



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

2020-2021

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 State Title I Representative

Superintendent Marilyn Azevedo

Date Completed:

5/15/2020

Component 1: §1114(b):

Comprehensive Needs Assessment (CNA)

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.

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

Narrative: Due to the Covid-19 school shutdown in March, we were unable to administer spring Aimsweb benchmarks and other state assessments.

Summarize the results and conclusions:

Narrative: Due to the Covid-19 March shutdown and the subsequent distance learning for the remainder of the year, Aimsweb proficiency percentage levels for math and reading will be set based on the fall assessment results. Winter 2019 Aimsweb benchmarks will be used as a comparison. Proficiency percentage levels for our school for the state assessments will be set after the fall Aimsweb testing.

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. Any remaining funds may be used for professional development for elementary staff. Because of possible budget restraints due to Covid-19, use of online formats for professional development would eliminate travel expenses.

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.

NOTE: If federal funds will be used to provide food for family engagement activities the school MUST include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and you can justify this then it is reasonable and necessary.

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 K-6 students on an IEP for reading, speech or receiving dyslexia services. Staff will continue use of the K-12 Language Arts curriculum (Reading Street/Pearson Literature, Read Naturally). Title I services are provided all day. Continued use of the K-6 Math curriculum (MyMath McGraw Hill) Continue current services for K-6 students on an IEP for math or receiving dyslexia services. Title I services are provided all day. Services for reading and math may be provided in the classroom setting and through pull out one-on-one or small group instruction with Title I staff. Rigorous lesson plans are aligned with SD State Standards for Math and English Language Arts.

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

Benchmark/Evaluation: Students are progress monitored through Language Arts Aimsweb assessments and Mathematics Aimsweb assessments. Programs such as Read Naturally, Xtra Math, Brain Pop, Prodigy, Ninja Math, Kahn Academy Kids, DRA, Six-minute reading and ELA No Prep Intervention Binder also provide progress reports for student progress. Teacher SLO's 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.

NOTE: If federal funds will be used to provide food for family engagement activities the school **MUST** include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and you can justify this then it is reasonable and necessary.

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 Title I staff and the classroom teacher will be utilized. Individual strategies for pull-out and in class assistance will be provided for grades K-6 math and reading and will vary according to student need. Necessary accommodations and additional tutoring due to the Covid-19 March shutdown will be taken into consideration. Dyslexia tutoring using the Read Naturally, Six-minute Reading and Nessy 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 monitoring or DRA will be administrated as needed. The school district will take advantage of professional opportunities offered as the budget allows.

Budget Implications: Funds will be used for salary/wages of Title I staff and to fund the Aimsweb assessment program and professional development opportunities for teaching staff. Use of online formats, such as Google Classroom or Zoom, would eliminate travel expenses for training workshops and professional development. Providing supper at the Title I Annual Meeting/Back-to-School event increases attendance, and cookies with coffee/lemonade at the Grandparent's Day program creates a welcoming atmosphere.

Benchmark/Evaluation: Our Reading and Math series includes differentiated instruction. Reading series crosses over into science and social studies curriculum. Progress will be measured by Aimsweb assessments 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 year with summer school, use of guided reading library, EPIC System, tumble book and programs that can be utilized at home, such as Moby Max, Spelling City and Ticket to Read. A staff book study of Innovate Inside the Box by George Couros will aid in learning new strategies to implement in the classroom.

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. Due to the Covid-19 March shutdown, increased counseling will be available to meet the students' needs. 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. With the Covid-19 March shutdown and unforeseeable budget restraints, online formats, such as Google classroom or zoom, for professional development may be required. We 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 place. 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 daycares and have a MOU with those programs. We also will have a kindergarten roundup to help students transition to the new setting. The Superintendent meets with 6th grade students and their parents to aid in the transition to Junior High, and discusses class choices with students in grades 7-11. ACT Aspire

Component 4: §1114(b) (7)(A)(iii):

is conducted for grades 9-10

Budget Implications: Depending on the funding available, funds may be used for professional development opportunities and trainings for the teaching staff. Use of Goggle Classroom and Zoom would aid with budget restraints and eliminate travel expense.

Benchmark/Evaluation: Discipline incidents are entered in Infinite Campus and are 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 to make changes if needed in our program. The teacher effectiveness plan and teachers SLO's are used to evaluate teachers and assess them with a summative teacher effectiveness rating annually. Teacher 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 evaluated and updated at a meeting of all stakeholders.