

2021-2022
Title I Schoolwide (SW) Plan

District:

Bison School District 52-1

School:

Bison Elementary School

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:

05/12/2021

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 once every three years and use the results to regularly monitor and revise the plan. (ESEA section 1114(b)(3) and section 1114(b)(6)). In addition, plans should be evaluated annually to ensure they accurately reflect the education program provided to student.

Through the needs assessment process, a school **must** consult with a broad range of stakeholders, including parents, school staff, and others in the community (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)), and examine relevant academic achievement data to understand students' most pressing needs and their root causes. 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: Bison School has completed year one of the two-year process for the required Comprehensive Needs Assessment. (CNA) The CNA team participated in the five sessions with Dr. Susie Roth and Michelle Seaholm. We are currently in the survey process in collecting data. We will begin to look at the why we are scoring where we are on our assessments, instead of just what we are scoring.

Summarize the results and conclusions:

Narrative: Bison School maintained in-person learning for the vast majority of the 2020-2021 school year. SD State Assessments, Aimsweb Benchmarks and Developmental Reading Assessments were administered. We will examine the assessment results in May 2021 and set goals for the 2021-2022 school year.

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.

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 can be justified, then it is reasonable and necessary.

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

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). Researching and investigating is currently underway for a new phonics program to improve scores. Title I services are provided all day. Continued use of the K-6 Math curriculum (MyMath McGraw Hill). We will 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 will be provided in the classroom setting through one-on-one and small group instruction in center-based activities with Title I staff.

Budget Implications: (This must reflect what is in the budgets in the Consolidated Application and may include all Title programs, including school improvement funds.)

Narrative: Title I services are provided through Title I funding and possibly ESSER III.

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.

Benchmark/Evaluations: Students are progresses monitored through Language Arts Aimsweb assessments and Mathematics Aimsweb assessments. Programs such as Read Naturally, Xtra Math, Prodigy, Ninja Math, Kahn Academy Kids, DRA, Six-minute Reading, ELA No Prep Intervention Binder, Splashlearn, Rocket Math, Starfall, and Epic. Math and language arts games such as dominoes, stamp the letters and sounds, and alphabet match are also included.

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 can be justified, then it is reasonable and necessary.

Narrative: Cooperative teaching involving Title I staff and the classroom teacher will be utilized. Individual strategies 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 will be taken into consideration and provided to students in need. Dyslexia tutoring using the Read Naturally and Six-minute Reading 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 and DRA will be administered as needed. The school district will take advantage of professional opportunities as the budget allows.

Budget Implications: (This must reflect what is in the budgets in the Consolidated Application and may include all Title programs, including school improvement funds.)

Narrative: Funds will be used for salary/wages of Title I staff, the Aimsweb assessment program and professional development opportunities for teaching staff. Teachers will avail themselves to online formats.

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.

Benchmark/Evaluations: Our Reading and Math series includes differentiated instruction. The reading series crosses over into the science and social studies curriculums. 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 and Spelling City. We will be attending Lemmon Pride Day with a professional speaker.

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.

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 curriculums 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. Online formats, such as Goggle classroom or Zoom, are available for professional development. 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 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 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 and Junior High teachers meet with 6th grade students and their parents to aid in the transition to Junior High. Class choices are also discussed with students in grades 7-11. ASVAB is conducted for grades 11th grade.

Budget Implications: (This must reflect what is in the budgets in the Consolidated Application and may include all Title programs, including school improvement funds.)

Narrative: Depending on funding available, funds may be used for professional development opportunities and trainings for the teaching staff. Use of Goggle Classroom and Zoom will be available.

Include a description of how the reform strategies will be evaluated for effectiveness and what evidence will be used. 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.

Benchmark/Evaluations: 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 evaluates 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. 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 evaluated and updated at a meeting of all stakeholders annually.