

TITLE NEWSLETTER

Upcoming Events

September 21st-Title I Directors Training in Pierre.

October 14-16th – It is the 16th Annual Systems Change Conference in Chamberlain.

November 1-3rd-2015 Indian Education Summit in Pierre, registration is now open!

McKinney-Vento Education of Homeless Children and Youth



Do you have students in your school who may qualify for the McKinney-Vento Program (M-V)?

The term “homeless children and youths” –

(A) means individuals who lack a fixed, regular, and adequate nighttime residence; and
(B) includes

- 1) Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- 2) Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- 3) Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- 4) Migratory children (as such is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (1) through (3).

M-V Subtitle B of Title VII, Section 725 reauthorized in 2001 as Title X Part C of ESEA

You may have a student who has lost his/her home because of a fire, flood, tornado, eviction, economic hardship, unaffordable housing, or is living in inadequate housing (any one of these - no plumbing, electricity, heat, damaged, inadequate for the number of people residing within). Children who lack a permanent home and are living with others because of economic hardship qualify under the M-V law. Youth who are living on their own and have no permanent (regular) housing are also homeless. Homelessness can happen suddenly and can happen to any of us.

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Contact Us:

South Dakota
Department of Education
800 Governors Drive
Pierre, SD 57501
605-773-6400



School District M-V Liaison

Each school district has a person designated as the M-V Liaison. Should you believe that a student is not living in permanent, adequate house, please contact your school district's liaison. A list of liaisons may be found on two different locations on the SD DOE website. Each school district maintains a directory of certain contact people within their district. Go to this location and click on "Public School Districts" and then your school district name.

<http://doe.sd.gov/ofm/edudir.aspx>

or go to

<http://doe.sd.gov/oess/TitleXpartC.aspx>

and nearly at the bottom of the page you will find "Liaison Contact List" and click.

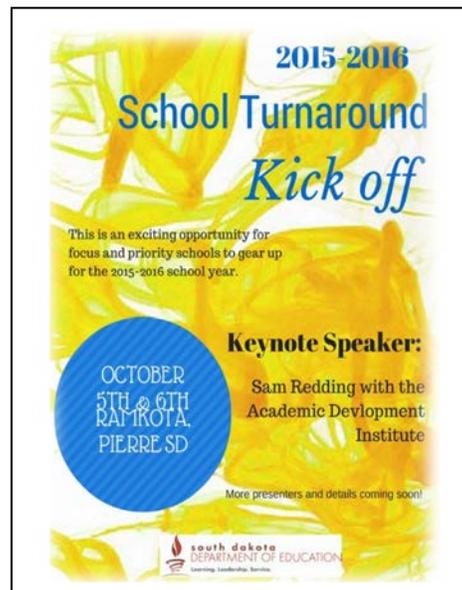
Fall Kick-Off for Focus and Priority Schools

The South Dakota Department of Education is hosting a fall Kick-Off for the 2015-2016 Focus and Priority Schools.

Sam Redding, from the Academic Development Institute, will be joining us as a key-note speaker. Dr. Redding provides expertise in the areas of:

- School management
- Social and emotional learning
- Family-school relationships
- School improvement
- Factors that affect student learning

The Department of education will sponsor all Focus and Priority schools to send a School Leadership Team to the Kick-Off to begin planning for the 2015-2016 school year.



The *Changing Schools* Magazine has a new issue out. Go to

<http://www.mcrel.org/products-and-services/changing-schools-magazine> to check it out!

Changing Schools: Focusing on Diverse Learners

Diverse learners are becoming more of a majority in the schools across America. The growth for ensuring they get high-quality education is also rising, along with conquering achievement gaps.

This issue of *Changing Schools* looks at the issues surrounding the education of diverse learners and offer perspectives on ways to improve the success of diverse learners.

Why is it important to identify M-V qualifying students?

As lacking a permanent place to live is a traumatic event, students are highly likely to suffer academically, emotionally, and physically. M-V students have rights under federal law and the district liaison is charged with assisting the student to obtain the services as defined in the statutes. Often the school is the most stable portion of an M-V student's life. Ensuring that services are provided can make the difference in keeping the student involved and progressing towards a successful school career and opportunities as an adult.

Identified students have -

- Right to immediately enroll in school and to immediate full participation
- Right to remain in the school they attended while permanently housed
- Right to immediate free food service without filling out paperwork
- Right to transportation to the school of origin to ensure no break in school attendance.
- Right to all services and extra-curricular activities as permanently housed students.
- Right to Title I services in Title I schools and comparable Title I like services even if they attend a non-Title I school. This is particularly important for students in middle school and high schools that are not Title I funded. The requirements for Title I or Title I comparable services are essential to help students maintain at grade level. (Title I M-V Set-Aside Funds)

<http://center.serve.org/nche/ibt/trauma.php>

http://center.serve.org/nche/ibt/sps_resilience.php

http://center.serve.org/nche/ibt/aw_poverty.php

http://center.serve.org/nche/ibt/aw_food.php

http://center.serve.org/nche/ibt/sc_titlei.php

Training for School Staff and M-V Liaisons

Want some quick training?

Live Sessions- <http://center.serve.org/nche/web/group.php>

Self-Paced Videos - http://center.serve.org/nche/web/s_p.php

Committee of Practitioners- An ESEA Requirement of Each State

The South Dakota Department of Education (SDDOE) is seeking persons to serve on an advisory committee.

South Dakota, along with every other state, maintains a Committee of Practitioners (COP) as defined in Section 1903(b) of the Elementary and Secondary Education Act. Committee members serve in an advisory capacity and are appointed by Secretary Schopp to fill three-year positions as defined in the Federal statutes.

The committee is composed of teachers, administrators, parents, school board members, private school representatives, other educators, and pupil services personnel such as counselors. Members are also chosen based on regional representation, plus involvement in Title supported programs.

These programs include: Migrant, McKinney-Vento Homeless, and Neglected/Delinquent.

Each state has a State Plan for implementation of the requirements of Title I defined in Section 1111(c)(11) of ESEA. The COP provides input into the plan including the ESEA Waiver and Waiver Amendments, Focus and Priority School Guidance, SD LEAP (Indistar[®]), Multi-Tiered System of Support, and all Title I related programs.

The committee meets in person twice a year, in the fall and June. Phone call meetings are held as needed. Minutes of past meetings may be found at: <http://doe.sd.gov/oess/cop.aspx>.

As an advisory committee, members are not compensated for their time, however, all expenses are paid. If you are interested in serving on the committee or want more information, contact Shannon.malone@state.sd.us. Along with district people who work in the areas listed above, the committee is seeking parent representation from Title I schools. Self-nominations are appropriate or districts may wish to nominate someone to the position. The Department Secretary has final authority on appointments.

To find an application, a list of current members and committee guidelines go to <http://doe.sd.gov/oess/cop.aspx>.

Tips to Encourage Writing in the Classroom

- 1) Use the shared events of students' lives to inspire writing.
- 2) Work with words relevant to students' lives to help them build vocabulary.
- 3) Give students a chance to write to an audience for real purpose.
- 4) Help students ask questions about their writing.
- 5) Use real world examples to reinforce writing conventions.
- 6) Use writing to improve relations among students.
- 7) Spotlight language and use group brainstorming to help students create poetry.
- 8) Practice and play with revision techniques.
- 9) Use casual talk about students' lives to generate writing.
- 10) Give students a chance to write to an audience for real purpose.

Want more tips? Visit:
<http://www.nwp.org/cs/public/print/resource/922#Nineteen>

Improve Reading Proficiency for Students with Learning Disabilities

Individuals with Disabilities Education Act (IDEA) federal regulations implemented Special Education State Performance Plan (SPP). There are 17 indicators which can be found at <http://doe.sd.gov/oess/sped-SPP.aspx>.

In 2014, the State Performance Plan was updated to create the State Systemic Improvement Plan (SSIP). South Dakota picked Indicator 3, reading proficiency rate, as the focus area. The goal: Students with Specific Learning Disabilities will increase reading proficiency prior to fourth grade from 33.16% to 41.83% by 2018 as measured by the statewide assessment. Stakeholders determined four strategies:

Data Analysis: General and Special Education Teachers will understand and apply evaluation data knowledge for instructional decision making.

Instructional Practices and Strategies: State support Local Education Agencies (LEAs) in the implementation of evidence based on foundation of reading instruction.

Collaboration: Strong general education and special education collaborations exist then students with learning disabilities will receive consistent support, accommodations and learning across settings.

Family & Community Involvement: Schools share and explain information on a child's progress related to foundational reading and discuss how families can be involved in development of those skills.

South Dakota has six pilot districts implementing strategies. As materials, information, training, and data reports are developed; it will be shared with districts across South Dakota.

Need Help Building Your School District's Core ESL Program?



DATE CHANGES

- September 21- Rapid City
- 8:30-3pm
- September 22- Pierre
- 8:30- 3pm
- September 23- Sioux Falls
-8:30-3pm

SDDOE will be hosting an ELL workshop in three different locations. Schools are invited to bring a team from their school to sit down with an ELL consultant and help them build their Core ESL Program.

Please register here:

<http://southdakota.gosignmeup.com>

The 3 C's of Reading Success

Being able to read is a necessary life skill. No one would ever argue with this. However, today the issues are how to get and how to keep kids reading as they grow. There are three easy things that you can do to help your students succeed in reading right now and for the rest of their lives. I call them the 3 C's of reading. Each piece complements the next and none of them are as effective without the other two.

You might want to sit down for the first one, because it completely bucks all current educational trends.

#1 – Choice. Numerous studies, both big and small, over the years have indicated that students are more likely to be successful in reading when they can choose their own books with absolutely no restrictions – no predetermined lists, no point requirements, no reading scores. Most recently this was tested in Rochester, New York (<http://www.washingtonpost.com/posteverything/wp/2015/05/27/why-we-should-let-kids-choose-their-own-summer-reading-books/>). Free reading choice also includes being able to “read” in whatever format is best for them – reading traditional print books, listening to audio books, and even being read to by someone else.

#2 – Commitment. Most people who make a commitment to something realize that they take the commitment more seriously when they sign something and have a way to track that progress. It's the same with reading! Not only do many kids register for summer reading programs at public libraries and track their reading, the Department of Education offers the 20, 24/7 Reading Pledge (<http://doe.sd.gov/octe/ReadSDPledge.aspx>). Children of any age and parents of young children are encouraged to commit to reading at least 20 minutes every day all year round. Being able to practice those skills by reading whatever books they enjoy, especially during the summer months, combats loss of reading proficiency when kids aren't in school. This means that they will be prepared in the fall ready to learn.

#3 – Continuity. While a child needs to read all year-round, which speaks to their commitment, there also needs to be partnerships among educational institutions in each community. Schools, public libraries, museums, Boys & Girls Clubs, 4-H, Boy Scouts, Girl Scouts, etc. – working together not only saves each entity from duplicating efforts, it also shows how important reading is for the success of all those organizations and the strengths of one organization can help fill in gaps that another might have. Across the state this summer public libraries are partnering with other community organizations to provide the “Every Hero Has a Story” summer reading program. If you aren't involved with this program, you still can be!

With extremely minimal efforts you can revolutionize the reading achievements of your students by incorporating the 3 C's of reading into your existing curriculum! Give it a try – what do you have to lose?

Jasmine Rockwell is the Children's & Youth Services Coordinator for the South Dakota State Library



The Office of Career and Technical Education and the Division of Learning and Instruction are currently addressing the DOE Aspirations/Goal via a variety of programs and strategies. For expanded information contact:

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Phone: 605.773.7006
Email: tiffany.sanderson@state.sd.us

Or

Becky Nelson
Director; Division of Learning & Instruction
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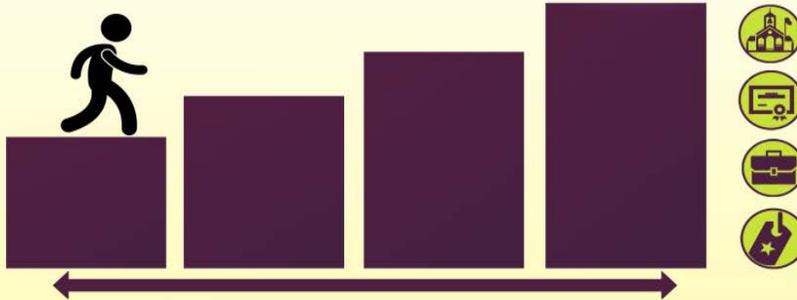
To learn more about some of the programs that support the South Dakota Department of Education goal of all students prepared for college, career and life visit our web site: <http://doe.sd.gov/outcomes/index.aspx>.

College, Career and Life Ready

All students graduate college, career and life ready.



College, Career & Life **READY**



Foundational Supports

#1

Students have access to high quality standards and instruction.

Strong, rigorous academic standards and engaging instruction provide the backbone for student learning.



The Digital Library is an online collection of resources for educators, aligned to the South Dakota standards in English language arts and math.

Investing in Teachers Training: 2012-2014

25,396 Common Core
1,362 Science Academies
715 School Counselor Workshops
11,474 SLO trainings
TOTAL 38,947 TRAINING DAYS
(# of participants x days attended)

The Common Core State Standards will have a positive impact on...

Year	Teacher practice		Student achievement	
	2013	2014	2013	2014
K-12 Principals	83%	83%	82%	81%
	93%	92%	89%	88%
District Leaders	90%	91%	91%	89%

*Teachers of Math and Reading

#2

Students are supported by effective teachers and leaders.

Effective teachers and leaders play an essential role in ensuring students are on track to successfully complete their K-12 education experience.

SLO Trainings

South Dakota's teacher and principal effectiveness systems rely on Student Learning Objectives, or SLOs, to measure student growth. An SLO is a teacher-driven goal or set of goals that establish expectations for student academic growth during a specified period of time.

5,828 educators
attended SLO training June 30-Aug. 1, 2014

teachscape

122* districts planning to use or currently implementing Teachscape

8,830* teachers and administrators have accessed Teachscape

Most popular Teachscape courses among SD teachers*

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning

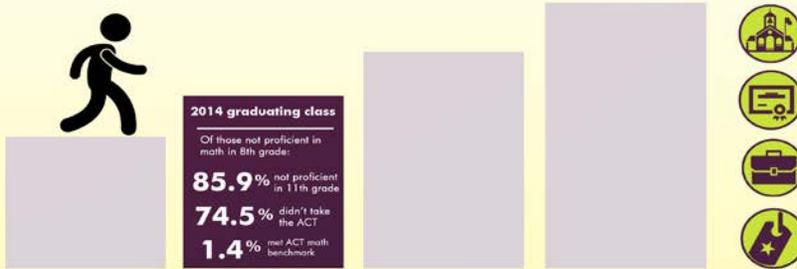
*As of Nov. 2014

#3

Students enter schools that provide an environment conducive to learning.

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional and academic success.

College, Career & Life **READY**



Goal: Students enter 9th grade proficient in math.

Strategy: Alignment of curriculum, instruction and assessment
Identify & address gaps, weaknesses & trends in student math performance grades K-8, so students will be better prepared for high school and college-level math courses.

Algebra I and Geometry end-of-course exams aligned to the new standards were developed for use in spring 2015.

FY 13 80.6% 2151 students taking Algebra in 8th Grade
FY 14 78.8% 2224 students taking Algebra in 8th Grade

Strategy: Increased data usage
Increase educators' knowledge and use of data to make instructional decisions.

USD Data Use Courses for teachers and administrators delivered beginning in summer 2013:

- Creating quality questions for data analysis
- Types of data
- Interpreting data
- Creating an action plan

Strategy: Increase math content knowledge and pedagogy
Expand opportunities for teachers in elementary and middle school to increase their content knowledge and instructional skills.

Math instructional coaching

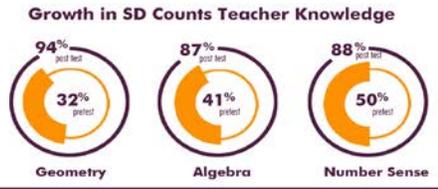
Builds capacity of teachers of grades 4-8:

- Design math lessons
- Develop classroom-wide strong student discourse
- Constructive use of peer questioning
- Implement formative assessments
- Embed standards in productive struggle & rigorous tasks

4 schools in 2014-15

SD Math Counts program builds content knowledge in 3 key areas:

- Number sense
- Algebraic reasoning
- Geometry and measurement



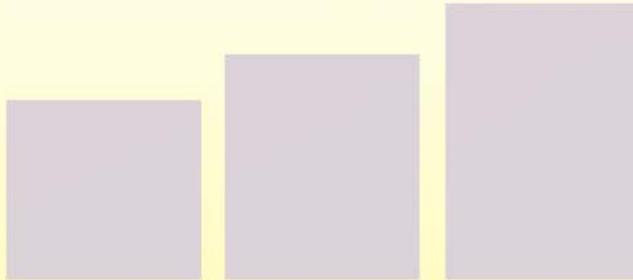
College, Career & Life **READY**



2014 graduating class

Of those not proficient in reading in 3rd grade:

73.7% didn't take the ACT
5.6% met ACT English benchmark
14.4% dropped out



Goal: Students enter 4th grade proficient in reading.

Strategy: **Early literacy**
 Increase the quality and availability of early literacy opportunities for children ages birth to 5.



Provide professional development and quality resources for caregivers

Strategy: **Year-round reading**
 Encourage students to read appropriate-level texts year-round.



Strategy: **Foundational reading skills and data-driven decisions**
 Increase educators' knowledge of foundational reading skills and the use of data to make decisions.



Instructional coaching: In the 2014-15 school year, instructional coaches are providing teachers of grades K-3 professional development and one-on-one coaching in foundational reading skills.

Response to Intervention (RtI): RtI is the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

College, Career & Life **READY**



4-year Graduation Rate	
82.7%	(2014 goal)
76.6%	Students meeting English ACT benchmark
75.3%	Students meeting English ACT benchmark
68.1%	Students meeting math ACT benchmark
67.0%	Students meeting math ACT benchmark
	2012 grads
	2013 grads



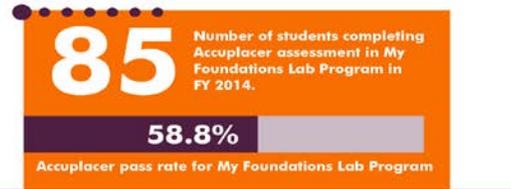
Goal: Students graduate high school ready for postsecondary and the workforce.

Strategy: **Rigorous standards**
Provide districts support in implementing rigorous standards.

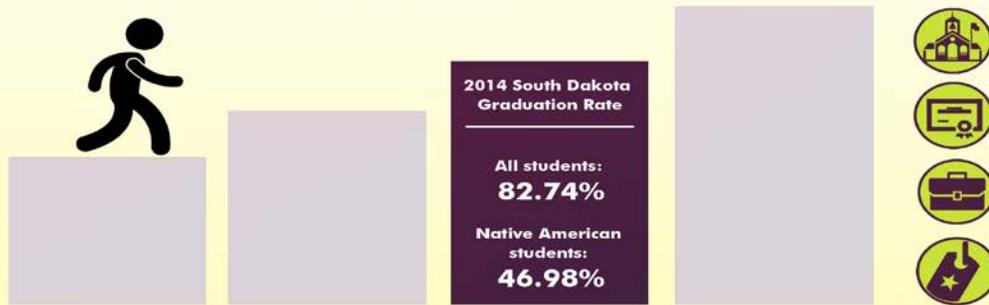
Strategy: **Advanced education opportunities**
Provide students the opportunity to take advanced, rigorous coursework and earn postsecondary credit during their high school careers.

Strategy: **Career development**
Engage students and help them develop a clear, personal path to graduation and success after graduation.

Strategy: **College readiness coursework**
Decrease the number of students who need remedial coursework in college.



College, Career & Life **READY**



Goal: Increase the academic success of Native American students.

Strategy: **Professional development for teachers and principals**
Support educators to improve instructional practices and enhance longevity.

"WoLakota" implies balance and coming together. The WoLakota Project is meant to support students in high-need schools by pairing trained mentor-teachers with new teachers and providing Courage to Teach circles to tend to the "hearts" of each.



Strategy: **Student development**
Raise student awareness of opportunities for college and careers.

Jobs for America's Graduates (JAG) is a program for students who are at risk of dropping out.

- JAG Model Components:
- Classroom instruction
 - Adult mentoring
 - Summer employment training
 - 12-month follow-up services
 - Job and postsecondary education placement services
 - Competency-based curriculums
 - Advisement and support
 - Student-led leadership development
 - Accountability system

The JAG Model is cost-effective with a cost per participant that can be recovered in taxes paid in only **14 months** of full-time employment.
(Source: 2013 JAG Annual Report)

School Year	# of schools	# of students	# of 12th grade students	Graduation Rate
2012-13	3	63	11	100%
2013-14	5	88	16	99%
2014-15	6	134	23	NA

Strategy: **Oceti Sakowin standards**
Integrate language and culture in the classroom.

The Oceti Sakowin Essential Understandings come to life in powerful videos of elders featured on wolakotaproject.org.

"Grandchildren, today I come and I want to share some stories with you, so that these stories will never die. These stories are going to be yours, your responsibility to carry on for the next generation."

- Duane Hollow Horn Bear

The Department of Education is working on a partnership with the South Dakota Humanities Council to align the Oceti Sakowin Standards with proposed social studies standards to provide an opportunity for students to engage in cultural understanding.

South Dakota Just Got Better!

26 Math Teachers Become a Part of Our Journey



Will YOU be Next?

Register to participate in the
6-12 Virtual Math
Coaching program

<http://tinyurl.com/ne7cttc>

Laura Bain (Tea), Tammy Jo Schlechter (Custer) and Mark Kreie (Brookings) collaborating to assist DOE in designing the program. Other SD math leaders involved: June Agaza (CAMSE), Deann Kertzman (Rapid City), Christine Larson (SDSU), Linda Mallory (ESA 2), Marcia Torguude (TIE), Chris Mosner (Todd County), Nicole Riener (Sioux Falls), Kevin Rein (USD), Sharon Rendon (consultant).

- ♦ Receive a \$150 stipend
- ♦ Choose two instructional practices to focus on over the year
- ♦ Participate in one day region training in Fall 2015 (dates TBD by July 1, 2015)
- ♦ Collaborate with a math peer & math teachers using [EDTHENA](#) over the 2015-2016 school year
- ♦ Two graduate credits available

Substitute reimbursement will be provided to districts for the fall regional training

Math instructional practices are aligned to the SD Professional Practices (Danielson Framework)

Instructional Practices (Professional Learning Focus)

- ♦ Effective Questioning
- ♦ Mindsets
- ♦ Using real-world contexts to increase engagement
- ♦ How to facilitate productive discourse?
- ♦ Planning for discourse using the 5 practices
- ♦ What is discourse?
- ♦ Strategies for modifying existing math tasks to increase the cognitive demand.
- ♦ Using assessment in learning: looking at student work
- ♦ Collaborative grouping in secondary classrooms



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Questions: Contact becky.nelson@state.sd.us or matthew.gill@state.sd.us