



2018-2019 Title I Schoolwide (SW) Plan

District:

Bison School District 52-1

School:

Bison Elementary

Building Principal:

Marilyn Azevedo

Select One:

Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE Title I Representative

Superintendent Marilyn Azevedo

Date Completed:

6/28/18

Introduction

The reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, requires certain components be included in planning for a schoolwide program and in the writing of a schoolwide plan. By completing the provided template, schools will develop a new plan or update current schoolwide/school improvement plans that will meet the new requirements. If completing the template for a new SW program, the Comprehensive Needs Assessment (CNA) – Component 1 section must be completed. Otherwise that section is optional and may be used as a tool to re-evaluate the SW program that is in place, as long as the school and LEA assure that a CNA has been conducted at some point in the monitoring/revision process required under the law (Section 1114(b)(3))

- The plan shall be developed or revised with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers; School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan shall be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan shall be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The narrative sections in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Sufficient detail must be provided to ensure anyone reading the plan will understand the basic education program at the school.

Schools must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

The budget implication sections must be sufficient in detail to show how Title I funds support the schoolwide program and provide students with a well-rounded education. These sections must match the information in the Consolidated Application Budget. If a district is consolidating funds as allowed under Section 1114(a)(1)(3), please make that clear in the budget implication sections.

Evidence-Based Resources – Evidence-based research may be used to support certain strategies and/or interventions that schools are implementing. There are some sites at the end of this document that may help in finding appropriate research.

Special Notes:

- 1) If programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program need to be included in the appropriate narrative. **Section 1114(b)(7)(B)**
- 2) If a schoolwide school uses funds to establish or enhance a preschool program for children, be sure to address the program in the appropriate component section(s). **Section 1114(c)**
- 3) If schoolwide services are delivered by a non-profit or for-profit external provider, be sure to address their expertise in using evidence-based or other effective strategies to improve student achievement in the appropriate component section(s). **Section 1114(d)**
- 4) If, in a secondary school operating a SW program, funds are used for dual or concurrent enrollment programs, be sure to address such program and the flexibility of funds in the appropriate component section(s). **Section 1114(e)(1) & (2)**

Component 1: §1114(b):

Comprehensive Needs Assessment (CNA)

(**CNA description optional if “Revised Plan” is marked on the title page**)

To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Briefly describe the school's Comprehensive Needs Assessment (CNA) process.

Narrative: Bison School staff attended a data retreat to review and revise academic goals for the 2018-2019 school year. Language was changed to reflect the AIMSweb 3 Tiered Assessment model.

Summarize the results and conclusions:

Narrative: Teachers collaborated and agreed that 80% of the students will meet the Tier One level on all Language Arts and Math AIMSweb assessments in the spring of 2019.

Budget Implications: Title I funds will be used for the salary and/or wages of Title I staff and the purchase of the AIMSweb testing program. Remaining funds may be used for professional development for elementary staff.

Component 2: §1114(b) (7)(A)(i):

Provide a description of schoolwide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable.

Include a description of how the reform strategies will be evaluated for effectiveness. Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards.

Narrative: Staff will continue use of current services for the 18% of K-6 students on an IEP for reading, speech or receiving dyslexia services. Continued use of the new K-12 Language Arts curriculum (Reading Street/Pearson Common Core Literature, Read Naturally). Title I services all day. Continue third full year of newly purchased K-6 Common Core Aligned Math curriculum(MyMath McGraw Hill) Complete or continue current services for the 13.6% of K-6 students on an IEP for math, reading or receiving dyslexia services. Title I services all day.

Budget Implications (this must be reflected in the budget in the Consolidated Application): Title 1 services are provided through Title 1 funding.

Benchmark/Evaluation: Students are progress monitored at the strategic and intensive levels through Language Arts AIMSweb Assessments. Students are progress monitored at the strategic and intensive levels through Mathematics AIMSweb Assessments. Programs, such as Read Naturally, Xtra Math, Brain Pop, Gumball Math, DRA, and Six-minute reading also provided progress reports for student progress. Teacher SLO can be used for evidence of progress.

Component 3: §1114(b) (7)(A)(ii):

Provide a description of schoolwide reform strategies being implemented that: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **and 3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Include a description of how the reform strategies will be evaluated for effectiveness. These strategies should be evidence-based and strengthen and enrich the academic program.

Narrative: Cooperative teaching involving the Reading and Math specialist and the classroom teacher will be utilized. Individual strategies for pull-out and in class assistance will be provided for grades K-6 in math and reading and will vary according to student need. Dyslexia tutoring using the Read Naturally and Six-minute Reading program will be implemented. Independent reading will take place every day with a varying amount of time according to grade level. Leveled trade books will be incorporated into the reading curriculum. Teachers will provide grade appropriate word problems, computation problems and use of manipulatives to students daily. Summer school classes provided by highly qualified schoolwide staff will be offered to students for remediation and maintenance of reading and math skills. AIMSweb progress and strategic monitoring or DRA will be administered as needed. The District will take advantage of professional development opportunities provided by the state.

Budget Implications: Funds will be used for salary/wages of Title I staff and to fund the Aimsweb program and professional development opportunities for teaching staff.

Benchmark/Evaluation: Our updated Reading and Math series includes differentiated instruction. Reading series crosses over into science and social studies curriculum. Progress will be measured by Tier Improvement on AIMSweb and daily classroom research-based curriculum assignments. Other strategies include the Gradual Release Model, increased instruction time in math and language arts, extending the school day with summer school, use of guided reading library, EPIC System, tumble books and programs that can be utilized at home, such as Moby Max and Ticket to Read.

Component 4: §1114(b) (7)(A)(iii):

Provide a description of schoolwide reform strategies that the school is implementing to address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- If programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program need to be described in the narrative.

Evidence: Evidence-based research strategies or activities could be student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. **Include a description of how the reform strategies will be evaluated for effectiveness.**

Narrative: School based counseling within the school and community based mental health that access the school are available to students. Mentoring services are available to teachers and students. Our students in grades 9-12 can access online curriculum including DUAL credit and AP courses. Students in grade 11 take a career and college preparation assessment. A variety of CTE courses are provided on an annual basis depending on our students needs and interests in our rural community. A discipline matrix has been implemented to adequately address problem behaviors for all students, so consequences for misbehavior are fair and equitable. Our district encourages staff to attend various professional development activities and provides compensation for them to do so. We also have opportunities in house to help focus on areas such as data and student achievement. To recruit teachers our district attends annual teacher’s fairs, advertises in regional newspapers and online in various places. We offer incentives such as moving expenses and signing bonuses to recruit staff. We currently meet annually to develop a transition plan with area preschools and have a MOU with those programs. We also have kindergarten roundup to help students transition to the new setting.

Budget Implications: Depending on the funding available, funds may be used for professional development opportunities and trainings for the teaching staff.

Benchmark/Evaluation: Discipline incidents are entered in Infinite Campus and reviewed annually to evaluate the effectiveness of the matrix, and to target students who are habitual offenders. The career and college readiness assessment annually evaluate students to assess whether they are ready for college or the workforce. Data is examined by high school staff

Component 4: §1114(b) (7)(A)(iii):

to make changes if needed in our programs. The teacher effectiveness plan and teachers SLO's are used to evaluate teachers and assess them with a summative teacher effectiveness rating annually. Teachers who attend professional development activities outside the district are encouraged to share what they have learned with other staff. Our transition plan with preschools is updated and evaluated annually at a meeting of all stakeholders.

Evidence-Based Research Resources

[Click here](#) to return to the start of the document.

CTRL Click on the links to go to the respective websites.

(<http://www.bestevidence.org/>)



(<https://www.edreports.org/>)



(<https://www.evidenceforessa.org/>)



(<https://ies.ed.gov/ncee/wwc/FWW>)



(<http://www.colorincolorado.org/>)



(<http://archive.education.jhu.edu/research/crre/>)

