Instructor
Darla Laib, Title 1 Instructor

Armour Middle School Schoolwide Plan

Table of Contents

Section 1: Program Development

Planning:

<u>Planning Team Roster</u>

Name of Member	Membership Category
Burnell Glanzer	Superintendent
Darla Laib	Title 1 Reading Teacher
Debra Glanzer	Title 1 Math Teacher
Karen Anderson	Middle School Teacher
Rose Weaver	Elementary Level Teacher
Larry Ymker	School Board Member
Nichole Neugebauer	Parent
Debra Feenstra	Special Education Teacher
Brad Preheim	Testing Coordinator
Jennifer Koster	Aide
Technical Assistance	
Al Kosters	S.D. Department of Education

Schoolwide Planning Committee:

Table of Meeting Dates and Purpose

Date	Agenda	Topics
May 26, 2009	Consolidated Application Meeting	Eligibility Requirements of Schoolwide Program
Aug.19, 2009	Planning Committee Meeting & All Staff	Pros/Cons of Schoolwide Program
Aug. 20, 2009	Open House	Parent /Teacher's Group Open House Overview of Title 1 Program
Aug. 27, 2009	Birth to Five Screening	Evaluate children for possible Title 1 assistance
Sept. 9, 2009	PTT Meeting (Parents and Teachers)	Discussion with Parents and Teachers on proposed changes to Title 1 Program
Sept. 14, 2009	School Board Meeting	Discussed Requirements of Schoolwide Program
Sept. 17, 2009	Title 1 Parent Meeting	Discussed Requirements of Schoolwide Program
Sept. 23 & 24, 2009	Data Retreat	Evaluated Test Scores and Needs
Oct. 12, 2009	School Board Meeting	Data Retreat Information Roll-Out for School Board **Board Resolution Passed to pursue Schoolwide Program**
Oct. 14, 2009	In-service for School Staff	Data Retreat Information Roll-Out for Staff
Oct. 15, 2009	Schoolwide Conference in Pierre	Learn Requirements to change to Schoolwide
Oct. 23, 2009	Parent Teacher Conferences	Discussed possible changes in Title 1 with parents
Nov. 2, 2009	Commitment Letter Sent to DOE	Letter stating our Commitment to write a Schoolwide Plan was sent
Nov. 20, 2009	Planning Committee Meeting	Worked on Schoolwide Plan
Jan. 14, 2010	Schoolwide Planning Meeting with Dr. Al Kosters	Progress and Timeline discussion on Schoolwide Plan
Feb. 19, 2010	Planning Committee Meeting	Worked on Schoolwide Plan
Mar. 11, 2010	Planning Committee Meeting	Worked on Schoolwide Plan
April 19-22, 2010	Planning Committee Meeting	Worked on Schoolwide Plan
April 23, 2010	Card Sort Activity with Dr. Al Kosters	Staff In-service to do Card Sort Activity
May 24, 2010	Schoolwide Plan was submitted to Dr. Kosters	
June 9, 2010	Schoolwide Plan was submitted to DOE	

Technical Assistance:

Discussions have taken place with Dr. Al Kosters, school support team member, and Dawn Smith, DOE Schoolwide Coordinator. This assistance has occurred through phone conversations, emails and visits by Dr. Kosters on two occasions.
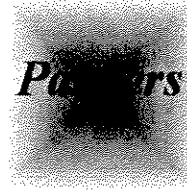
School Profile:

See Attached Copy of the School Statistical Profile

See Attached Copy of the School Narrative Profile

This District's Profile

This profile summarizes data reported by the South Dakota Department of Education for the Armour School District. It is designed to share longitudinal data and does not include interpretations of that data. Adequate Yearly Progress (AYP) is not measured by all of the data in this profile.
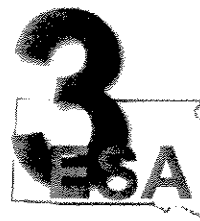
For additional copies of this profile or customized profiles, contact Region 3 Education Service Agency.

Inside this profile:

For More Information:

Region 3 Education Service Agency
PO Box 228
Platte, SD 57369
(605) 337-2636
FAX: (605) 337-2271
http://sdesa.k12.sd.us

1   Demographic Profile

Armour School District 21-1
604 3rd St
Armour, SD 57313

School Names:
♦ Armour Elementary
♦ Armour Middle School
♦ Armour High School

Home County: Douglas
Area in Square Miles: 130

District Enrollment

	2005-06	2006-07	2007-08	2008-09	2009-10
Total Enrollment (PreK-12)	191	172	190	175	
ADM for PreK-5	70.13	72.83	82.17	74.52	
ADM for 6-8	44.0	39.01	39.91	34.53	
ADM for 9-12	79.43	59.21	68.07	59.8	
Students with Disabilities Enrollment	27	19	17	19	
(% of PreK-5 with special needs)	14%	6%	11%	58%	
(% of 6-8 with special needs)	10%	23%	15%	21%	
(% of 9-12 with special needs)	8%	8%	7%	21%	
Economically Disadvantaged Enrollment (% Eligible for Free/Reduced Lunch)	30.0%	25.9%	14.9%	42.2%	
(% of Pre-5)	NA	42%	44%	43.5%	
(% of 6-8)	NA	29%	28%	52%	
(% of 9-12)	NA	31%	24%	32%	
Total Open Enrolled Students Received	9	29	34	29	
PreK-5	9	18	22	16	
6-8	0	7	6	7	
9-12	0	4	6	6	
Native American Enrollment	8	10	10	15	
PreK-5	3	2	3	8	
6-8	5	2	1	2	
9-12	0	4	6	5	
Black, Hispanic, & other minority Enrollment	1	2	1	2	
LEP Enrollment (Limited English Proficiency)	0	0	0	0	

Local Enrollment Trend

Local Students □ **Open Enrolled Students Received**

Year	Local	Open Enrolled
2005-06	182	9
2006-07	143	29
2007-08	143	34
2008-09	143	29
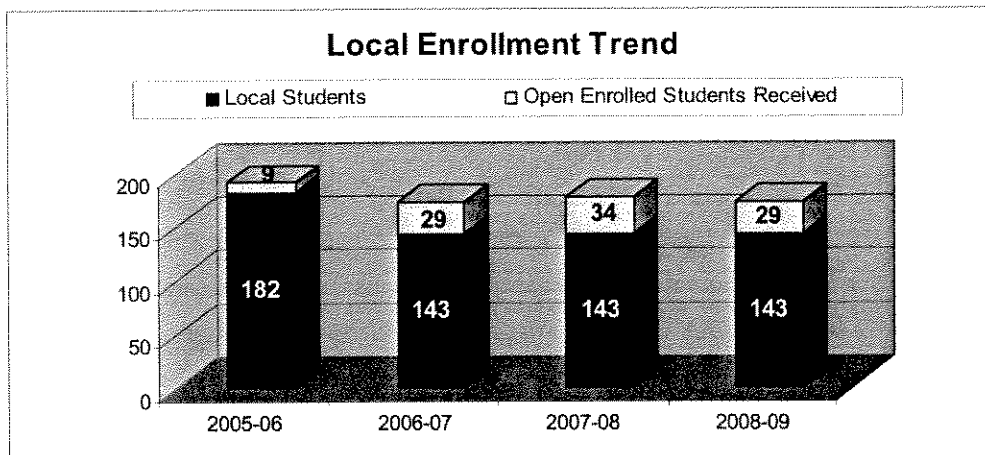
Staff Profile

	2005-06	2006-07	2007-08	2008-09	2009-10
Certified Instructional Staff (# FTE)	20.2	21	20.6	22.5	
% with Advanced Degrees	13.6%	15.0%	15%	15%	
Average Years of Experience	22.7	NA	20.9	21	
Student to Staff Ratio	9.4 to 1	9.1 to 1	7.8 to 1	7.8 to 1	
% of Classes NOT Taught by Highly Qualified Teachers	7.3%%	5.2%	6.8%	0.0%	
PreK-5	0.0%	10.0%	10.0%	0.0%	
6-8	22.2%	5.6%	5.9%	0.0%	
9-12	0.0%	6.7%	6.3%	0.0%	
Number of Core Courses taught by SPED teachers (grades 7-12)	5	5	5	NA	

NOTE: South Dakota no longer issues emergency credentials, so that data will no longer be shown after 2008.

Classes Not Taught by Highly Qualified Teachers Comparison in 2008-09	
State	1.7%
Armour	0.0%

NOTE: In 2008-09 Highly Qualified Teachers taught 100% of classes in the Highest Quartile and the Lowest Quartile of Poverty Schools in the Armour School District.

2. Special Education Profile

Students with Disabilities

2008-09 Students With Disabilities (SWD)

Students with Disabilities, 10.85%

Students without Disabilities, 89.15%
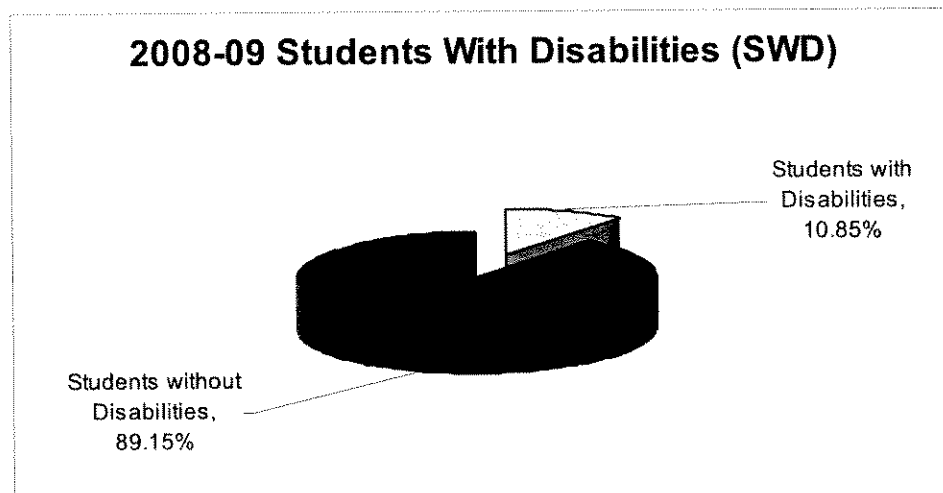
Participation Rates for Students with Disabilities

	2005-06	2006-07	2007-08	2008-09	2009-10
Assessment Participation Rates for SWD	100%	100%	100%	100%	
% SWD taking regular assessments	42%	17%	33%	40%	
% SWD testing with accommodations	50%	75%	44%	40%	
% SWD taking alternative assessments	8%	8%	22%	20%	

NOTE: This data refers to the numbers of students with disabilities who were tested using the regular Dakota STEP test or with an alternative assessment.

Disability Identification/Proportionality
(Number of students based on Federal Child Count)

NOTE: Due to rules of confidentiality, any category with fewer than 10 students will be identified with an asterisk (*).

	2005-06	2006-07	2007-08	2008-09	2009-10
Deaf-Blind	*	*	*	*	
Emotionally Disturbed	*	*	*	*	
Mental Retardation	*	*	*	*	
Hearing Impaired	*	*	*	*	
Learning Disabled	*	*	*	*	
Multiple Disabilities	*	*	*	*	
Orthopedic Impairment	*	*	*	*	
Visually Impaired	*	*	*	*	
Deaf	*	*	*	*	
Speech/Language	*	*	*	*	
Other Health Impaired	13	*	*	*	
Autism	*	*	*	*	
Traumatic Brain Injury	*	*	*	*	
Developmental Delay	*	*	*	*	
TOTAL	**26**	**19**	**17**	**19**	

Special Education Placement Categories

	2005-06	2006-07	2007-08	2008-09	2009-10
Home	*	*	*	*	
Residential Facility	*	*	*	*	
Separate School	*	*	*	*	
Regular Classroom	26	15	*	*	
Self-Contained Classroom	*	*	*	*	
24 Hour Program	*	*	*	*	
Early Childhood Setting	*	*	*	*	
Early Childhood Special Ed Setting	*	*	*	*	
PT Early Child / PT Early Child SPED	*	*	*	*	
Resource Room	*	*	*	*	
Day Program	*	*	*	*	
Home / Hospital Program	*	*	*	*	
TOTAL	**26**	**19**	**17**	**19**	

3　Student Behavior Profile

Attendance, Graduation and Discipline Data

	2005-06	2006-07	2007-08	2008-09	2009-10
Attendance Rate	98%	97.31%	97.34%	97.04%	
PreK-5	98%	97%	97.3%	97.3%	
6-8	98%	99%	98.7%	97.3%	
9-12	95%	96%	96.7%	96.7%	
Truancy Rate	NA	0.0%	0.0%	0.0%	
Suspension Rate	NA	0.0%	0.0%	0.0%	
Students without Disabilities	0.0%	0.0%	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	
Drop Out Rate	0.0%	0.0%	-	0.0%	
Students without Disabilities	0.0%	0.0%	0%	0.0%	
Students with Disabilities	0.0%	0.0%	1.67%	0.0%	
Graduation Rate	100%	100%	100%	100%	
Students without Disabilities	100%	100%	100%	100%	
Students with Disabilities	100%	100%	100%	100%	
Number of Graduates	22	16	15	13	

NOTE: The attendance rate is reported as a percentage and is calculated by dividing the aggregate days of attendance by the aggregate days of membership for all students enrolled.

NOTE: The Department of Education changed the way it calculates graduation rate, in an effort to make it a more accurate count. The graduation rate starting with the 2004-05 school year is calculated as follows: divide the total number of graduates (completers) by the total number of graduates (completers) plus 10th, 11th and 12th grade dropouts.
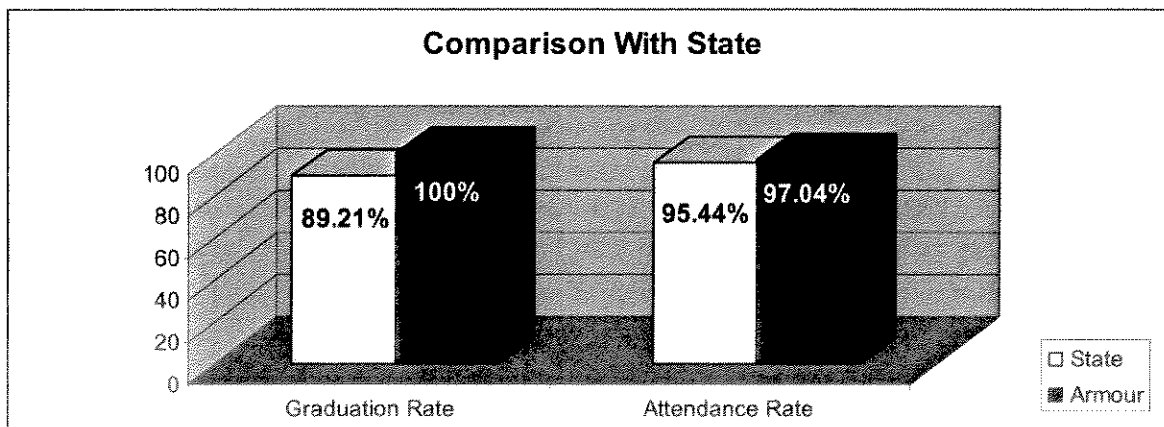
ACT Results

	2004-05		2005-06		2006-07		2007-08		2008-09	
Number Tested	12		12		9		8		NA	
	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg	Dist Avg	State Avg
English	18.9	20.8	22.5	21.0	21.8	21.3	21.4	21.3	22.3	21.2
Math	19.6	21.3	24.0	21.6	21.4	21.7	22.8	21.7	24.7	21.8
Reading	20.8	21.7	24.3	22.0	22.0	22.1	24.6	22.1	22.9	22.3
Science	19.2	21.6	23.2	21.8	22.6	21.9	23.8	21.9	23.6	22.0
Composite Score	19.8	21.5	23.7	21.8	22.0	21.9	23.2	21.9	23.3	22.0

ACT Score Comparison
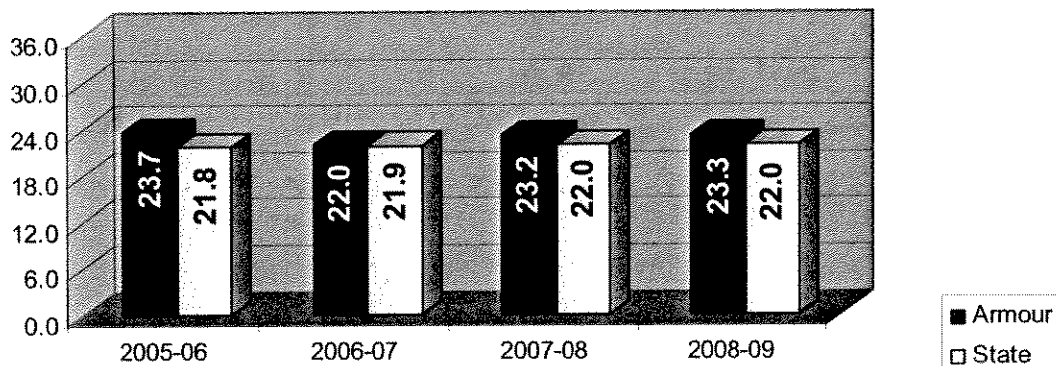
% of ACT-Tested Students College Ready
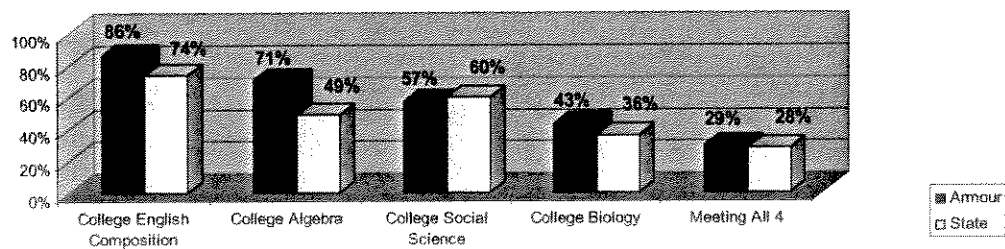
Non Traditional Course Enrollment
(# of students enrolled)

	2004-05	2005-06	2006-07	2007-08	2008-09
Advanced Placement Courses	0	2	0	0	1
Dual Credit Courses (HS & college credit)	2	1	0	0	1
Credit Recovery Courses	-	-	-	-	-
Distance Learning Courses	-	-	-	-	-

5   Students' Post-graduation Plans

Post-graduation Plans

	# of graduates	% 4-yr college	% voc/tech college	% employed	% military	% misc.
2005-06	22	50%	40%	5%	5%	0%
2006-07	16	25%	56%	6%	13%	0%
2007-08	15	40%	40%	7%	13%	0%
2008-09	13	31%	62%	0%	8%	0%
2009-10						

2008-09 Post-Graduation Plans

military, 8%

employed, 0%

4-yr college, 31%

voc/tech college, 62%
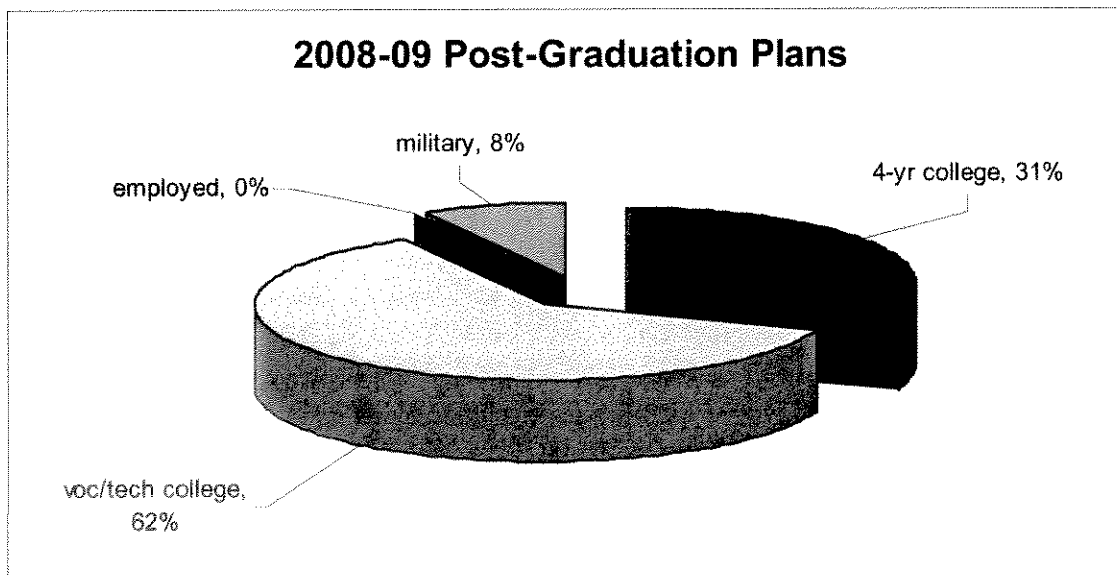
Dakota STEP Results in Reading

NOTE: Due to rules of confidentiality, any category with fewer than 10 students will be identified with an asterisk (*).

DakotaSTEP Reading % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2004-05	100	66	86	100	93	*	67
2005-06	100	*	83	100	93	93	71
2006-07	100	100	88	75	85	93	81
2007-08	100	94	100	90	82	83	100
2008-09	80	100	94	100	73	60	86

NOTE: The chart below shows how the "All" subgroup in each grade span (3-5, 6-8, 9-12) compares to the Annual Measurable Objective (AMO) for South Dakota.
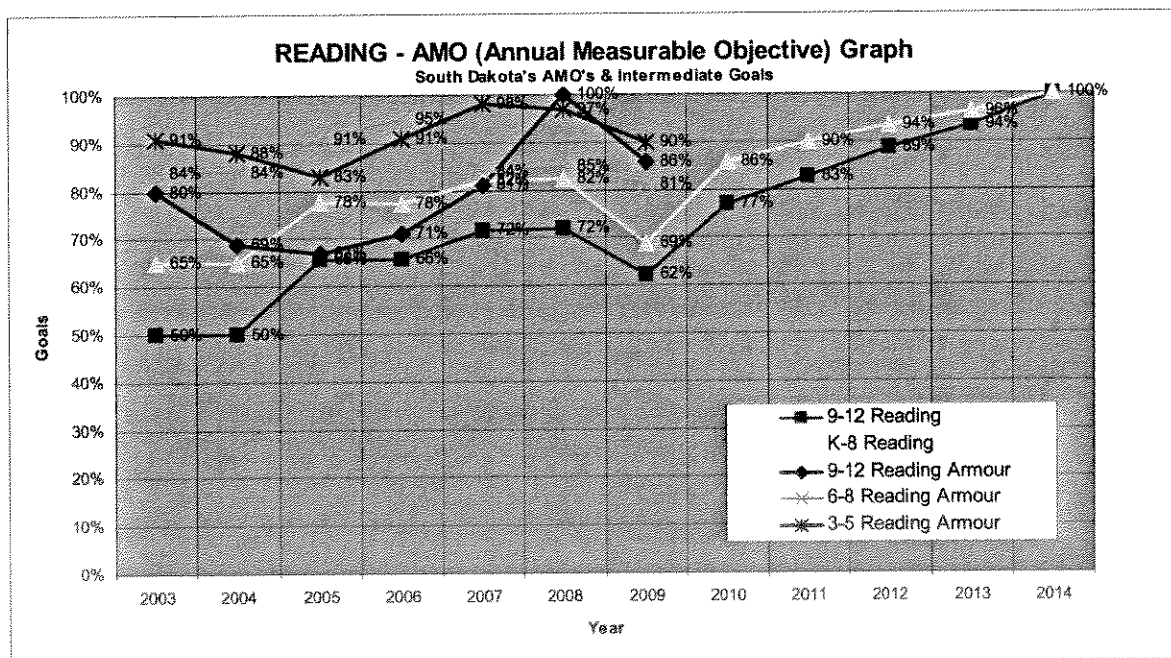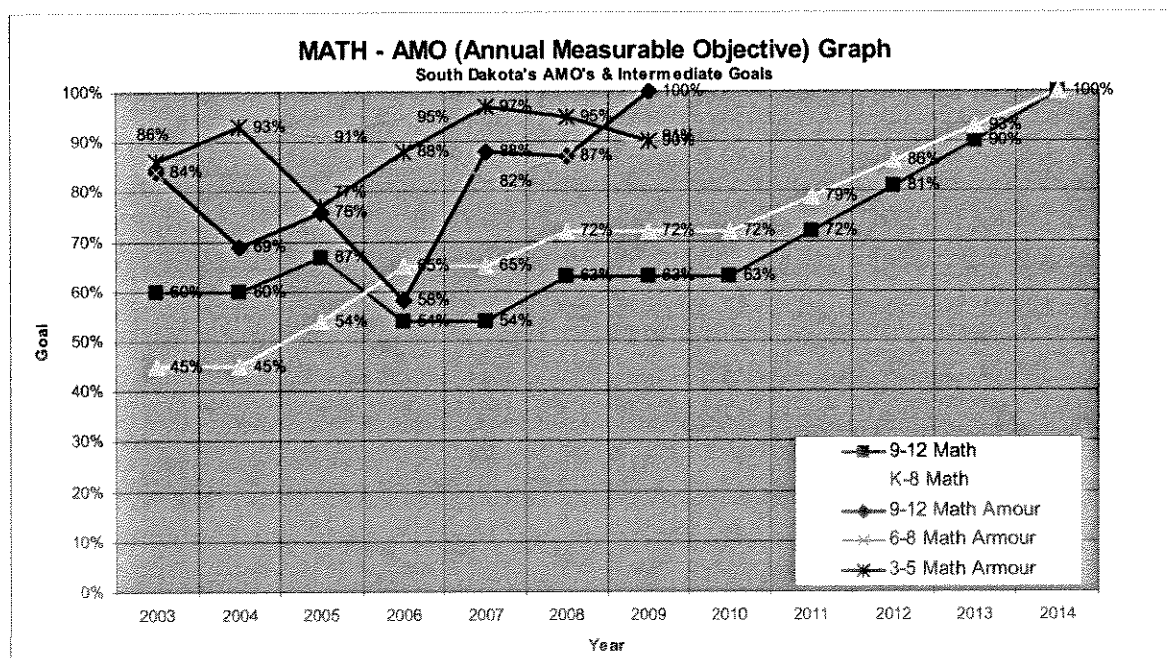
Dakota STEP Results in Math

NOTE: Due to rules of confidentiality, any category with fewer than 10 students will be identified with an asterisk (*).

DakotaSTEP Math % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2004-05	100	58	78	85	93	*	76
2005-06	100	*	67	87	100	100	58
2006-07	92	100	100	59	100	85	88
2007-08	100	88	100	100	64	94	87
2008-09	92	100	80	100	100	70	100

NOTE: The chart below shows how the "All" subgroup in each grade span (3-5, 6-8, 9-12) compares to the Annual Measurable Objective (AMO).

MATH - AMO (Annual Measurable Objective) Graph
South Dakota's AMO's & Intermediate Goals

8   Science Performance

NOTE: Due to rules of confidentiality, any category with fewer than 10 students will be identified with an asterisk (*).

DakotaSTEP Science % Proficient and Advanced							
All Subgroup							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11
2006-07	-	-	88	-	-	69	88
2007-08	-	-	100	-	-	77	73
2008-09	-	-	79	-	-	69	71
2009-10							

NOTE: Science is only tested at grades 5, 8, and 11. At this time, science is not included in the determination of AYP and scores will not place a school into School Improvement status. No Annual Measurable Objective (AMO) has been set for science.
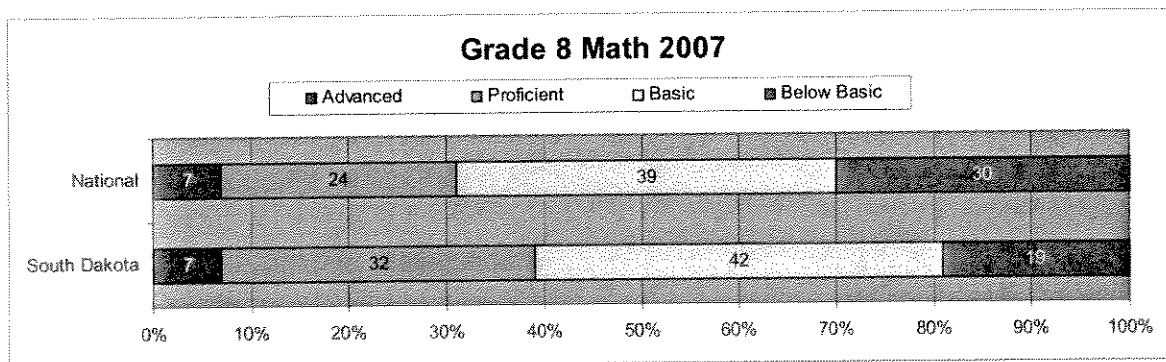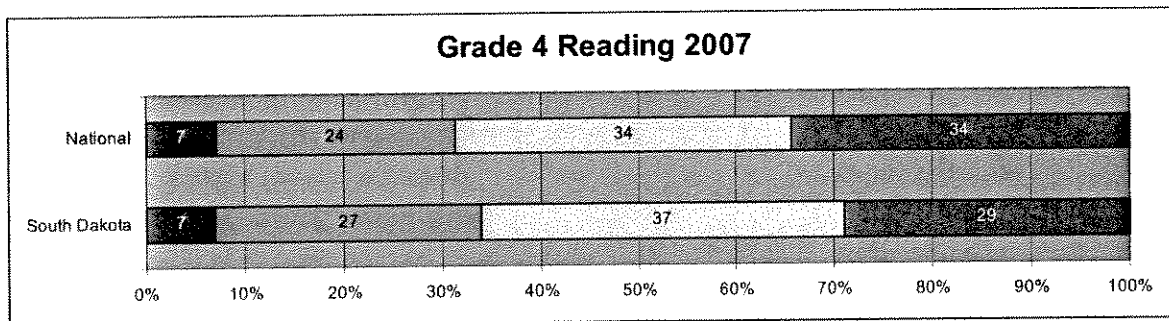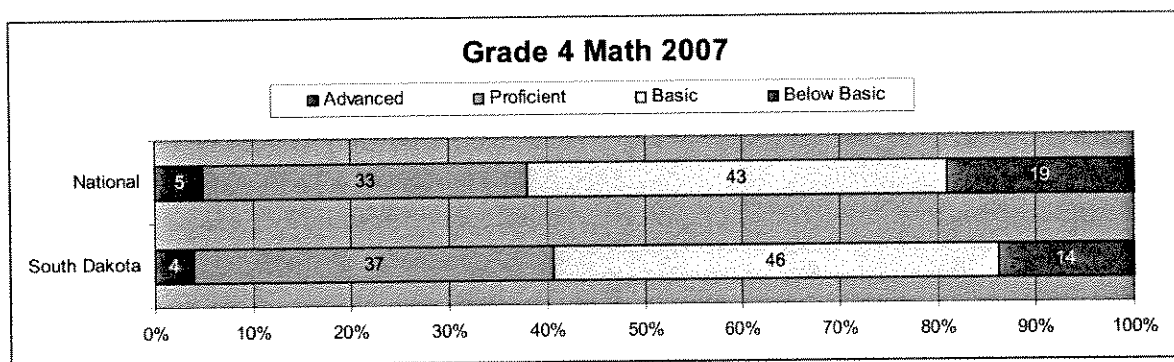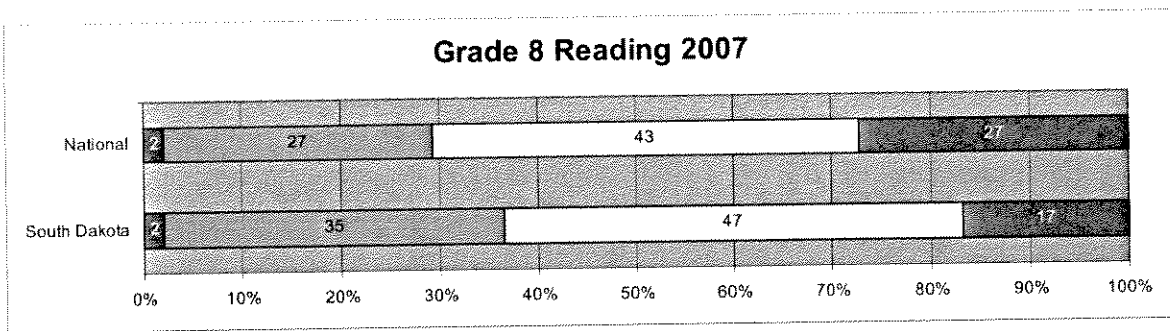

2009 DakotaSTEP Science - % Proficient and Advanced
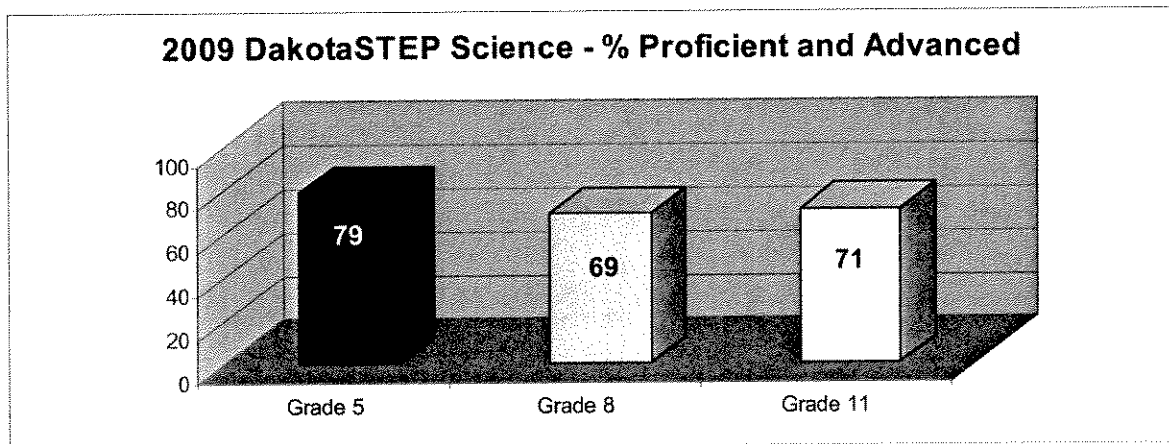
The National Assessment of Educational Progress (NAEP) or the "Nation's Report Card" is administered on a biannual basis to a sample of 4th and 8th graders in every state. The most recent NAEP data available are for the 2007 administration. Each student takes a portion of a reading or mathematics assessment. The NAEP results are reported for the state as well as the nation and there are no published school or district results.

NOTE: These charts represent a comparison of the "ALL" subgroup of students in South Dakota with the "ALL" subgroup of students in public schools nationwide in 2007.

Grade 4 Math 2007

■ Advanced   ▣ Proficient   □ Basic   ▦ Below Basic

	Advanced	Proficient	Basic	Below Basic
National	5	33	43	19
South Dakota	4	37	46	14

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Grade 4 Reading 2007

	Advanced	Proficient	Basic	Below Basic
National	7	24	34	34
South Dakota	7	27	37	29

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Grade 8 Math 2007

■ Advanced   ▣ Proficient   □ Basic   ▦ Below Basic

	Advanced	Proficient	Basic	Below Basic
National	7	24	39	30
South Dakota	7	32	42	19

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Grade 8 Reading 2007

National	27	43	27
South Dakota	35	47	

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

NOTE: NAEP achievement levels are not necessarily equivalent to proficiency levels used with South Dakota's state assessment, DSTEP. For more information on the mathematics and reading achievement levels go to:
http://nces.ed.gov/nationsreportcard/mathematics/achieve.asp or
http://nces.ed.gov/nationsreportcard/reading/achieve.asp.

10   Writing Performance

Writing Assessment Results

% Proficient and Advanced

	Ideas & Development	Organization	Word Choice	Sentences	Grammar	Mechanics
Grade 5	80	74	73	67	60	67
Grade 7	91	91	82	73	82	82
Grade 10	46	38	54	38	54	53

2009 Writing Assessment - % Proficient and Advanced

■ Grade 5   □ Grade 7   □ Grade 10
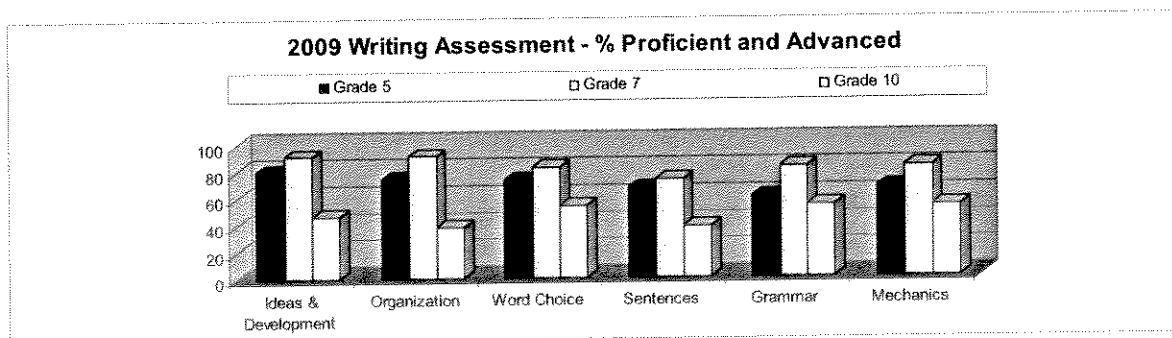
District Level AYP Summary

Objectives	2004-05		2005-06		2006-07		2007-08		2008-09	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
% of PreK-5 Tested	100%		100%		100%		100%		100%	
% of 6-8 Tested	100%		100%		96.5%		100%		100%	
% of 9-12 Tested	100%		100%		100%		100%		100%	
Grad Rate	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Attendance	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Reading	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Math	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK

NOTE: In 2009, 2008, 2007 and 2006, Armour School District was named a Distinguished District.

School Level AYP Summary
Reporting School Improvement Status designations and subsequent status.

School & Objectives	2004-05		2005-06		2006-07		2007-08		2008-09	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Armour Elementary	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Armour Middle School	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK
Armour High School	Yes	OK	Yes	OK	Yes	OK	Yes	OK	Yes	OK

NOTE: In 2009, Armour Elementary, Middle School, and High School were identified as Distinguished Schools. In 2008, Armour Elementary and Middle School were named Distinguished Schools. In 2007, Armour High School, Middle School, and Elementary were named Distinguished Schools. In 2006, Armour Elementary and Middle School were named Distinguished Schools.

12   Additional Data

Safe and Drug Free Schools Data

<u>Number of incidents in school in past 5 years:</u>
- Incidents involving alcohol = 0
- Incidents involving drugs other than alcohol = 0
- Incidents involving weapons = 0

Strengths and Areas of Concern

Surveys are given to staff, parents and students. Standardized test data and other performance data as well as other information is collected and analyzed. Staff and administration are involved in retreats, meetings, and workshops. Members of the community including parents of students in all grades, with and without children with disabilities, as well as other board members and other citizens are involved in the identifying of school needs and goals. Through these processes the following strengths and weaknesses have been identified.

Strengths
- Our school performs well academically
    - ▶ **In 2009 the Armour Elementary School was one of two schools in the state to be named a "Blue Ribbon School" by the U.S. Department of Education.**
    - ▶ **In 2009 the Armour High School was identified as one of "America's Best High Schools" as featured in U.S. News and World Report.**
- Dakota Step Scores
- Distinguished School District 4 consecutive years
- Teachers and parents hold high expectations for students
- Small size of the district allows for individual attention
- Safe, close knit environment
- High ACT scores
- Communication between school personnel and parents is improving
- District commitment to education

Other Areas of Concern
The following areas were cited as areas of concern or areas we wished to emphasize to prevent future concern:
- Technology availability in the elementary
- Reading and writing across the curriculum
- Providing enough guidance with limited resources
- Increase in graduation requirements and age of attendance will make graduation difficult for some students.
- Need for increased programs dealing with the use of drugs, tobacco, and alcohol.
- Bullying issues
- Increase in parental involvement

Notes & Definitions

- An Overview of NCLB information can be found at:
  https://sis.ddncampus.net:8081/nclb/overview.html

- Schools are assigned a School Improvement Level equal to the highest level of the objectives. For a more extensive explanation of the school improvement process and sanctions, see:
  http://doe.sd.gov/nclb/index.asp

- Improvement Status indicates the level of School Improvement that the school (or district) will be in for the next year. AYP must be missed in the same objective for two consecutive years for Improvement Status to begin. To be removed from School Improvement, AYP must be met for two consecutive years.

  - **Alert** (Did not meet AYP for one year.)
  - **Level 1, 2, 3, 4** (Identified for Improvement – did not meet AYP) School or district is subject to State Requirements and additional Title I sanctions assigned to that level. See the Department of Education website for details.

- Subgroups identified for testing accountability include the following. Testing results are not reported for subgroups with fewer than 10 students due to confidentiality. Schools and districts are also not held accountable for AYP for subgroups numbering fewer than 10 students.
  - All (all students tested)
  - White
  - Native American
  - Hispanic
  - Black/African American
  - Asian/Pacific Islander
  - Students with Disabilities
  - Limited English Proficiency
  - Economically Disadvantaged

- High schools are accountable for graduation rate.
  Middle and elementary schools are accountable for attendance rate. All grades are accountable for test participation.

- Adequate Yearly Progress (AYP) may be met in a number of ways: achieving at or above the AMO (Annual Measurable Objective), averaging two consecutive years' scores, Safe Harbor (moving 10% of students from the Basic/Below Basic categories to Proficient or Advanced), or by Confidence Interval (formula allowance for small subgroup numbers).

- By 2014, schools are expected to show 100% of students proficient or advanced in mathematics and reading. The Annual Measurable Objective (AMO) that schools must meet will gradually increase until 2014, and schools will be accountable for the gradually increasing AMO in order to meet Adequate Yearly Progress (AYP).

- Distinguished Schools and Districts are identified using the following criteria. The school or district must meet adequate yearly progress for two consecutive years in both reading and math, AND decrease the achievement gap for one or more subgroups by 10 percent over a two-year period OR have at least 80 percent of students in the "All Student" group meet the state's proficient and advanced levels of student performance in both reading and math.

ARMOUR SCHOOL DIST. 21-1
2008-2009 School Profile

Section 1: Unique Local Insights

Armour School District 21-1 is located in the community of Armour. Armour is a small, vibrant community of 750 people located on Highway 281, 4 miles south of the 281 & 44 junction. It lies 42 miles southwest of Mitchell. It is the county seat and home to the Douglas County Hospital and Prairie Health Clinic. It is located in Congressional District 19. The district is 128 square miles and lies within Douglas and Charles Mix counties. There are 2 bus routes. They are 35 and 40 miles in length. There are two school sites. The elementary building is K-4 and 5-8. The high school building consists of grades 9-12. Enrollment is 163students. Accreditation comes from the S.D. Department of Education. The elementary building was constructed in 1966. The gymnasium was built in 1978. The high school is an older building but was fully remodeled in the summer of 1997.

Academic achievement runs high in the Armour School District. The Armour District has been designated as a Distinguished District by the South Dakota Dept. of Education each of the last four years. In addition, the district was also identified as exemplary in 2007-2008 with 93% of the students proficient and advanced in reading and 90% of the students proficient and advanced in math as defined by NCLB as a result of the student's Dakota STEP scores. The elementary school is one of two schools in the state of South Dakota to receive the "Blue Ribbon School" award from the U.S. Dept. of Education in 2008-09.

Students consistently rank above the state and national averages in ACT scores. Over the last 5 years the average composite score is 22.3. The subscores are as follows: English 21.6; Math 22.2; Reading 22.8; and Science 22.2. In addition, Armour high school has produced four merit scholars in the past ten years and numerous Opportunity Scholarship honorees.

Students of the past five graduating classes were surveyed and 96% stated they were prepared at an average or above average level for further study. Only 4% said they did not feel adequately prepared. 65% felt they were prepared well above average for further study compared to their peers.

Technology is a major focus in the Armour District. There are three full computer labs along with 4 wireless mobile labs. The staff and students have wireless access to the internet and the network throughout the facility. In addition, every classroom has additional computers. There is a VTEL distance learning lab as well. During the 2008-2009 school year, Armour high school has become a One-to-One laptop school. Each high school student and teacher received a tablet. The district prides itself in its use of technology both as a specific area of study as well as a means to enhance the curriculum.

In addition to academic success, the Armour school community prides itself in its fine art and athletic activities. It has a long and rich tradition of success in both the athletic arena and in the area of music and other fine art activities. Many state championships and music awards are proof of this success but the greater success lies in the opportunities these co-curricular activities have provide the students. Armour participates in an athletic coop with Tripp/Delmont in football, basketball, volleyball and track.

The students are involved in many volunteer and community endeavors. The high school sponsors and runs an annual blood drive. Armour has a movie theater that is fully funded by the community and operates strictly on a volunteer basis. Many students volunteer their time to help ensure the success of this theater.

Many programs have been implemented to encourage and reward student achievement and leadership. There are monthly "Student of the Month" and "Citizen of the Month" program in each of the three schools. A student in each class is recognized weekly as the recipient of an "Effort Award." The middle school and high school each have incentive programs rewarding students for achievement, leadership, character, and service culminating in a celebration at the end of the year. There is a mentoring program where high school students volunteer their time to mentor elementary students. There also is a similar "Reading Buddies" program.

"Teachers as Advisors" is a new program implemented in both the junior high and senior high schools. Senior Venture Project is another new program implemented in 2008. Each senior must complete a senior project as part of their requirement for graduation.

The district also has a very successful pre-school and after school program. Participation in this program has been very high and very positive. There are 19 students who participate in the after school program and 28 participants in the pre-school program.

Section 2: Student Characteristics

Armour is a small district with 60 students in high school, 50 students in middle school, and 53 students in the elementary.

Most students go on to further education upon completion of high school. (based on past 5 graduating classes)

- 89% of graduates went on to further education
- o 38% four year institution
- o 51% vocational technical
- 6% entered the military
- 5% entered the workforce

Section 3: Instructional Data

Personnel
- FTE (full time equivalent) – 20.6
- Student/Teacher ratio – 8:1
- 100% of instructors are HQT (Highly Qualified Teacher)
- Average years of experience (20.9 years)
- 4 of 22 (20%) have Masters Degree or above
- All but two staff members lives within the district
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- Turnover rate is extremely low
- o Elementary – 4 of 5 teachers have been in district 15 years or more
- o Middle School – 5 of 7 teachers have been in district 15 years or more
- o High School – 4 of 7 have been in district 15 years or more 6 of 7 have been in district 10 or more years
- o HS Principal – been in district 19 years
- o Supt/Elem Principal – been in district 34 years

The Armour School District offers a full academic program for students in grades K-12.
The program includes full day/every day kindergarten. Students in grades K-4 are taught in self contained classrooms with predominantly one teacher. The middle school is made up grades 5-8. Students have a variety of teachers based upon the teacher's strengths and qualifications. Students in grades K-8 are also exposed to several other co-curricular activities in addition to the academic program. Included are fine arts, physical education, and health activities.
The high school offers a variety of academic programs which are designed to meet the graduation needs of the students. All courses necessary to meet all three classifications of graduation diplomas are offered. In addition, many advanced courses are available to help prepare students for success in the workplace and for further study. Also included are courses in the fine arts, foreign languages, and other courses including those available through the use of the distance learning equipment, from neighboring districts, and South Dakota colleges.

Section 4: Community Data

The Armour School District is located in rural South Dakota. It is a small community and primarily agriculture based. The town of Armour is the Douglas County Capitol and the courthouse is located in Armour. Douglas County Hospital and the Prairie Health Clinic are located in Armour and are major employers.
Approximately 40% of the students are receiving free & reduced lunch. This is just one indicator that the economic level of many of the families is quite low. The economic conditions of the district are such that in most households both parents are required to work.
The school is the focal point of the community. Community members are invited to, and take advantage of the school facilities including computer labs, distance learning labs, weight room & exercise equipment, and gymnasium. The school district utilizes community volunteers to help with activities and serve on committees.
There are several active organizations within the community including the alumni association, music boosters, athletic boosters, Lions, fire and rescue, Women in Action, PEO, and community club.
The Armour School District has made parent involvement and an increase in communication between parents and school personnel a priority. We feel it is important to encourage parent involvement for the benefit of the students at our school. Administration and staff in general have an open door policy and can be contacted through several different means. It is not uncommon to have parents donate their time to the students, staff and school. Armour is a small town and the school serves as the heartbeat of the community. Parents and school staff members need to work hand in hand in activities in and out of the classroom. We will continue to look for ways to increase parental involvement in our student's education.

Several avenues have been implemented to increase communication between school personnel and parents. A very informative website has been created and is updated daily. Newsletters are sent home on a regular basis. The School Reach phone system has been implemented.

A Parent-Teacher organization has been formed. It is entitled PTT or Parents and Teachers Together. Its purpose is to promote building positive relationships between parents, teachers and administration. Monthly meetings provide a sounding board for current issues. In addition, workshops, presentations, and speakers are brought in on a regular basis on a variety of topics. Other activities include an open house provided at the beginning of the school year.

Section 5: Financial Data

Revenue:
General Fund $1,595, 685
Capital Outlay $48,010
Special Education $210,262
Pension $24,932

Tax Levy:
General Fund Ag $5.22
Non-Ag $7.21
Owner Occupied $8.19
Other $17.56
Capital Outlay $.42
Special Education $1.40
Pension $.30
Opt Out: $490,000 general fund opt out for three years – began in 2009, payable in 2010.
Per Pupil Spending: General Fund $9541 Overall $12,657
Grants Received: Title I $30,310
                           Title II $18,476
                           Title IV $1,259
                           Title V $153
                           REAP $19,888
                           After School $24,974
Gross Salaries as a percent of total expenses: 64.1%
Payroll Expenses as a percent of total expenses: 79.8%

Section 2:

Comprehensive Needs Assessment:

The needs assessment began with a data retreat on Sept. 23 & 24, 2010 hosted by ESA 3 at Mid-Central Education Coop. The data was looked at and analyzed based on the four lenses of the data retreat process. The data and information from the retreat was rolled out to the board on October 12, 2010 and to the staff on October 14, 2010. Staff looked at indicators so they could address areas of concern within their classrooms. Using E-Metric software, teachers were able to look at classroom and individual needs based on Dakota STEP scores.

Dakota STEP Reading % Proficient and Advanced

Years	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2006-07	100	100	88	75	85	93
2007-08	100	94	100	90	82	83
2008-09	80	100	94	100	73	60

Dakota STEP Math % Proficient and Advanced

Years	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2006-07	92	100	100	59	100	85
2007-08	100	88	100	100	64	94
2008-09	92	100	80	100	100	70

Card Sort Activity

During the process of writing this application to change from a Targeted Title 1 Program to a Schoolwide Program, a card-sort activity was held at our school with the assistance of Dr. Al Kosters from the DOE. This activity was designed to obtain feedback from administrators, teachers, paraprofessionals, school board members, and parent to statements about what was or was not happening in our school. It was a guage of what the stakeholders mentioned

above, felt was a strength or weakness in our school environment. The activity acted as a needs assessment tool and provided insight into things we do well and things we need to

improve. These results were tabulated and are found in the following pages. They will be used to focus our attention and facilitate change. We will use them as a basis of future staff development activities, inservices, and workshops. The following 3 pages provide the points included in the activity and the results obtained by tracking in the 3 separate groups as listed.

	I. High Standards for all students	II. Effective instructional strategies that increase the amount of quality of learning time.	III. Enriched and Accelerated Curriculum	IV. Intensive and sustained Professional Development	V. Parental Involvement	VI. A community of learners	VII. Other services to students
Descriptor Card #							
Strength							
HS	6 = 24, 54	6 = 19	6 =	6 =	6 =	6 = 28,	6 =
MS	6 = 24	6 = 55, 57	6 =	6 =	6 = 30	6 = 28, 32	6 = 13
EL	6 = 11, 24, 34	6 = 8, 16, 18, 28	6 = 57	6 = 22	6 = 31	6 = 6, 52	6 = 7
HS	5 = 25	5 = 46	5 = 8, 44	5 = 47	5 = 26	5 = 32	5 = 13, 57
MS	5 = 34	5 = 16, 25, 36, 47, 49	5 =	5 = 53	5 =	5 = 29, 42	5 = 7, 51, 58
EL	5 = 23, 40	5 = 5, 14, 25, 43, 47, 55	5 = 1, 12, 17, 49, 54	5 = 9	5 = 10	5 = 15, 37, 42	5 = 26, 32, 41, 58
HS	4 = 31	4 = 11, 45	4 = 12, 14, 18, 43	4 = 9	4 = 10, 22, 31	4 = 2, 41, 42	4 = 27
MS	4 = 8, 23	4 = 11, 14, 18, 39, 50, 54	4 = 44	4 = 9, 22, 46, 52	4 = 2, 10	4 = 20, 26, 37, 40, 56	4 = 19
EL	4 =	4 = 39, 51	4 = 46, 50	4 = 30, 53	4 =	4 = 29	4 = 13, 27
HS	3 = 23	3 = 4, 5, 16, 17, 50	3 = 36	3 = 35, 48	3 =	3 = 6	3 = 7, 52
MS	3 = 1	3 = 5	3 = 45	3 = 21, 48	3 = 3, 31	3 = 6, 41	3 =

EL	3 = 4, 36	3 = 33	3 = 44, 45	3 = 48, 56	3 = 2	3 =	3 =
HS	2 = 38	2 = 33	2 = 1, 49, 53	2 = 2, 37, 40	2 =	2 = 29	2 =
MS	2 = 38	2 = 17, 33, 43	2 = 4, 12	2 =	2 =	2 = 15	2 =
EL	2 = 38	2 = 19	2 = 20	2 = 21	2 = 3	2 =	2 =
HS	1 =	1 = 56	1 =	1 =	1 = 21	1 = 15	1 =
MS	1 =	1 =	1 =	1 = 35	1 =	1 =	1 = 27
EL	1 =	1 =	1 =	1 = 35	1 =	1 =	1 =
	0 =	0 =	0 =	0 =	0 =	0 =	0 =
	Area of Need						

I. High Standards for all students.	II. Effective instructional strategies that increase the amount of quality of learning time.	III. Enriched and accelerated curriculum.
IV. Intensive and sustained professional development.	V. Parental involvement.	VI. A community of learners.
VII. Other services to students.	1. An enriched (rather than remedial) curriculum accelerates the progress of students toward achieving high standards.	2. School is a place where parents as well as children are invited to learn.
3. Parents participate along with school staff members in workshops, seminars, and long-distance learning, and they frequently contribute to curriculum planning and decision making.	4. Approaches frequently used by teachers of gifted or talented students, particularly those approaches emphasizing critical thinking skills, are used with all students.	5. Teachers devise appropriate modifications of instruction to accommodate their students' interests, prior knowledge, learning styles and modalities and strengths and weaknesses.
6. School programs are built around meeting the needs of the entire family.	7. Counselors provide college and career awareness and guidance to all students.	8. Teacher use data they gather in their classrooms to modify instruction so that all students can achieve high standards.

9. School leaders encourage professional development opportunities.	10. Parents are encouraged to become partners in learning, planning and decision making, and instructional support.	11. Students are encouraged to use learning strategies (questioning, predicting, and self-assessment) as they pose problems and seek solutions.
12. Teachers offer enriched content that allows children to use knowledge in practical contexts.	13. Parent outreach extends beyond the school to include social and health services.	14. Educators are flexible changing their plans to accommodate students' choices, interests and abilities.
15. Planning teams gather information from colleagues, parents, and students to learn about program effects.	16. Educators facilitate hands on learning experiences, peer-learning groups, literature circles, and other strategies promoting active learning and supporting a social learning environment.	17. Teachers use hands on, highly interactive curriculum to build a strong foundation for communication, decision making, and problem solving within a real-world context.
18. Teachers design imaginative, flexible missions that encourage cooperative learning, peer coaching, and student interaction.	19. Options for increasing the amount of quality of learning time such as a reconfigured school day, extended day, or extended year have been considered.	20. Cultural inclusiveness is used as a means of enhancing learning and participation for all students.
21. Staff development is intensive and sustained and considers research in adult development and learning.	22. Staff development is tailored to the individual school's needs and aligned with program goals.	23. Student performance is compared only to standards, not to other students' or the school's previous performance.
24. Educators examine learning processes, products, and performances to determine if learners have me the standards.	25. Assessment is linked to instruction.	26. Educators collaborate with, and draw on resources from other programs in the school as well as public and private organizations to offer a wide range of services to children and their families.
27. Job placement services are available to all students.	28. Educators regularly observe learners in both informal and formal settings.	29. All members of the school community view themselves as learners.
30. Parents compacts outline the responsibilities of the school toward families and the responsibilities of families toward the school.	31. Educators and parents regularly communicate information and share goals essential to the success of students.	32. School volunteer programs and partnerships with local businesses and community groups provide goods and services that enable the schools to maximize resources.
33. Teachers regularly provide opportunities for students to demonstrate in writing their understanding of the core content areas of math, science, and social studies.	34. Opportunities are provided for all students to meet high standards.	35. Time is provided during the school day for staff members to create goals, plan their curricula and instruction, develop schedules, and collaborate.

36. Educators help students recognize the connection between school-based curriculum and employability skills.	37. Educators share responsibility for forming partnerships to realize goals they cannot independently achieve.	38. Students take responsibility for their own learning-setting goals for planning, carrying out and assessing their own work.
39. Educators group students according to their interests and choices, rather than their abilities.	40. Collaboration among teachers increases all teachers' sense of accountability for all students.	41. Mentors serve as models of success for students.
42. School administrators, teachers, teaching assistants, support persons, parents and students value the expertise each brings to the learning environment.	43. By connecting technology to the core curriculum, teachers build continuity across instructional components.	44. Students use technology to conduct research, communicate with peers in other regions, and share what they learn.
45. Teachers use technology to create an electronic infrastructure that allows computer and computer-related technology to become learning tools rather than electronic workbooks or static tutors.	46. Teachers recognize the range of instructional opportunities technology offers.	47. Educators revise their curricula and instructional practices on the basis of regular self-assessment.
48. Educators expand their knowledge and improve their teaching by reading the latest research journals and books and becoming members of educational organizations.	49. Students integrate their learning through thematic study.	50. Instruction offers students opportunities to develop skills that will help them make the transition from school to work.
51. Site-based teams use multiple indicators of student progress to determine program effectiveness.	52. School leaders are change agents focused on achieving a vision by involving other team members in realizing common goals and encouraging innovation and new ideas.	53. Teams work together regardless of distractions like personal agendas, political concerns, and leadership issues.
54. Students discuss, respond to, and share insights and questions about what they are reading, writing and thinking through literature study circles, conferences, learning logs or other reflective experiences.	55. Students are not assigned to permanent groups for instruction.	56. Regular classroom teachers, administrators, specialists and the support staff collaborate in planning and providing instruction for students.
57. Educators incorporate gender-equitable methods and practices in their school and classroom.	58. Strategies to assist children in making the transition from preschool (Head Start, Even Start, and state-run programs) to elementary school programs are a part of the Title I program plan.	

Ongoing Analysis

Throughout the year the school staff met to further analyze assessments. In addition to the Dakota STEP, DIBELS, STAR Math and Reading results were analyzed and targeted standards were identified. Areas of low performance were identified. The results of the findings of this process indicated the need to target all groups in the areas of reading and math.

Armour Middle School Reading Strategies and Assessment for Title 1 Schoolwide

Goal 1: The Armour Elementary Students in Grades 5-8 will reach a 80% Proficient or above by the end of the 2011 school year as measured by the Dakota Step tests.

Narrative of Strategies: The Armour Elementary School will focus on improving the Total Reading Performance for the 2010-2011 School year.

Action/Strategies	Persons Responsible	Time Frame	Progress	Evaluation Instruments/ Progress
Teachers Post Grades Continuously Progress Reports are sent home Mid Nine Weeks	Administrators Classroom Teachers	Year-long	On-going	Campus Report Cards Progress Reports
Professional Development: Attend Reading Council Meeting Data Retreats & Roll Outs Technology trainings Differentiated Instruction trainings E-Metric Achievement Series Book Studies	Administrators and those staff members assigned by administration DOE staff ESA Staff	2010-2011	On-going	Staff Participation Lesson plans Implementation of techniques Administrative Observations Continuing Education Hours College Credit
Curriculum aligned to South Dakota Content Standards	Administrators and/or those assigned by the administration ESA staff	2010-2011	On-going	Classroom Connector(Tech Paths) Achievement Series Mandates from the State Department of Education
Classroom Strategies Individual Instruction- instruction based on needs of individual students	Classroom Instructors Title1 Personnel Administrators Aides	2010-2011	On-going	Peer teaching Dakota Step Tests Achievement Series E-Metric DIBELS Testing Star Reading Classroom Observations and assessments Classroom Connector(Tech Paths) Formative Testing Education City Functional Assessments Report Cards

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Armour Middle School Math Strategies and Assessment for Title 1 Schoolwide

Goal 1: Armour Middle School will improve students' math scores so that 80% of students in grades 5-8 will score proficient or above based on the Dakota STEP spring 2011.

Narrative of Strategies for improving Math Achievement:

Armour Middle School will continue to focus on improving math performance for the 2010-2011 school year.

Actions/Strategies	Persons Responsible	Time Frame	Progress	Evaluation Instruments/Progress
Teachers post grades continuously Progress Reports are sent home.	Administrators Classroom Teachers	Year long	On-going	Campus Report Cards Progress Reports sent home mid-9 weeks
Professional Development Data Retreat Data Roll Out Achievement Series E-Metric Differentiated Instruction Book Study Math Counts Technology Trainings	Superintendent, Administrators ESA Staff State DOE Staff	2010-2011	On-going	Evidenced by staff participation Lesson Plans Administrative Observations Continuing Education Hours College Credits
Curriculum aligned to South Dakota Content Standards	Administrators Subject area teachers	Completed May 2011	On-going	Classroom Connector (Tech Paths) Achievement Series Mandates from State Department of Education
Classroom Strategies Individual Instruction based on area of concern from test results, observations, etc	Classroom Instructors Title 1 Personnel Administration Teacher's Aides	Year-long	On-going	Dakota STEP Test Data Achievement Series Classroom Connector (Tech Paths) Star Math E-Metric Accelerated Math Functional Assessments Classroom Assessments Report Cards

Section 4: Instruction by Highly Qualified Staff

The Armour Public School District 21-1 has established procedures that assure highly qualified staff are hired to deliver instruction. The District advertises openings through the Associated School Board Website, local and regional newspapers and through university career centers. The application process includes an application, transcripts and references. Once reference checks are completed, on-site building interviews are conducted. The selected individual must then complete a background check as a condition of employment.

The superintendent/elementary principal prepares a document (PRF) in the fall to verify that all Title 1 staff complies with the requirements of section 1119 (Qualifications for Teachers and Paraprofessionals). This is filed in the District Office and in the principals' offices at each site.

Armour School District also complies with the Parents' Right to Know provisions of the NCLB law.

100% of our teachers at Armour Elementary and Middle Schools are highly qualified according to the standards set forth in NCLB.

The paraprofessionals at Armour Elementary and Middle Schools are highly qualified according to NCLB.

Section 5: Professional Development

Opportunities for collaboration, continuing education, and professional development are provided through participation in school and district professional development options as well as local and state conferences and workshops. Included in but not inclusive are:

- Math Counts training and implementation 2010-2011
- E-Metric Training by all staff
- Achievement Series training by all staff
- On-going Technology training/ interactive white boards training
- Professional Development is offered for continuing education credit and college credits
- Book study will be mandatory for all staff
- Parent-Teacher-Together Organization offers parents ideas on how to help their child achieve in school.
- School Newsletters offer parents information on activities the students are working on in school.
- Title I Parent Meeting
- Data Retreat conducted by ESA Staff

Section 6: Parent Involvement and Education

Increased parent involvement is an on-going goal at Armour Elementary School. A Parent Involvement Policy and Parent Compact are included in the Title I Handbook. Copies are available to parents at the Open House held on the first day of school. This information is also distributed during the Title I Open House. Feedback and input are sought from parents at the annual meeting.

Parents have the opportunity to be informed in other educational activities through PTT (Parent-Teachers-Together). These meetings are held monthly with a large variety of topics being covered. The topics are not only informative, but offer parents an opportunity to interact with other parents, as well as school staff and administration.

Section 7: Middle School Transition

The Armour School District cumulative record file and computer informational records are updated and continue on to middle school with the students. Fourth grade students are invited to the fifth grade room for part of a day to aid in the transition from elementary to middle school. Students meet the middle school teachers. Students are given a schedule of classes in Grade 5, as well as a supply list. Students are given time to ask questions about Grade 5 activities and classes. Since the Elementary School and Middle School rooms are in the same building the students are familiar with the facilities. The athletic director speaks to the students on required paperwork for any extracurricular activities that pertain to them. Special education staff meets with the receiving teachers of students on IEPs to review goals, services, any modifications or accommodations needed to make smooth for the students with special needs. Parents are invited to attend a middle school open house in the fall before school starts to meet staff and see the classrooms.

Section 8: Monitoring, Support, and Evaluation of Program

All Students will be eligible for Title I services in our School wide model based on Star Testing and Dakota Step Testing as well as teacher and/or parent referral. All our students will be tested and evaluated by several methods to establish their individual needs. All students in Grades 5 through 8 will take the Star Math Test which is given by the classroom teacher. All students in Grades 5 and 6 will take the Dibels Reading Test. Star Math, Dibels, and Dakota Step test results will be disseminated to parents as these scores become available.

Dakota Step tests will be evaluated by the appropriate staff. These results will be used by staff in planning instruction for students for the 2010-2011 school year. "Bubble" students will be monitored closely and given further testing using the Achievement Series or other diagnostic testing as needed. They will participate in acceleration services and will be given priority when selecting students for small group instruction.

Students found in need of assistance will receive extra attention in the form of "double dipping". They will receive classroom reading and math from the regular classroom teacher, but further instruction will be provided in a small group setting or on an individual basis as needed. This instruction will be supplemental to the regular classroom curriculum. As scheduling allows, some co-teaching will be used, such as a Reading Specialist teaching a small group of students working on an area of need in reading, while the regular classroom teacher teaches another group and a Para assists another group. Intervention services will be

provided in the regular classroom or in the Intervention Room depending on group size. Teachers that have time in their schedule will be assigned to assist in the regular classroom instructing small groups or assisting in the intervention room. The Intervention Room or Reading and Math Lab will be used when a quiet atmosphere is needed. The Reading and Math Lab could also be used when students need more computers than are provided in the regular classroom. Armour is adopting a new math series this year that has intervention software that coordinates with most of the math lessons, objectives, and standards from K-6. The Math specialist will provide assistance with computer intervention software either on individual computers or on the Promethean Board in the Reading and Math Lab. This intervention software, as well as Re-teaching materials from the series will coordinate with the regular classroom instruction and supplement lessons taught by the classroom teachers.

Regular classroom assessments such as quizzes, tests, and other authentic tasks will be used to measure progress in both reading and math throughout the year as well.

Section 9: Fiscal Requirement

Funding resources used to support this school wide plan include monies from the general fund, Title I, Part A and REAP. Funds are used to support the plan with regard to staff salaries and benefits, professional development, and supplies and equipment.

10% of the Title I Part A allocation is reserved for professional development to address the identified academic needs.

Needed resources requested of the district are documented on purchase orders and the business official's signature indicates the request was granted.

Section 10: On-going Program Development

The Schoolwide plan will be reviewed annually upon confirmation that the district is eligible for school wide Title I at Armour Elementary School. The Armour School Board will review and approve the Schoolwide plan annually.

In addition the school will maintain accreditation by the state of South Dakota. The goals set will be an ongoing part of the School wide program development.

The ongoing development of the program at Armour Elementary School continues to qualify for Schoolwide designation will be part of the process in filling out the Consolidated Application for Title I/ REAP grants for the 2010-2011 school years

Additional review will be held throughout the school year by necessary staff upon completion of goals as well as to continue the progress set forth in the plan.

A copy of this plan will be in the District Superintendent's office and the Elementary Principal's office. A copy of this plan will also be posted on the Armour School Website.